



Montana Board of Public Education

Public Charter School Application

September 2023

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INTRODUCTION

[HB 549](#) (2023) authorized the establishment of public charter schools in Montana and tasked the Montana Board of Public Education as the sole entity authorized to enter into public charter contracts with a governing board. There are two types of public charter schools – those operating under an existing local school board and those operating as a new school district under a separate governing board. This Public Charter School Application is for both options.

A public charter school means a public school that has autonomy over decisions including, but not limited to, matters concerning finance, personnel, scheduling, curriculum, and instruction as defined in a public charter contract. Public charter schools are governed by a local school board, or in the case of a governing board other than a local school board, by the governing board of the public charter school district of which the public charter school is a part. Public charter schools are established and operated under the terms of a public charter contract and allow parents to choose to enroll their children. Public charter schools must admit students based on a lottery if more students apply for admission than can be accommodated.

Public charter schools provide a program of education that may include any or all grades from kindergarten through grade 12 and vocational education programs and **operate in pursuit of a specific set of educational objectives as defined in its public charter contract.**

The evaluation of your application will focus on whether implementing the proposals in your application will lead to the academic, organizational, and financial performance you are promising in exchange for potential broad flexibility from Montana’s education standards. The evaluation will also determine whether:

- **There is an established need for the proposed public charter school;**
- **The proposed public charter school meets the needs of all its students;**
- **The proposed public charter school is of the highest academic quality;**
- **The proposed public charter school will provide a healthy learning environment and positive school climate;**
- **The proposed governing board demonstrates the capacity to implement the plan outlined in the application with fidelity; and**
- **The proposed public charter school will provide an educational opportunity to students that they would not otherwise receive at the traditional school they are zoned to attend.**

Applicants are strongly encouraged to review all information and resources available on the Board’s webpage under the Public Charter School tab prior to drafting and submitting a public charter school application.

SUBMISSION PROCEDURES

To facilitate the Montana Board of Public Education’s review of public charter school applications, applicants must submit the application to bpe@mt.gov no later than November 1, 2023. The Board will review the public charter school application, and if completed, will facilitate an interview, and take public comment on the application at the November 15-17, 2023 Board meeting. Final approval of the application will take place at the January 18-19, 2024 Board meeting.

We recognize that this application does not provide the space to fully and accurately respond to each of the questions in the application. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located within the application.

Please note that submitting a public charter school application does not guarantee that a public charter school contract will be granted. Failure to adhere to any requirements may yield a defective application that is rejected before consideration. In addition, complete applications that are not strong enough to guarantee a successful public charter school implementation will be recommended for denial.

PUBLIC CHARTER APPLICATION COVER PAGE

Check One: New Public Charter under Existing Local School Board New Public Charter District

Name of Public Charter School Liberty Elementary School District - Charter District

Local school district in which the public charter school will be physically located: _____

Liberty Elementary School District #10

Contact Information for the Governing Board Chair

Contact Person: David Hofer Chair, Board of Trustees

Name **Title**

Contact Address: 333 2100 Road South Galata, Montana 59444

Telephone Number: 406-432-2585 or 406-460-1209

E-mail Address: dave@eaglecreekfarm.net

Contact Information for the Person Completing this Application

Contact Person: Todd A. Hanson Managing Partner, 4 Poles Educational Consulting Group

Name **Title**

Contact Address: 2381 Heritage Drive Havre, Montana 59501

Telephone Number: 406-262-2403

E-mail Address: 4polesconsulting@gmail.com

PUBLIC CHARTER APPLICATION

Name of Public Charter School: Liberty Elementary School District - Charter District

Provide an executive summary with the general purpose and rationale for the creation of the public charter school.

[See Attachment titled Executive Summary](#)

Opening Date: July 1, 2024 Public Charter Term Length: 2024-2029

Grades to be served: K - 8

Minimum Enrollment Per Year: 100 students

Planned Enrollment Per Year: 101-114 students

Maximum Enrollment Per Year: 120 students

For each year of the public charter term, indicate the number of students the public charter school plans to serve in each grade.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	14	12	11	10	14	15	7	10	8					101
Year 2	14	14	12	11	10	14	15	7	10					107
Year 3	12	14	14	12	11	10	14	15	7					109
Year 4	10	12	14	14	12	11	10	14	15					112
Year 5	17	10	12	14	14	12	11	10	14					114

ACADEMIC PROGRAM

We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

1. State the public charter school's mission and vision and describe why this initiative is important to the community it will serve.

[See Attachment 1.0](#)

2. Identify the targeted student population and the community the public charter school proposes to serve.

[See Attachment 2.0](#)

3. Describe plans and timelines for student recruitment and enrollment, including lottery procedures.

[See Attachment 3.0](#)

4. Describe the public charter school's academic program, specifically focusing on why it is innovative in your school district. Include plans to formally assess student achievement on an annual basis.

[See Attachment 4.0](#)

5. Describe any variances to existing standards that the public charter school requires to enhance educational opportunities.

[See Attachment 5.0](#)

6. Describe the instructional design, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.

[See Attachment 6.0](#)

7. Describe plans for identifying and successfully serving students with disabilities, students who are English Language Learners, students who are academically challenged, and gifted students, including compliance with applicable laws and regulations.

[See Attachment 7.0](#)

8. Describe student discipline policies, including those for special education students.

[See Attachment 8.0](#)

SCHOOL GOVERNANCE

We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

9. Describe the public charter school's organizational chart that clearly presents the proposed organizational structure, including lines of authority and reporting between the governing board, staff, related bodies such as advisory bodies or parent and teacher councils, and external organizations that will play a role in managing the public charter school.

[See Attachment 9.0](#)

10. Describe the roles and responsibilities of the governing board, the proposed leadership management team, and other entities shown in the organizational chart.

[See Attachment 10.0](#)

11. Provide a staffing chart for the public charter school's first year and a staffing plan for the term of the public charter school.

[See Attachment 11.0](#)

12. Detail the public charter school startup plan, identifying tasks, timelines, and responsible individuals.

[See Attachment 12.0](#)

13. Describe the plans for recruiting and developing school leadership and staff.

[See Attachment 13.0](#)

14. Describe the proposed leadership and teacher employment policies, including performance evaluation plans.

[See Attachment 14.0](#)

15. State the proposed governing bylaws.

[See Attachment 15.0](#)

16. Explain any partnerships or contractual relationships central to the operations and mission of the public charter school.

[See Attachment 16.0](#)

17. Provide the proposed calendar and sample daily schedule.

[See Attachment 17.0](#)

BUSINESS OPERATIONS

We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

18. Describe plans for providing transportation, food service, and all other significant operational or ancillary services.

[See Attachment 18.0](#)

19. Describe cocurricular and extracurricular programs and how the programs will be funded and delivered.

[See Attachment 19.0](#)

20. Describe the proposed financial plan and policies, including financial controls and audit requirements.

[See Attachment 20.0](#)

21. Describe the insurance coverage that will be obtained.

[See Attachments 21.0 / 21.1 / 21.2](#)

22. Describe the startup and five-year budgets with clearly stated assumptions.

[See Attachment 22.0](#)

23. Describe the startup and first year cash flow projections with clearly stated assumptions.

[See Attachment 23.0](#)

24. Describe anticipated fundraising contributions and evidence, if applicable.

[See Attachment 24.0 / 26.1A - 26.7A](#)

25. Describe the facilities plan, including backup or contingency plans.

[See Attachment 25.0](#)

COMMUNITY SUPPORT AND NEED

We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

26. Describe the specific evidence of significant community support.

[See Attachments 26.0 / 26.1 - 26.7 / 26.1A - 26.7A](#)

27. Describe the opportunities and expectations for parent involvement.

[See Attachment 27.0](#)

NOT AN EXISTING LOCAL SCHOOL BOARD? COMPLETE THE FOLLOWING INFORMATION

We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

1. Provide specific evidence that the applicant has sought from the local school board the creation of a school or program of the located school district serving the mission and vision of the proposed public charter school.

N/A

2. Provide specific evidence that the local school board declined to create the school or program and declined to submit a proposal for the creation of a public charter school to the Board of Public Education.

N/A

3. Provide a legal description of the property of the existing school district from which the boundaries of the public charter school district are proposed to be formed.

N/A

4. Share background information on the initial governing board members and, if identified, the proposed school leadership and management team.

N/A

Questions? Contact bpe@mt.gov

Executive Summary:

In alignment with the legislative intent outlined in HB 549, to provide additional educational opportunities for all Montana students, parents and communities who wish to exercise their rights to receive a constitutionally guaranteed, equitable public education through the creation of a public charter school model, and who wish to pursue an alternative learning environment for their children who are not thriving in a traditional school setting, and who have not received the services their children are statutorily entitled to from the district of residence or, as defined in HB 549, the “located school district”, the Board of Trustees for the Liberty Elementary School District, does hereby state their intent to create a public charter school district, and network of remotely located charter schools within the boundaries of its existing school district. If this Public Charter School Application is approved, these remote charter school locations would become part of the Liberty Elementary School District – Charter District campus. As defined in Section 3. (1) of HB 549, as an independent, established public school district, the Liberty Elementary School District and Board of Trustees, as “the local board of the located district” does meet the criteria to be the Public Charter School Applicant under this legislation. Submission of this Public Charter School Application has been approved by the Board of Trustees at a Special Board held on October 30, 2023 (See attachment 30.0).

It is also worth noting at this time that six of the seven proposed charter schools which would become part of the network of existing school sites under the direction and management of the Liberty Elementary School District – Charter District “governing board” (HB 549 Section 3. (4)), are currently located within the territorial boundaries of another “located school district” other than Liberty Elementary School District. Acknowledging this relationship, the applicant asks that the Board of Public Education application review committee weigh this geographic fact against several equally, if not more, important variables identified and described in detail in the course of this application. In doing so, it is our hope that the review committee will invoke the standard of assessment outlined in the published Public Charter School Application Evaluation Criteria, specifically, as indicated in Section 1, Criteria 6. which asks the question, “is the mission of the proposed public charter school consistent with the goal of providing students with educational opportunities that they would not otherwise be afforded at the traditional school to which they are zoned?”

The applicant believes that it can establish that the very premise of the proposed Liberty Charter School District campus as detailed in this application, clearly demonstrates that the Hutterite Colony Schools at these locations have been, and will continue to be chronically underserved, ignored or marginalized by the public school “districts of residence” to which they have been historically bound, unless a mechanism is provided wherein parental choice and the needs of individual students to receive access to personalized learning programs which emphasize “culturally rooted instruction” (HB 214) and that have been intentionally designed for English Language Learners (ELL), is provided. The applicant is confident that the framework provided in HB 549 creates both the structure and the long-awaited opportunity for parents from these Hutterite Colony communities to have a right to choose the educational environment which best supports and encourages students to develop their full educational potential. In order to exercise this choice, and as defined in HB 549 Section 12. (3) parents must be allowed to remove their children from school districts of residence, which in some instances, may be located across county lines, and district boundaries, through the use of nonresident student, out of district attendance agreements pursuant to Title 20, Chapter, Part 3, and as also modified in HB 203. The use of these statutorily provided out-of-district attendance agreements would allow parents and their children living in the communities,

the right to attend the proposed Liberty Elementary School District – Charter District schools. Whether through the use of individual attendance agreements, or partnerships between school districts, barriers to parents exercising these rights to school choice should be eliminated.

As also provided for in HB 549, and in accordance with the definitions outlined in Section 3. (6), the applicant wishes to be recognized as the “located school district” within which, the new proposed public charter district campus and associated charter schools are to be located, and “from which the separate boundaries of the charter school district are proposed to be formed.” If, as indicated in HB 549 Section 4.(b)(vii)(viii), it is the objective and intent of the legislation to “encourage the use of different models of teaching and learning; and to provide students, parents, community members, and local entities with expanded opportunities for involvement in the public education system” then the applicant would encourage the review committee to look favorably on the innovative Public Charter School model that is being proposed in this application which is intended to address the endlessly challenging situation faced by the Hutterite Colony Community schools identified herein, who, historically, have had few options in actively choosing an educational environment which provides their children with a equitable educational opportunity.

Great effort has been expended by an entire team of professionals working with and through the Board of Trustees at Liberty Elementary School District as the applicant to detail all the working elements of the proposed Liberty Elementary School District – Charter District framework, and to provide appropriate and thoughtful responses to each of the areas identified through the application process. Beginning with the articulation of the mission and vision, the applicant has sought to convey to the reviewer that the proposed charter district and member school model, which has been described in this process, is the result of years of research, data analysis, curriculum development, perfecting instructional methods, implementing meaningful assessments, delivering focused training and professional development supports to classroom teachers and critical support staff, monitoring student performance and managing the educational programming that is required to provide the highest quality academic resources and social emotional learning supports for classrooms which serve the needs of English Language Learners (ELL).

Although the charter district and remote schools structure being proposed has been adapted to fit the specific criteria and requirements outlined in both HB 549 and the Public Charter School Application process, the foundation of the concept has been in development and continuous practice within the existing Liberty Elementary School District operational model for nearly a decade. What is being proposed, has already been in place and has been yielding promising results. The necessity is now to provide an opportunity through the Public Charter School framework and structure to support ongoing efforts to scale-up the existing model, and to provide critical educational services to the additional schools and sites indicated herein, that have yet to receive the resources and strategic supports to which they are entitled from the public school districts to which they are currently attached.

The applicant feels compelled to provide some additional context into the sense of urgency felt and shared by the proposed member colony communities who have voiced their overwhelming support for the immediate implementation of a new model of management, and educational services structure intended to meet the specific needs of their children. Within the past three months, two of the colony schools which are identified within the proposed model for participation in the Liberty Elementary School District – Charter District framework, have been all but abandoned by their district of residence. After more than thirty (30) years of continuous educational support through the delivery of on-site

instructional services to each of these Hutterite Colony School locations, the public school district governing body and administration have, without explanation, despite the repeated requests from the parents for clarification, denied continued on-site educational services and academic support to the students and families at each of these two locations. Instead, the parents have received ultimatums from the district of residence stating that two “options” existed – either elect to bring your Hutterite children to the schools located in town or revert to home schooling through use of a private school model. Although initial efforts were made by the Liberty Elementary School District to assist the colony schools and parents who were effectively left with no viable or reasonable options for the continued public education of their children, with the delivery of educational resources in an attempt to prevent students from entirely losing all access to a public education, ultimately these two colony schools have been forced, against their wishes, to privatize and reluctantly relinquish their opportunity to a public school education. The applicant shares this information in an effort to help illustrate the acute nature of the situation facing these Hutterite Colony Schools, and to reinforce the real nature of the challenges confronting these families, students, and communities.

As indicated in this specific example, situations like the one encountered by these two Hutterite Colony communities are, unfortunately, all too common, and will likely become the norm, unless and until dramatic changes are made to accommodate innovative solutions. As such, it is imperative that if parental choice measures like those outlined in HB 549 and the Public Charter School Legislation are to have a meaningful impact on the ability of students, families, and communities to exercise their rights in seeking out additional educational opportunities for their children, then access to proven, innovative, and specialized programs and services, delivered by experienced and committed teachers and staff, all supported by an administration and governing Board who shares the same sensibilities and priorities as the community they serve, must be given an opportunity to build capacity under these educational systems using different and pioneering approaches, resources, strategies, and operational structures. The applicant encourages the Board of Public Education to please give due consideration to the application submitted herein, and to grant the applicant an opportunity to scale-up the conceptual framework and ELL focused instructional model which has been in development for years through the implementation of the plan and proposal presented in the following pages.

ACADEMIC PROGRAM**ATTACHMENT 1.0**

Q1. State the public charter school's mission and vision and describe why this initiative is important to the community it will serve.

The applicant district does herein state their mission and vision are as follows:

It is the mission of the Liberty Elementary School District – Charter District to provide access to all students, and families including those members of Hutterite communities located in North Central Montana with the opportunity to experience a hospitable, holistic K-8 educational environment which utilizes innovative personalized learning strategies aligned to transformational learning programs, specifically designed, and implemented to support the unique individual needs of English Language Learners (ELL) and which also incorporate a culturally rooted pedagogy that reflects the historic and contemporary values, traditions, and lived experiences of the families and students who reside on Montana's Hutterite Colonies.

It is the vision of the Liberty Elementary School District – Charter District to create a public charter school program, comprised of existing community schools at seven (7) Hutterite Colony School sites located across North Central Montana, which will become the model for how to design, develop, and implement enriched personalized educational programs which include a focus on the specific needs of English Language Learners (ELL), families, and communities capable of producing student performance metrics which exceed current standards and establish new bench marks, best practices and appropriate strategies aligned to Montana's content standards.

The innovative initiatives and associated adaptive educational model outlined in the scope of this Public Charter District and Schools Application represent the culmination of nearly a decade of trial, reflection, adaptation, modification, and ultimately, measurable success. In addition, the design and development of the curriculum, instructional strategies and adopted best practices are aligned to and informed by a wealth of student performance data collected at grade level, classroom level and by subject area over the past ten years at the seven (7) Hutterite Colony School locations. All of these factors combined represent and reflect the desperate need to provide communities and schools who predominantly serve student populations which are almost exclusively English Language Learners (ELL) with an opportunity to experience both academic and social emotional learning programs which are intentionally calibrated to provide teaching and learning opportunities and support, that is not currently available to these Hutterite Colony School students and their families under existing public school systems in the State of Montana.

Unfortunately, the untold story of the public education experience for students living in Montana's Hutterite Colony communities and attending schools on these sites which have traditionally been served through their association with local public school districts to which they are geographically connected, and identified by statute as "districts of residence", is one filled with missed opportunity, neglect, prejudice, bigotry, incompetence, mismanagement, identity oppression, and cultural exploitation. The proposed Liberty Elementary School District model has been intentionally designed to address generations of educational malpractice and professional malfeasance by boards of trustees, administrators, teachers and elected county and state officials or agency leadership who year after year have placed little value on, or committed adequate resources in support of and who have expended

minimal effort when providing schools in Hutterite Colony communities with an equitable allocation of quality educators, individualized programing, appropriate up-to-date instructional materials, state-of-the-art technology, access to consistent staff training, or professional development and responsible data driven decision making in alignment with the governance and management models responsible for the oversight of these Hutterite Colony schools.

ATTACHMENT 2.0

Q2. Identify the targeted student population and the community the public charter school proposes to serve.

Although open to all students who reside in the State of Montana, the Liberty Elementary School District – Charter District plan anticipates that it will primarily serve a population that is almost entirely composed of students, and families living on seven (7) Hutterite Colony communities located throughout North Central Montana. More specifically, the proposed Charter District and Schools will accommodate the enrollment of English Language Learner (ELL) students in grades K-8 who reside on any of the following seven (7) Hutterite colonies and who are currently geographically attached to the public school districts which have also been identified herein: Eagle Creek Colony (Liberty Elementary School District), Hi-Line Colony (Chester-Joplin-Inverness School District), Riverview Colony (Chester-Joplin-Inverness School District), Cool Springs Colony (Northstar School District), Sunny Brook Colony (Fort Benton School District), Hillside Colony (Sunburst School District) and Rimrock Colony (Sunburst School District).

Initial enrollment projections indicate that in Grades K-8 for the original term of the Charter School contract (2024 – 2029) the proposed Liberty Elementary School District – Charter District will serve on average an annual student population of a minimum of 101 students at year one (2024-2025), with estimates during the five-year cycle reaching 114 students at year five (2028-2029) for peak enrollment (see table on page 5 of the Public Charter School Application). These district students will attend classes at schools currently in operation at each of the seven (7) Hutterite Colony locations listed above. Please note, these existing school buildings, and facilities are entirely owned and operated by each of the individual colony communities, with any and all expenses related to their operation (utilities, custodial, insurance, maintenance and repairs, upgrades), are currently being paid for exclusively by each of the colonies themselves. As such, each of the proposed sites where these seven colony schools are located, and which are slated to become a member of the Liberty Elementary Charter District Campus, will not result in a loss of property tax revenue for the located school districts, as they are currently exempt from all property tax assessments. Furthermore, indications have been given to those colony school sites which are under management agreements with their district of residence, or another adjacent school district (Multidistrict Agreements outlined in HB 214), that following the 2023-2024 school year, they will all likely find themselves without access to ongoing on-site educational services provided by the districts of residence. In this scenario, they would have little choice but to privatize their schools, which they are all resistant to doing, and which would appear to be in violation of the state constitutional protections all students are to be afforded.

The targeted population of prospective students that will be served by the Liberty Elementary School District - Charter District will also share a common cultural attribute in that they will include students who have been identified, through State of Montana recommended testing assessments, as meeting the criteria and characteristics as English Language Learners (ELL), or students who are identified as having limited English proficiency. It is also worth noting when discussing the unique needs of the students which will be served through the new Liberty Elementary School District – Charter District that this student population of English Language Learners (ELL) has been chronically underserved, ignored or marginalized by the public school districts of residence to which they been enrolled, in many instances, for nearly the past thirty (30) years. In order to address the deficiencies in the supports, programs and resources which

have not historically been made available to this population of students, the proposed Liberty Elementary School District – Charter District instructional model is based upon the expansion of existing programming, processes and strategies which have been intentionally designed, developed and implemented by the board, administration, teachers and support staff currently working and imbedded at each of the schools under the supervision and management of Liberty Elementary School District.

In addition to the population of students to be served as identified herein, the proposed creation of the Liberty Elementary School District – Charter District is in and of itself an effort and a response to meet the overwhelming and resounding request voiced by the families, parents and leaders of the Hutterite Colony Communities previously identified, to provide a system of education which meets the unique needs of their children, and fulfills the promise articulated in Article X Section 1 of the Montana State Constitution which guarantees that their children, like all Montanans, receive access to an equitable educational opportunity, as provided for by the State legislature. The intent to fulfill this constitutional promise is, arguably, the very essence of what supports all the parental choice language adopted in HB 549 and provides the mechanism and structure for creating Charter Schools and Charter School Districts. The Colony communities who have voiced their support for the proposed Liberty Elementary School District – Charter District proposal (see attached signed Statement of Support for each member community) are, again, a reflection of the collective need to provide an opportunity for their children to participate in an educational system and structure which is currently not available to them through the current models, systems, and districts to which they are geographically bound.

ATTACHMENT 3.0

Q3. Describe plans and timelines for student recruitment and enrollment, including lottery procedures.

In anticipation of the submission of this Public Charter School Application, the governing Board of Trustees and Superintendent of Schools at Liberty Elementary School District, which will become the governing Board and Administration under the proposed Liberty Elementary School District – Charter District management structure, have initiated dialogue with parents, students and community leaders from the seven (7) Hutterite Colonies which are identified as part of the original member charter schools and sites within the Charter School District proposal. The intent of these initial conversations was to assess the prospect of recruitment and enrollment of their children in the new Charter School District. Multiple conversations were held over many months with these parents and community leaders to discuss the likelihood that they would: (1) support the proposed Charter School District as an external funding partner should financial support be necessary to ensure adequate resources were available, and (2) would they make a commitment to enrolling their children in the schools located at each colony site, with the understanding that the governance, administration, operational management, supervision, instruction, and strategic support for each of those schools and sites within the district would be provided by and through the newly formed Liberty Elementary School District – Charter District management model. Not surprisingly, the response from these parent and communities was an unqualified YES.

In conjunction with the initial recruitment effort and discussion with parents regarding the development of personalized learning programs for their children, presentations and conversations have been had with each of the member communities in relation to projected timelines for the initiation of charter district operations, preparations for outfitting individual classrooms at each school location, hiring of appropriately licensed certified teaching and support staff, and expectations as to when an initial school calendar would be developed and adopted by the governing Board of Trustees.

Although student recruitment efforts are continuous by design, all indications are that initial efforts have resulted in commitments from all parents, families and students residing at the seven (7) colony Charter School locations to enroll their children in the Liberty Elementary School District – Charter District beginning with the 2024-2025 school year, and to provide financial support from the communities should it become necessary.

As outlined in HB 549, in the event that at anytime during the initial charter school contract period (2024-2029) the enrollment capacity on the Liberty Elementary School District – Charter District exceeds the district's ability to accommodate additional students seeking enrollment in the district, the Governing Board of Trustees and Administration will adopt and administer a policy which provides for the selection of District students through a lottery system. As also provided for in HB 549, the district administration, in accordance with state statute and district policy, may provide enrollment preference to: (1) students who are residents of the located school district; (2) students who were enrolled in the charter district the previous school year; (3) to siblings of students already enrolled in the charter district; and (4) children of members of a public charter school's governing Board and full-time employees.

The enrollment capacity of the Liberty Elementary School District – Charter District will be determined annually by the governing Board in consideration of the public charter school's ability to facilitate the academic success of its students, to achieve the objectives specified in the charter contract, and to ensure that its student enrollment does not exceed the capacity of its physical facilities or sites.

ATTACHMENT 4.0

Q4. Describe the public charter school's academic program, specifically focusing on why it is innovative in your school district. Include plans to formally assess student achievement on an annual basis.

The innovative academic programs, instructional strategies, personalized learning plans, and related academic and social emotional learning supports that are aligned to the district wide transformational learning framework, reflect the intentions and aspirations of the proposed Charter District's governing Board of Trustees, administration, teachers and classroom support staff to design, develop and implement a proficiency or performance based program of instruction, assessment and measurement (grading, and academic reporting) that meets the unique needs of English Language Learners (ELL).

The general goal of the charter district's proficiency or performance based instructional model and plan is to ensure that all students, grades K-8, are acquiring the knowledge and skills that are deemed to be essential to success in school, colony business and industries, and adult life. If students struggle to initially meet expected learning outcomes or standards, they will receive additional instruction, tutoring, structured practice time, and academic support through a multi-tiered system of supports (MTSS) to help them achieve proficiency or meet the expected performance outcomes and standards by subject matter content area and grade level. The academic program includes instruction in all subject areas, including English Language Arts (ELA), mathematics, science, and social studies. What makes this approach to instruction and individualized support innovative is that it is intentionally designed and delivered in a classroom environment where students from all grades, K-8, simultaneously participate in instructional programming delivered through a combination of whole-group and small-group teaching and learning modules. Grade level specific, performance based instructional modules are designed to accommodate multiage – multigrade level students and classrooms, that incorporate the first language of the students (German) as a key component of the content materials.

Classroom teachers and support staff utilize a variety of textual materials (printed copy and electronic format) which integrate the student's first language (German) alongside traditional English based content resources and materials. Research examining the conditions under which English Language Learners (ELL) retain the greatest amount of content information, formulaic knowledge and subject area content retention confirm that using teaching techniques and strategies which expose English Language (EL) Learner students to foundational skills in both their native root language and English during the formative stages of their development dramatically improves student literacy, vocabulary, grammar, sentence construction, retention, and articulation.

Another innovative component of the classroom instructional model is the use of peer mentoring and student driven instructional support when older children who are more advanced academically, provide mentoring and tutoring to their younger classmates. One of the many advantages of having a one-room school environment where age groups and grade levels are combined K-8, is that all students take an active role in the learning of each other and themselves. This collaborative approach to teaching and learning in the public-school classroom is in alignment with the instructional model in use in each of the seven (7) colony communities which also support private German culture and language immersion schools which operate alongside the public-school model.

In conjunction with the proficiency or performance based instructional model, which is an integral component of the conceptual framework, individualized programs of instruction using an experiential learning model are structured to be progressive in design with the intent of advancing student performance through a series of interventions and measured outcomes. The integrated nature of instruction and student progress monitoring is supported using on-going subject matter assessments intended to measure student progress and performance on a daily, weekly and annual basis. Lesson, unit and project-based assessments are administered at predetermined intervals to provide both teachers and students with an opportunity to review progress towards content mastery. Although some state approved standardized assessments will be implemented in year one of the Charter contract, alternative assessments which are reflective of the adaptive instructional model will be adopted into the weekly, monthly and annual progress monitoring and assessment cycles for years two through five.

ATTACHMENT 5.0

Q5. Describe any variances to existing standards that the public charter school requires to enhance educational opportunities.

At this time, the applicant is requesting individual variances from BPE standards for the following requirements:

The Liberty Elementary School District – Charter District anticipates using its membership in the Montana Small Schools Alliance to meet both the Library and Counseling Accreditation Standards, we don't anticipate needing any other variances at this time.

Rather, the applicant asks for clarification on possible requests for variances that the Board of Public Education may grant to the applicant in the possible form of an "uber variance" for the operation of the proposed entire charter school district and associated member charter schools. The precedent for this request for an "uber variance" lies in previous action and explanations provided by the BPE when taking action in regard to the proposed Public Charter School Variance sought by the Bozeman Elementary District in its Charter School Proposal at a meeting before the BPE on April 12, 2023, in alignment with ARM 10.55.604(11)(c).

If the applicant correctly understands the action taken by the BPE at that time with respect to the variance sought by the Bozeman Elementary District, the Board of Public Education noted "that the approval of the Charter School itself was the "uber variance" and that the approval of individual variances was not necessary." The Board further explained its conclusions in stating that the BPE, "in approving the initial charter, tasked Bozeman Public Schools with meeting the educational needs of the students and families in the Bozeman Charter School and providing documentation of the success of that effort." If applicable, the applicant would request the opportunity to seek possible variances to BPE standards at a later date in accordance with the action previously taken by the BPE at the request of the Bozeman Public Schools in relation to its Charter School Application.

ATTACHMENT 6.0

Q6. Describe the instructional design, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.

The Board of Trustees, working in collaboration with the district Superintendent/Principal along with the classroom teachers and assistants will provide students with a model of instruction based on Experiential Learning for Equity. This approach is designed to promote a more inclusive and equitable educational experience by engaging students in hands-on, real-world learning opportunities. Here are some key components of the proposed instructional design:

Experiential Learning: Experiential learning is at the core of this model. It involves learning through direct experiences, such as exploratory learning, service learning, simulations, fieldwork, and project-based activities. Students apply what they've learned in the classroom to practical, real-life situations.

Equity and Inclusion: Equity in education refers to creating a fair and just learning environment where all students have the opportunity to succeed, regardless of their background, abilities, or circumstances. In this model, special attention is given to addressing and reducing disparities in educational outcomes. Strategies for inclusion, diversity, and accessibility are integrated into every aspect of the educational process.

Culturally Responsive Teaching: Culturally responsive teaching acknowledges and values the cultural backgrounds and perspectives of all students. Educators adapt their teaching methods and content to be inclusive and relevant to diverse student population of English Language Learners (ELL).

Collaborative Learning: Collaboration is a fundamental component of this model. Students often work in small groups or teams to solve real-world problems. Collaborative learning encourages communication, cooperation, and the sharing of diverse viewpoints and experiences.

Reflective Practice: Reflective practice is a key element of experiential learning. Students are encouraged to reflect on their experiences, both individually and in group settings, to deepen their understanding of the material and their own growth. Reflective journals, discussions, and debriefing sessions are common tools.

Feedback and Assessment: Continuous feedback and assessment are integral to this model. Students receive feedback on their performance and are given opportunities to improve based on that feedback. Assessments are often authentic, reflecting the real-world tasks and challenges students will encounter.

Community Engagement: Engaging with the local community or broader society is often a central aspect of experiential learning for equity. Students work on projects that have a positive impact on their communities and gain a sense of civic responsibility.

Flexible Learning Environments: To accommodate diverse learning styles and individual needs, flexible learning environments, both physical and virtual, are essential. These environments should be accessible to all students, including those with disabilities.

Professional Development for Educators: Teachers and educators will have access to professional development and training in order to effectively implement this model. Through this process, they will

learn how to design experiential learning opportunities, foster equity, and adapt their teaching strategies to meet the needs of a diverse student body.

Ongoing Research and Evaluation: This model encourages key district staff to engage in ongoing research and evaluation to measure the effectiveness of their approach and make continuous improvements.

By incorporating all of these elements, the educational model supported by the conceptual framework is focused on experiential learning for equity and aims to provide a well-rounded and inclusive learning experience that prepares students for success in a diverse and dynamic world.

Type of Learning Environment:

The proposed instructional model, which is aligned to the conceptual framework is intended to create a learning environment which provides the district's ELL students with an atmosphere of familiarity and security. Manageable enrollment numbers and classroom size at each of the seven (7) school locations allows for a teacher to student ratio which is favorable to providing all students with access to individualized teaching and learning supports. Specifically, through small group and whole group instruction, students receive direct instruction facilitated by the classroom teacher, followed by collaborative or cooperative educational activities which are designed to reinforce the elements found in an experiential learning program. Use of instructional materials that are culturally familiar and relevant to the students enhances the retention of complex concepts, vocabulary, and content through applied learning applications. Another important aspect of the learning environment is the shared cultural background and common language of the students who make up the population of the individual schools. Students not only develop social skills when interacting with their classmates in these formal classroom environments, but these relationships are forged outside of the school environment as all of the students live communally at the colony and participate collectively in family activities which places them in situations and interactions with other children with which they share their classrooms. This familiarity with one another removes barriers to social interaction, cooperation, and social emotional bonding among the students. The shared identities of these students reinforce the success of the groups, and age level cohorts, by promoting familiarity among members of the school.

Class Size and Structure:

As previously indicated, the Liberty Elementary School District – Charter District Board and administration are committed to providing opportunities for both students and teachers to create relationships which promote a greater sense of security, familiarity and caring among and between the students, instructors, and support staff. To accomplish this, enrollment numbers are used when deciding on the appropriate level of strategic staffing and support at each school site. Where and when possible, student to teacher ratios reflect the belief that the number of students in comparison to the number of instructional and support staff should not be greater than 10 : 1. More specifically, individual classrooms are structured to promote reasonable opportunities for every student to receive personalized learning and individual instruction provided by either the classroom teacher, the classroom assistant or some combination thereof on a daily basis.

Curriculum Overview:

The curriculum designed and developed for use in the Liberty Elementary District – Charter District and member schools is based upon the following core principles:

- *Learning is developed within the personal, physical, social, and intellectual contexts of the ELL learner.*
- *A strong ELL educational program should provide developmental continuity from one grade level to the next.*
- *The successful English Language Learner (ELL) is motivated, strategic, knowledgeable, and interactive.*
- *Children who are identified as ELL learn best when they have real purposes and can make connections to real life (instruction is reflective of their lived experiences).*
- *Effective learning is a combination of student exploration and teacher and mentor modeling.*
- *Assessment is an ongoing and multidimensional process that is an integral part of instruction.*
- *Making reading and writing connections across multiple sources and curricula facilitates meaning.*
- *Literacy for the future means literacy in multiple technologies.*
- *Interactions among students, teachers, parents, and community form the network that supports learning.*

The adopted research-based curriculum is designed to meet the specific needs of students and is informed by these key assumptions about ELL teaching and learning:

- *Making content comprehensible is essential for true language and content learning.*
- *The needs of our K-8 English Language Learners cannot be fully addressed by any single grade-level ELA, math, science or social studies curricula.*
- *K-8 English Language Learners require direct, explicit instruction in the content, skills, and strategies necessary to master grade level and WIDA standards.*

ELL Students who receive direct instruction in both English and related learning strategies:

- *Access grade-level curricula sooner and with greater comprehension.*
- *Communicate more effectively.*
- *Make more meaningful connections between and among home, culture, and school.*
- *Become responsible for their own learning, and that of their classmates.*
- *Become successful navigators of cultures and communities as lifelong learners.*

Teaching Methods:

The framework for teaching ELL students that will be adopted by the Liberty Elementary School District – Charter District instructional staff places emphasis on the following teaching methodology:

- *Teachers must design and deliver instructional lessons and activities which help students achieve English language fluency; become confident using academic vocabulary; acquire foundational knowledge and skills; provide opportunities for ELL students to polish their grammar skills and Improve reading comprehension across the content areas and disciplines.*

In addition, district instructional staff are encouraged to develop best practices in alignment with these core teaching strategies when working with ELL students:

1. *Design instructional units which combine the teaching of both content and vocabulary.*
2. *Help students make a study plan.*

3. *Encourage self-monitoring*
4. *Ask students to reflect on their progress*
5. *Build on prior knowledge*
6. *Take advantage of language transfer*
7. *Use predictions to make topics relatable*
8. *Allow for language substitutions*
9. *Add visuals for clarity*
10. *Practice scaffolding*
11. *Do roleplaying activities*
12. *Classify and organize information.*

By breaking up new concepts into smaller chunks and using scaffolding strategies for ELLs, teachers can make learning the English language less intimidating and help increase student understanding by gradually building upon what they already know. It also reduces frustration and helps ELLs become more confident, motivated, and independent learners.

ATTACHMENT 7.0

Q7. Describe plans for identifying and successfully serving students with disabilities, students who are English Language Learners, students who are academically challenged, and gifted students, including compliance with applicable laws and regulations.

The Liberty Elementary School District – Charter District and member Charter Schools will utilize a contracted services model when identifying and providing appropriate services and supports to students who have been, as a result of a preliminary screening and diagnostic process, determined to be in need of, or who can benefit from, district provided disability services. These contracted services will adhere to all pre-existing federal and state requirements including U.S. Department of Education’s Individuals with Disabilities Education Act (IDEA), FAPE, Montana Code Title 20 Chapter 7, Section 504 of the Rehabilitation Act, along with any other appropriate agency level guidance, requirements and directives to LEAs.

Likewise, students who have been, as a result of the administration of appropriate academic assessment procedures (Home Language Survey and WIDA Screener tools), identified as English Language Learners (ELL) will be administered the WIDA ACCESS for ELL’s assessment resulting in placement in the District ELL support programs in alignment with the development of individual language instruction educational programs (LIEPs) to determine the level, scope and depth of English Language Learner instructional support.

Unlike any other school district, or Public Charter School applicant in the State of Montana, the Liberty Elementary School District, working in conjunction with the proposed Liberty Charter District and member Schools, anticipates serving a population of over 100 students, who in their entirety, have been identified as English Language Learners (ELL). Working with a student population district-wide, K-8, that all share the common characteristic as having limited English language proficiency presents an opportunity to design, develop and implement acutely focused instructional strategies which are tailor made to meet the unique needs of these special students. This entire proposal and the instructional model which makes up its core principles is built on the premise that an innovative system of teaching and learning which is focused entirely on the needs of an identifiable group of students who share the same dispositions and characteristics as English Language Learners (ELL) is exactly what HB 549 and the Charter School advocates envisioned when they stated that it is the intent of the legislation to encourage and inspire the use of different models of teaching, governing, scheduling, and providing instruction to meet a variety of student needs; so that each individual would have an opportunity to fulfill their full educational potential.

In support of the model, plan and proposed Charter District and associated Charter Schools structure, the applicant has designed a conceptual framework which relies heavily on the guidance provided for in Title III, Part A, Subpart 1 of the State of Montana ESSA Plan; Title III, Part A of the Federal ESSA Plan, and US Department of Education -Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). In alignment with the foundational principles articulated in each of these guidance documents, the applicant has developed a comprehensive system of personalized learning plans (MCA 20-7-160), transformational learning programs (MCA 20-7-1602) all designed to support the underlying premise that English Language Learner (ELL) students require instructional programs and social emotional supports which are different, innovative, and creative to achieve academic success.

In addition to the core educational principles which are the foundation of the proposed Charter School system, specific strategies have been adopted and will be implemented by the applicant that are an integral part of the instructional model and conceptual framework for teaching across the curriculum in the member schools and classroom settings where English Language Learner (ELL) students represent multiple grade levels (K-8). A few examples of these techniques include daily and weekly instruction which incorporates picture -word inductive teaching models (PWIM), total physical response (TPR) instructional models, cooperative and collaborative learning instructional units, sentence frame writing exercises, comprehensible input lessons, and / or the use of purposeful dialogue increasing individual student oracy through collaborative summarizing exercises. All of these strategies emphasize the need to create instructional opportunities which promote ELL student language literacy and fluency.

The instructional design will encompass all subject areas in a daily routine. As previously indicated, the typical learning environment will consist of multiage classroom configurations where students take an active role in not only their learning, but also the learning of others. The unique learning environments will allow for group learning so that combined groups of students are learning the same topics at different levels. Class sizes will roughly range from anywhere between 11-16 students, depending on specific colony school enrollment. Some colony schools will have more than one group of students in a grade band, while other school may have none. ELA instruction will use a combination of a set reading program, including phonics and grammar instruction, and novel studies using age-appropriate reading classroom sets. We anticipate that during the first academic year, all schools will use Heggerty, Into Reading, Eureka2 Mathematics, Fusion Science, and a yet to be determined social studies curriculum. Methods of teaching may include whole group instruction, small group instruction, and group rotations. The inquiry process will also be used along with set program instruction. Strategies for teaching English Language Learners will include the use of visuals, sentence and paragraph starters, and building vocabulary. Handwriting, both cursive and print, will also be incorporated. Weekly Professional Development sessions will provide classroom teachers and support staff with access to the latest teaching techniques known to benefit ELL students.

Additional programing intended to address the needs of individual students who have been identified as facing academic challenges, and/or who, through appropriate assessment and screening procedures are likewise identified as gifted or talented students, will receive instructional supports that are integrated into their individual educational plans (IEP) which will be implemented alongside existing strategies, techniques, programs and instructional supports designed and delivered in conjunction with programing intended to meet their specific needs. All programing and supports developed to address the needs of both of these groups of students will be in alignment with existing best practices, state and federal regulations and appropriate agency requirements. The identification of and instruction for students with learning disabilities follows the guidelines set forth by the state of Montana. Specifically, the district will utilize an instructional model of Multi-Tiered Systems of Support (MTSS), aligned to the district's framework for school improvement, that focuses on system level change across the classroom, school, and district to provide all students with the best opportunities to maximize achievement, both academically and behaviorally.

The district has adopted the Multi-Tiered Systems of Support (MTSS) with the intent to provide all students, regardless of whether they have been identified as ELL, academically challenged, or gifted and talented with direct access to high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes.

ATTACHMENT 8.0

Q8. Describe student discipline policies, including those for special education students.

The Liberty Elementary School District – Charter District Board of Trustees anticipates adopting district policies outlining expectations and consequences for managing student behavior which are consistent with existing district policies. In alignment with these policies, students with disabilities will also be provided accommodations as outlined in U.S.C. 140, et seq Individuals with Disabilities Education Act (IDEA); § 29 USC 701 Rehabilitation Act of 1973; § 20-4-302, MCA Power of teacher or principal over pupils; § 20-5-105, MCA Attendance officer powers and duties; § 20-5-106, MCA Truancy; § 20-5-201, MCA Duties and sanctions; § 20-5-202, MCA Suspension and expulsion; § 45-8-361, MCA Possession or allowing possession of weapons in school; 10.16.1105, ARM Aversive treatment procedures.

Examples of student disciplinary policies are as follows:

Discipline and Appeals

Policy XXXX

The district Superintendent has the authority to hold a pupil to strict accountability for disorderly conduct in school, on the way to or from school, or during intermission or recess.

No person who is employed or engaged by the School District may inflict or cause to be inflicted corporal punishment on a pupil.

The methods employed in enforcing the rules of the school involve professional judgment. Such judgment should be:

1. *Consistent from day to day and student to student,*
2. *Balanced against the severity of the misconduct,*
3. *Appropriate to the student's nature and prior behavior,*
4. *Fair to the student, parent, other students and others, and*
5. *Effective.*

Since these criteria may be in conflict, established procedures must be followed in correcting misbehavior. Appeal procedures have been established to provide for an opportunity for every corrective action or punishment to be reviewed by someone in authority and to instill confidence among students and parents as to the essential fairness of staff.

To develop an environment conducive to learning, the district Superintendent shall confer with certificated staff at least once per year to develop and/or review rules of conduct to be employed in the school and corrective actions and punishment that may be employed in the event of rule infractions.

A teacher shall have the authority to exclude a student from his/her classroom for all or any part of the period or until the teacher has conferred with the district Superintendent, whichever occurs first. Prior to excluding a student, except in emergency circumstances, the teacher shall have attempted one or more corrective actions.

Corrective Actions and Punishment

All students shall submit to the reasonable rules of the District. Refusal to comply with written rules and regulations established for the governing of the school shall constitute enough cause for discipline,

suspension, or expulsion. Corrective action and/or punishment for misconduct must reflect good faith effort on the part of the staff.

For the purposes of the District's policies relating to corrective action or punishment:

1. Discipline constitutes corrective action or punishment, including brief exclusions from a class for not more than the remainder of the class period, including exclusion from any other type of activity conducted by or for the District. Discipline shall not adversely affect academic grades as long as all required work is performed.

2. Suspension is the removal from school or individual classes for a specific period of time, after which the student has the right to return. The district Superintendent has the authority to suspend a student.

3. Expulsion is the removal from school. Only the Board has the authority to expel a student.

Except in extreme cases, students will not be expelled unless other forms of corrective action or punishment have failed, or unless there is good reason to believe that other forms of corrective action or punishment would fail if employed. Suspensions or expulsions shall be used only for instances of serious student misconduct.

Students with disabilities may also be suspended under these same rules if the suspension will not constitute a change of placement. On or before a student with a disabling condition accrues ten (10) days of suspension, the Child Study Team who has knowledge of the student's disabling condition will determine if there is casual relationship between the disabling condition and the student's misconduct through a manifestation determination review. If such a relationship exists, the student's educational placement may not be changed without parental approval or a court order, pending a due process hearing under IDEA.

Before a recommendation on the expulsion of a disabled student is submitted to the Board, the Child Study Team must meet to determine if there is a casual relationship between the disabling condition and the student's misconduct (manifestation determination review).

Before a recommendation on the expulsion of a disabled student is submitted to the Board, the Child Study Team must meet to determine if there is a causal relationship between the disabling condition and the student's misconduct. The Board shall consult legal counsel before expelling any disabled student.

When a disabled student is acting in such a way that s/he poses a danger to himself/herself or to another student or property, or substantially disrupts his/her educational program or that of other students, an emergency suspension may take place. Emergency suspensions may not last longer than ten (10) school days. The Special Educational Co-operative shall convene the Child Study Team for reviewing the student's record before the student is readmitted to school and no later than the tenth (10) day of suspension.

No student shall be disciplined, suspended, or expelled in any manner for any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of the educational process.

Reason for Disciplinary Action

Disciplinary action may be taken against any student guilty of gross disobedience or misconduct, including but not limited to:

- *Using, possessing, distributing, purchasing, or selling tobacco products;*
- *Using, possessing, distributing, purchasing, or selling alcoholic beverages; Students who are under the influence are not permitted to attend school and are treated as though they had alcohol in their possession;*
- *Using, possessing, distributing, purchasing, or selling illegal drugs or controlled substances, look-alike drugs and drug paraphernalia. Students who are under the influence are not permitted to attend school and are treated as though they had drugs in their possession;*
- *Using, possessing, controlling, or transferring a weapon are in violation of the “Possession of Weapons in a School Building” section of this policy;*
- *Using, possessing, controlling, or transferring any object that reasonably could be considered or used as a weapon;*
- *Disobeying directives from staff members or school officials and/or rules and regulations governing student conduct;*
- *Using violence, force, noise, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging other students to engage in such conduct;*
- *Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person’s property;*
- *Engaging in any activity that constitutes an interference with school purposes or an educational function or any disruptive activity;*
- *The forging of any signature, or the making of any false entry, or the authorization of any document used or intended to be used in connection with the operation of the school.*

These grounds for disciplinary action apply whenever the student’s conduct is reasonably related to school or school activities, but not limited to:

- *On, or within sight of, school grounds before, during or after school hours or at any other time when the school is being used by a school group;*
- *Off school grounds at a school sponsored activity or event, or any activity or event which bears a reasonable relationship to school;*
- *Traveling to and from school or a school activity, function or event; or*
- *Anywhere, if the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, or an interference with school purposes or an educational function.*

Disciplinary Measures

Disciplinary measures include, but are not limited to: loss of privileges, loss of bus privileges, and restitution for damages to school property, detention, suspension, expulsion, and notification to juvenile authorities and/or police.

Weapon-Free Schools

Any person who possesses, controls, carries, or stores a weapon in a school building, except as provided below, shall be referred to law enforcement for immediate prosecution. In addition, a parent or guardian

of any minor violating this policy shall also be referred for possible prosecution on the grounds of allowing the minor to possess, carry or store a weapon in a school building.

For the purposes of this policy only, the following terms are defined: "school building" shall be defined as all buildings owned or leased by a local school district that are used for instruction or for student activities. "Weapon" shall be defined as any type of firearm, defined as provided in 18 USC 921, a knife with a blade 4 or more inches in length, a sword, a straight razor, a throwing star, nun-chucks, or brass or other metal knuckles.

The Board may grant persons and entities advance permission to possess, carry, or store a weapon in a school building. All persons who wish to possess, carry or store a weapon in a school building shall present this request to the Board in a regular meeting. It is solely within the Board's discretion whether to allow a person to possess, carry, or store a weapon in a school building.

This policy does not apply to law enforcement personnel.

Gun-Free Schools

A student who uses, possesses, controls, or transfers a firearm, or any object that can reasonably be considered, or looks like, a firearm, onto school property, except as provided below, shall be expelled for a period of not less than one calendar year unless modified by the Board of Trustees. The Board, however, may modify the expulsion period on a case-by-case basis. The district Superintendent shall notify the criminal justice or juvenile delinquency system of any student who brings a firearm to school.

If a student violating this policy is identified as disabled either under the IDEA or Section 504, a determination must be made whether the student's conduct is related to the disability. If the violation of the policy is due to a disability recognized by the IDEA or Section 504, lawful procedures for changes in placement must be followed.

Any student subject to expulsion shall be entitled to a hearing before the Board in accordance with 20-5-202, MCA. Nothing in this policy shall prevent the Board from making an alternative placement for a student in lieu of expulsion provided that such placement removes the student from the regular school program.

The District shall keep a record of all students disciplined under this policy and the circumstances surrounding their discipline, including the number of students expelled and the types of weapons involved. This information shall be provided to local law enforcement authorities and other governmental agencies as required by law.

Appeal Process for Disciplinary Action

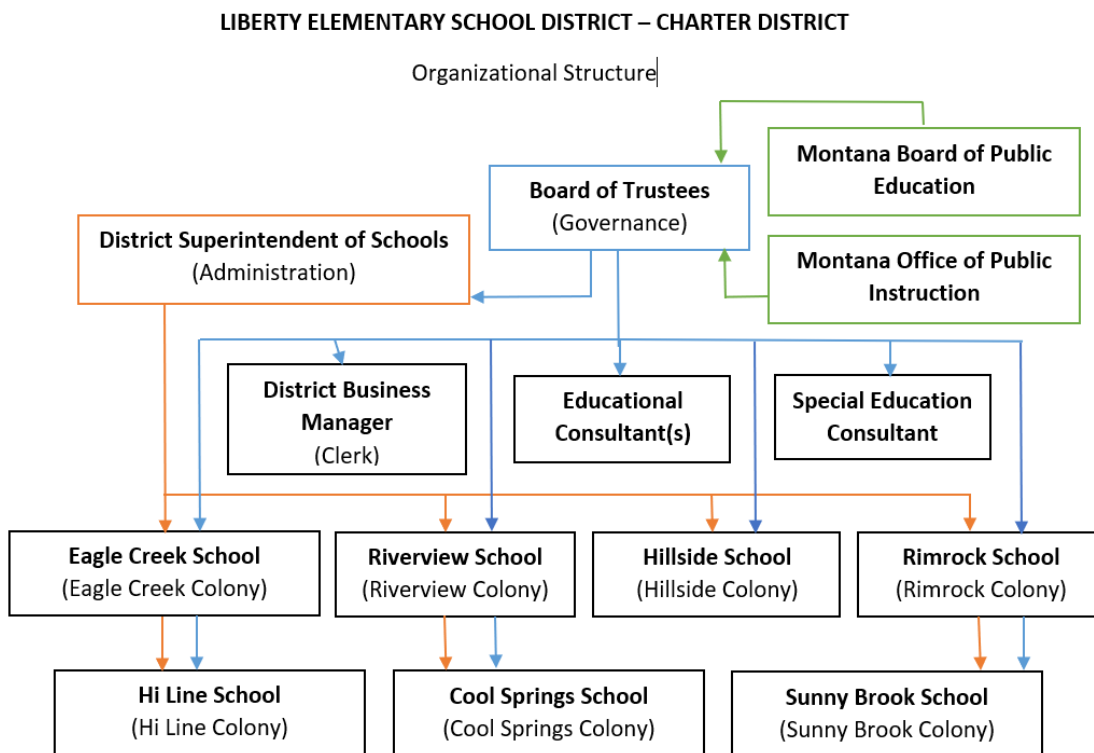
Any parent or student who is aggrieved by the imposition of discipline shall have the right to an informal conference with the Supervising Teacher for the purpose of resolving the grievance. At such conference, the student and parent shall be subject to questioning by the district Superintendent and shall be entitled to question staff involved in the matter being grieved.

SCHOOL GOVERNANCE

ATTACHMENT 9.0

Q9. Describe the public charter school’s organizational chart that clearly presents the proposed organizational structure, including lines of authority and reporting between the governing board, staff, related bodies such as advisory bodies or parent and teacher councils, and external organizations that will play a role in managing the public charter school.

Liberty Elementary School District – Charter District Organizational Chart



Operational Overview

The Liberty Elementary School District – Charter District is a K-8 educational system which operates according to the following organizational structure. Governance of all School District matters is under the direction of the locally elected Board of Trustees. While in session at regularly scheduled monthly meetings, the Board of Trustees provides oversight and guidance related to a variety of educational services delivered to District students in accordance with State law, District policy and best professional practice models. In conjunction with the responsibilities of the Board, management and administrative services are provided by the Liberty District Administrative team including the district Superintendent of Schools. In addition to the Board and the District Superintendent, the district also employs a fulltime business manager who also acts as the Board Clerk and is part of the administrative team, as well as a group of independent educational consultants who advise the Board on a variety of educational, and operational issues.

Kindergarten through grade eight educational and classroom instructional services are provided to students at seven (7) separate school sites located at Eagle Creek, Riverview, Hillside and Rimrock, Cool Springs, Hi Line, and Sunny Brook Colony schools. Certified, licensed and endorsed classroom teachers are employed by the Board as professional educators in each of the district elementary classrooms. Supporting the classroom teachers at each school location are trained classified staff who assist with the day-to-day needs of the students, and who, along with the classroom teacher, work to promote greater understanding, retention and completion of the instructional curriculum adopted by the district. The district maintains a well-defined instructional curriculum which is in alignment with the standards and practices outlined by the Montana Office of Public Instruction (OPI) and the Board of Public Education (BPE).

The Board of Trustees is also responsible for approving and administering the annual operational budget in relation to the annual student enrollment within the district. Student enrollment numbers, as reflected in the Annual Number Belonging (ANB) calculations, make up the basis of a portion of the general funding and annual operating budget for the district. As part of the annual budget allocation, the district, through formal agreements with each of the colony communities who financed the construction of and who own the buildings where the district schools are located, provides a very modest annual lease payment to each the individual colonies for use of the buildings and grounds provided to the district by each of the seven (7) colonies receiving educational services. In addition to providing the physical built space for each of the colony schools, the individual colonies also provide, at no additional expense to the district, critical infrastructure support to the district in the form of building custodial services, grounds keeping, routine maintenance/repairs, and security, all while guaranteeing regular and consistent access to each school building and associated classrooms. In relation to the annual lease agreements, each of the colony sites also pays all related costs and operational expenses in the form of taxes, insurance, electrical, gas and water at each location.

Curriculum, Classroom Instruction and Student Achievement

Liberty Elementary School District – Charter District has adopted an educational curriculum which is aligned to both State of Montana and national standards. Classroom instruction in all associated subjects, grade levels and student performance measures are in accordance with the recently approved federal and state Every Student Succeeds Act (ESSA). Teaching across the curriculum in classrooms at each of the district schools requires certified staff who have a demonstrated ability to teach and facilitate learning by students from several grade levels (K-8) simultaneously, and in many instances, within the same physical space while addressing the specific educational needs of individual students.

Students enrolled in the district are provided an opportunity to study and learn in a classroom environment which is familiar, secure, safe, and academically and culturally appropriate. Within the context of student achievement and measurement, all students, regardless of grade level, participate in academic instruction and programs which is geared toward promoting intellectual mastery of recognized concepts, skills and information. Unlike many public education classrooms within comparable size schools and districts, the instructional staff at Liberty Elementary School District are afforded an opportunity to focus almost entirely on instruction, teaching and learning as opposed to excessive time spent on classroom management and corrective actions aimed at improving disruptive student behavior.

A review of the historic annual student achievement and performance measures for each of the seven (7) schools, as determined by a variety of federal and state standardized testing procedures, at all grade

levels and across all schools indicate that students enrolled in the Liberty Elementary School District – Charter District continue to rank at or above state and federal standards within each of the fields of academic performance. Despite the challenges presented by managing the scope of educational services that are delivered to the comparatively small student population within the District, along with the rural location of the remote classroom sites, annual per student budget allocations and related expenditures indicate that under the guidance of the Board of Trustees, district Superintendent, and administrative team the District continues to demonstrate responsible appropriation and accountability for the public finances entrusted to the district in ensuring that students receive continued equitable access to a variety of high quality learning opportunities.

Academic Collaboration and Cross-Cultural Instructional Partnerships

In conjunction with the standard educational curriculum provided by the public education system, students attending Liberty Elementary School District – Charter District schools and programs are also dually enrolled in a traditional “German School” curriculum which, although independent from the conventional public instruction model, acts as an academic, and social-emotional compliment to and extension of the state and federal curriculum. As the entire enrollment of the district qualifies categorically as English Language Learner (ELL) students, exposure to concepts, ideas and information which has been translated from their primary language (German), assists students in connecting vocabulary, mathematical formulas, grammar, and related cross-cultural knowledge through their bi-lingual education. Instruction in the German school curriculum is the sole responsibility of the colony community who selects, manages and supports the position of a German language and culture instructor. Collaboration between the public school certified and classified support staff with the German school instructor in sharing curricular resources and materials provides a vital link to connecting student progress, growth and mastery of the instructional concepts being taught in each area, while reinforcing the awareness and understanding of all classroom teachers of each individual student’s strengths and weaknesses. Under the guidance of Montana’s Every Student Succeeds Act (ESSA) model, Local Education Associations (LEAs) may also offer EL programs that include grade-level content instruction in the student’s primary language.

District Policy, Procedure and Practice

The Board of Trustees approves by resolution, a comprehensive and up-to-date District Policy Manual which is intended to provide guidance to all district personnel in their respective positions as they implement the Board’s mission, vision and goals on a day-to-day basis. Updates to the District Policy Manual are approved by the Board on a regular and routine basis to ensure that the district remains in compliance with Montana Law, conforms to recommendations received from the Office of Public Instruction, and Board of Public Education (BPE), and regularly adopts best practices which are part of the recognized standards of the education profession. In addition, the district employs the services of a professional education consulting team who advises the Board and Superintendent on a variety of policy, procedural, compliance and student data reporting systems. The Charter district intends to also maintain annual membership in the Montana School Boards Association (MTSBA), the Montana Small Schools Alliance (MSSA) and the Montana Rural Education Association (MREA), Golden Triangle Curriculum Consortium, all of which provide the district with access to resources and services intended to keep the Board, Superintendent and staff aware of all educational matters likely to impact teaching and learning within the district schools.

Lines of Authority and Reporting Between the Governing Board, Staff, and Related Advisory Bodies:

The Board of Trustees for the Liberty Elementary School District – Charter District and associated member charter schools anticipate adopting a chain of command structure to guide the management and operation of the district which includes the following lines of authority and structure for reporting to the Board of Trustees. As indicated on the district’s Organizational Chart (See response to question 9) and associated Staffing Chart (see response to question 11) the administrative team is responsible for the day-to-day management of the seven (7) schools including supervision of the certified staff and classroom assistants. It is their responsibility, based upon the delegated authority given to the administrative team, that the district Superintendent/Principal reports directly to the Board of Trustees regarding all operational issues within the district.

In addition, the district Superintendent/Principal, by adopted policy, oversees, and supervises the instructional and classroom support staff. The administration is also responsible for handling all student related matters, including academic progress, attendance, behavior, and general engagement in the classroom. The district Superintendent/Principal will be responsible for the coordination, management, implementation, and monitoring of all district programs and services, including but not limited to SPED programming, administration of the mental health program, curriculum, assessment and testing, data system management and reporting and compliance, off-site instruction, and coordination of staff professional development and training. Likewise, all district instructional and classroom support staff report directly to the district Superintendent/Principal utilizing the process and procedures outlined in district policy.

The district business manager/clerk also, by policy and position description, reports directly to the Board of Trustees but is required to coordinate specific actions under their authority and management, through cooperation with the district Superintendent/Principal. The business manager/clerk will adhere to established best practices, statutes, federal and state laws and agency guidelines in completing their assigned tasks. Final approval of any actions undertaken by the business manager/clerk shall be under the authority and with the approval of the Board of Trustees.

Finally, all professional educational consultants or specialists providing contracted services to the charter district and member charter schools reports directly to the Board of Trustees. It is the responsibility of the professional educational consultants and specialists contracted with the district to coordinate their services and activities with the district Superintendent/Principal prior to executing those services or supports.

District Advisory Council

The Board of Trustees for the Liberty Elementary School District – Charter District anticipates the development and implementation of a district advisory council that will report directly to the Board and which will be composed of an appointed representative from each of the seven (7) colony school communities. It is the expectation of the governing Board of Trustees, that the advisory council will be consulted on a regular and routine basis about district operational issues, and that the advisory council shall advise the Board on matters of culture and language integration into the district curriculum and instructional framework. Membership on the advisory committee will be renewed annually.

ATTACHMENT 10.0

Q10. Describe the roles and responsibilities of the governing board, the proposed leadership management team, and other entities shown in the organizational chart.

The proposed governing body of the Liberty Elementary School District – Charter District shall be a duly elected Board of Trustees. It is the intent of the applicant to utilize the present structure in place in the Liberty Elementary School District which is defined in HB 549 Section 3. (5) as a “local school board”, which means a preexisting board of trustees exercising supervision and control of the schools and programs of a local school district pursuant to Article X, section 8, of the Montana constitution and the laws of the state of Montana. This governing Board for the newly established Charter district shall be as provided for in HB 549 Section 3.(4) and defined therein, as follows, the “Governing board” means the local school board that is a party to the charter contract with the board of public education and that exercises supervision and control over a charter school pursuant to the charter contract. The initial Board of Trustees will oversee the transition and the implementation of the Charter district model. The district is very fortunate to have at the helm of this process a very experienced group of Trustees, including a board chair who is the longest continuous serving school board member in the State of Montana having been a member of the Board for 38 years. Other veteran Trustees include the Vice Chair who has served for 28 years and a newly elected member who is completing his second year. In addition to the Board of Trustees, the district shall employ the services of a district Superintendent/Principal, and a business manager/clerk that will serve as the district administrative team; other members of the management team will include the contracted services of a group of educational consultants and specialists.

The role and responsibility of the Board of Trustees includes approval, by resolution, of a comprehensive and up-to-date District Policy Manual which is intended to provide guidance to all district personnel in their respective positions as they implement the Board’s mission, vision and goals on a day-to-day basis. Updates to the District Policy Manual are approved by the Board on a regular and routine basis to ensure that the district remains in compliance with Montana Law, conforms to recommendations received from the Office of Public Instruction, and Board of Public Education (BPE), and regularly adopts best practices which are part of the recognized standards of the education profession. In addition, the district employs the services of a professional education consulting team who advises the Board and Superintendent on a variety of policy, procedural, compliance and student data reporting systems. The district also maintains annual membership in the Montana School Boards Association (MTSBA), the Montana Small Schools Alliance (MSSA) and the Montana Rural Education Association (MREA), all of which provide the district with access to resources and services intended to keep the Board, Superintendent and staff aware of all educational matters likely to impact teaching and learning within the district schools.

The Board of Trustees of the Liberty Elementary School District – Charter District is the governmental entity established by the Constitution of the State of Montana to plan and direct all aspects of the district’s operations to the end that students shall have ample opportunity to achieve their individual and collective learning needs.

In order to achieve its primary goal of providing each child with the necessary skills and attributes to become an effective citizen, the Board of Trustees shall exercise the full authority granted to it by the laws of the state. Its legal powers, duties and responsibilities are derived from the Montana Constitution as well as those outlined in state statutes, administrative rules and regulations. Sources such as the school laws of Montana, and the administrative rules of the Board of Public Education and the Office of

Superintendent of Public Instruction inform and guide the legal powers, duties and responsibilities of the Board of Trustees.

The policies of the Board of Trustees define the organization of the Board and the manner of conducting its official business. The Board's operating policies are those that the Board of Trustees adopts from time to time to facilitate the performance of its responsibilities.

All duties of the Board are prescribed by law and include the following:

- a. To employ and dismiss all certified and non-certified personnel of the district;*
- b. To administer the attendance and tuition provisions and otherwise govern the pupils of the District in accordance with the provisions in Montana law;*
- c. To call, conduct and certify the elections of the District in accordance with Montana law;*
- d. To participate in the teachers' retirement system of Montana;*
- e. To participate in District boundary change actions in accordance with Montana law;*
- f. To organize, open, close or acquire isolation status for the schools of the District in accordance with Montana law;*
- g. To adopt and administer the annual budget or a budget amendment of the District in accordance with Montana law;*
- h. To conduct the fiscal business of the District in accordance with Montana law;*
- i. To establish the ANB, BASE budget levy, over-BASE budget levy, additional levy, operating reserve, and state impact aid amounts for the general fund of the District in accordance with Montana law;*
- j. To issue, refund, sell, budget and redeem the bonds of the District in accordance with Montana law;*
- k. When applicable, to establish, financially administer and budget for the tuition fund, retirement fund, building reserve fund, adult education fund, non-operating fund, miscellaneous federal programs, impact aid fund, endowment fund and inter-local cooperative agreement fund in accordance with Montana law;*
- l. When applicable, to administer any inter-local agreement, gifts, legacies or devises in accordance with Montana law;*
- m. To hold in trust, acquire and dispose of real and personal property of the District in accordance with Montana law;*
- n. To operate the schools of the District in accordance with Montana law;*
- o. To establish and maintain the instructional services of the schools of the District in accordance with Montana law;*
- p. To make reports from time to time as the County Superintendent, Superintendent of Public Instruction and the Board of Public Education may require;*
- q. To retain, when considered advisable, a physician or registered nurse to inspect the sanitary conditions of the school or the general health conditions of each pupil, and, upon request, to make available to any parent or guardian any medical reports or health records maintained by the District pertaining to the child;*
- r. For each member of the Board, to visit each school of the District not less than once each school fiscal year to examine its management, conditions, and needs;*
- s. To procure and display an American flag, outside (4' x 6') and in the classroom (12" x 18");*

- t. *To adopt and administer a District policy on assessment for placement of any child who enrolls in the District from non-accredited, non-public schools;*
- u. *To provide transportation for school children and to assign a board member to the county transportation committee as requested by the County Superintendent;*
- v. *To meet in regular open meetings to handle the business of the school; and*
- w. *To perform any other duties and enforce any other requirement for the governance of the schools as set forth in law or administrative rule.*

Management Rights of the Board of Trustees

The Board of Trustees retains the right to operate and manage its affairs in such areas as but not limited to:

1. *Direct employees,*
2. *Employ, dismiss, promote, transfer, assign, and retain employees,*
3. *Relieve employees from duties because of lack of work or funds under conditions where continuation of such work would be inefficient and non-productive,*
4. *Maintain the efficiency of District operations,*
5. *Determine the methods, means, job classifications, and personnel by which District operations are to be conducted,*
6. *Take whatever actions may be necessary to carry out the missions of the District in situations of emergency,*
7. *Establish the methods and processes by which work is performed; and*
8. *The Board reserves all other rights, statutory and inherent, as provided by state law; the Board also reserves the right to delegate authority to the District Superintendent or Principal (whichever is appropriate for the district based on its administrative structure), for the on-going direction of District programs.*

Role and Responsibilities of the District Superintendent

The day-to-day operation of the school shall be under the supervision of the classroom teachers working in cooperation with the district Superintendent. They are governed by the policies of the District and are responsible for implementing the administrative procedures that relate to his/her assigned responsibilities.

The district Superintendent's duties shall include but not be limited to:

1. *Planning for the improvement of the program for which s/he is responsible;*
2. *Evaluating that program regularly;*
3. *Recommending to the Board of Trustees budgetary, program, staff and other changes that will enhance the program;*
4. *Advising the Board of Trustees of the impact of proposed policies or other administrative actions on the programs for which he/she is responsible;*
5. *Assisting his/her subordinates to improve their performance;*
6. *Promoting effective working relationships with students, staff and patrons of the District;*
7. *Maintaining a progressive community/staff relations program within his/her building or assigned area.*
8. *Providing leadership for the function of the school in addition to his/her teaching duties;*
9. *Keeping and depositing of student and program records;*

10. Acting as purchasing agent of the board for the purchase and management of instructional and materials; and

11. Acting as the agent of the board and carrying out its dictates.

General Role and Responsibilities of District Clerk & Business Manager:

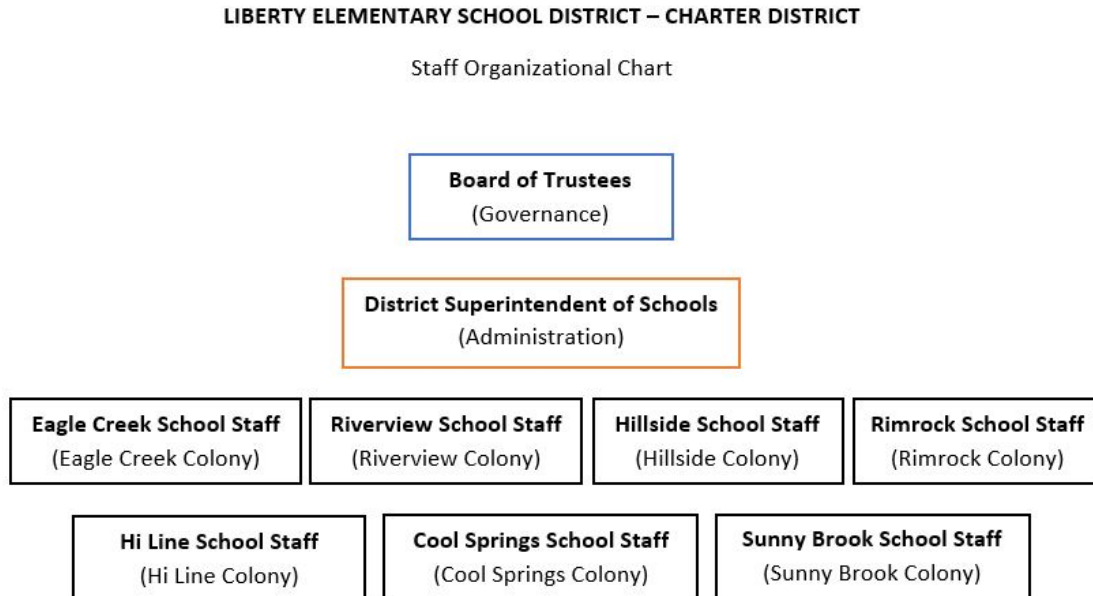
Many districts have a combination Business Manager/Board Clerk position. The District Clerk attends all monthly Board of Trustee meetings, takes and maintains board minutes, maintains the historical documents of the district and issues the warrants. In their capacity as business manager they are given the latitude to make financial decisions on the day-to-day operations of the district.

- Prepares together with the Chair of the Board and Superintendent the agenda setting forth all known items of business to be considered at the meeting and delivers the agenda to each member at least two days prior to meeting;
- Coordinates the public posting of the meeting agenda;
- Responsible for all elections – BOND ELECTIONS, TRUSTEE ELECTIONS, SPECIAL LEVY ELECTIONS, BUILDING RESERVE ELECTION;
- Prepares the Annual Trustees report under the provisions of MCA 20-9-213(5);
- Report annually to the County Superintendent, not later than August 1, the financial activities of each fund maintained by the district during the last completed school fiscal year, on the forms prescribed and furnished by the Superintendent of Public Instruction;
- Oversee tuition provisions;
- Approves in coordination with the Board Chair and County Superintendent and all vouchers authorizing the expenditure of district funds;
- Maintain confidential reports with respect to District staff;
- Prepares and publishes all bid specifications required by law;
- Provides building secretary assistance;
- Records and transcribes all Board of Trustee meetings, maintaining an accurate and permanent record of the proceedings of each meeting;
- Oversees Workman's Comp reports for injured employees;
- Participates in District hiring procedures;
- Assumes responsibility for any other duties as Clerk of the Board as prescribed by law or assigned by the Board of Trustees;
- Manages and monitors the receipt of various district related moneys, such as lunch collections, health insurance payments, building use fees, refunds, etc., and student activity receipts/disbursements;
- Obtains, organizes and gathers pertinent financial data as needed, and puts it in usable form including issuance of contracts;

- *Cooperates with the auditors and provides information to them as requested (District funds, federal funds);*
- *Maintains official copies of both classified and certified personnel contracts – including placement level, leave of absence balance, sabbatical leave balance, sick leave (PTO) balance and related information;*
- *Supervises the deposit of all revenue collected and renders a monthly report to the County Treasurer of the receipt during the preceding month;*
- *Monitors internal financial control activities for compliance, reporting and auditing purposes in relation to all revenue sources received and tracked by the district, including monitoring and management of all Title program applications, funding allocations and grants as well as maintaining access to all vital district state and federal program requirements;*
- *Responsible for the management, monitoring, acquisition, purchasing and delivery of all goods and services for the district in accordance with Board policies and procedures;*
- *Prepares, distributes and collects all necessary forms to budget managers (teachers & paras) for their use in budget preparation;*
- *Assists the Board of Trustees with the preparation of final district budget documents for review by the Board of Trustees approval;*
- *Attends workshops to keep current with audit changes, accounting changes, Federal Laws, Montana School Laws, etc;*
- *Acts as an advisor to the Board of Trustees on all questions relating to the business and financial affairs of the District;*
- *Responsible for the oversight of detailed accounting of all receipts and expenditures for all district funds;*
- *Management and monitoring on a monthly basis of all allocations, funds, and distributions of revenue, grants and related funding streams as provided for by the OPI, Liberty County Treasurer;*
- *Be prepared to present a comprehensive revenue and expenditure report provided in advance to the Board Chair, and County Superintendent of schools prior to each monthly meeting of the Board of Trustees;*
- *Supervises the payroll functions of the district;*
- *Provides monthly accounting of all income and expenditures to the Board of Trustees and County Superintendent;*
- *Fulfill all of the responsibilities typically assigned to the District Clerk/Business Manager as outlined by MASBO and recognized as best practices within and across school districts statewide;*

ATTACHMENT 11.0

Q11. Provide a staffing chart for the public charter school’s first year and a staffing plan for the term of the public charter school.



The Liberty Elementary School District – Charter District staffing plan for years 1 – 5 of the initial charter contracts, includes kindergarten through grade eight educational and classroom instructional services that will be provided to students at all seven (7) separate school sites located at Eagle Creek, Riverview, Hillside, Rimrock, Hi Line, Cool Springs and Sunny Brook Colony schools. Certified, licensed and endorsed classroom teachers will be employed at all school sites by the Board of Trustees as professional educators in each of the district elementary classrooms, that will be supervised by a licensed and endorsed district Superintendent/Principal. Supporting the classroom teachers at each school location will be trained classified staff who will assist with the day-to-day needs of the students, and who, along with the classroom teacher, will work to promote greater understanding, retention and completion of the instructional curriculum adopted by the district. The district maintains a well-defined instructional curriculum which is in alignment with the standards and practices outlined by the Montana Office of Public Instruction (OPI) and the Board of Public Education (BPE).

In addition, as outlined in district policies and procedure, all district certified staff will be required to maintain appropriate licensure during the term of their employment with the district, including participation in and access to district sponsored or supported professional development and training opportunities intended to fulfill the requirement for continuing education credits necessary to meet the continuing education requirements mandated as part of their state licensure requirements.

Staffing requirements will be determined on an annual basis in relation to student enrollment numbers at each school location. Specifically, schools with K-8 enrollment that is 10 students or below, a single classroom teacher will be assigned. For schools where K-8 enrollment is over ten but less than 20 students, a single classroom teacher and one teaching assistant will be assigned. Finally, for schools with

K-8 enrollment that is greater than 20 students, two classroom teachers will be assigned. The applicant anticipates that its total district student enrollment projections are very accurate and allow for preplanning of staffing services well in advance of each academic year. Having the advantage of being able to calculate student enrollment numbers for each subsequent year of the charter contract period in advance of the start of each new calendar cycle provides an advantage to the Board and administration in setting annual staffing levels and coordinating teacher and classroom assistant recruitment plans. Teacher retention plans are also reflective of the District's anticipated investment in securing the services on certified, highly qualified, and experienced teaching staff for each of the charter district's school sites.

The charter district applicant also anticipates utilizing a master teacher mentoring program which will provide all new teaching recruits working in the district with an opportunity to collaborate with veteran teachers who will provide new teachers with assistance with on-boarding so as to ensure a seamless entry under the district's conceptual framework, instructional models and approved pedagogy. Mentoring activities will be coordinated and supported by the district administration and governing Board.

ATTACHMENT 12.0

Q12. Detail the public charter school startup plan, identifying tasks, timelines, and responsible individuals.

The applicant's plan for start-up of operations, associated timelines, tasks and critical personnel include the following:

Upon notification of the final approval of the Public Charter School Application and Proposal submitted by the Liberty Elementary School District and the signing of the five year charter contract with the BPE, the Board of Trustees for the district, working collaboratively with the new Charter District Superintendent/Principal, Business Manager/Clerk, and professional educational consultants will design, develop, and draft an implementation plan based upon the structure identified in the Public Charter School application materials. The implementation plan will clearly set forth the academic and operational performance expectations and measures for the startup year.

Drafting of the implementation plan will include identifying the priorities, short-term and long-term goals, associated objectives, and the identification of key personnel and the related tasks to be assigned to critical team members in managing the transition to the new Charter District and associated member charter schools structure. It is worth noting that the sequence of implementation has already been identified in the months leading up to this application process, and critical resources have been, and will continue to be staged at the direction of the Board of Trustees in anticipation of the opportunity to scale up and implement this proven concept.

First step: February & March 2024 - Board of Trustees will recruit and secure commitments for professional services for the 2024-2025 school year from the district administration (Superintendent/Principal) and support staff (Business Manager/Clerk) along with executing independent contracts for professional support services with the appropriate consultants and specialists.

Second step: February & March 2024 - District Superintendent/Principal will initiate recruitment and signing of licensed and certified classroom teachers and classroom assistants.

Third step: February & March 2024 - District Superintendent/Principal will assist parents at each of the seven (7) colony school sites with completion and submission of necessary request forms to be submitted to the "located district" or district of residence, Board of Trustees, requesting approval of the Individual non-resident out of district student attendance agreements for each student who wishes to attend classes at one of the seven (7) colony school sites under the supervision and management of the Liberty Elementary School District – Charter District.

Fourth step: March 2024 – Board will review and approve preliminary draft of Charter district policy and procedure manual, staff handbooks, student handbooks.

Fifth step: March 2024 – Board will approve signing of MOA's with each of the seven (7) colony sites outlining the terms of use of the school buildings and grounds and colony owned property.

Sixth step: April & May 2024 – Board will approve final draft of Charter district policy and procedure manual, staff handbooks, student handbooks.

Seventh step: May & June 2024 – Board and Administration will host an initial gathering at each of the seven (7) colony school sites to introduce district staff; to answer questions that parents or community members may have with respect to district operations; to prepare preliminary property lists, materials, equipment, technology and supplies needed for the upcoming school year.

Eighth step: June & July 2024 – Board of Trustees and Administration will hold teacher and classroom assistant summer training seminar, new employee orientation, and a meet and greet with Board, administration, specialists, consultants, parents and students.

Nineth step: July 2024 – teachers and classroom assistants will receive offers of employment and contracts individual colony school assignments, class rosters, instructional materials, equipment, technology, and complete employment paperwork with district Business Manager.

Tenth step: July 2024 & August 2024 – Board passes final budget, teachers and classroom assistants attend in-service training days (PIR) facilitated by Superintendent/Principal, final preparations for school start up.

Eleventh step: August 2024 – Classes begin at each school location. All campus systems are operational. All support staff are in place and providing professional services. Board of Trustees and administrative team are actively managing and monitoring the startup. Preparations are underway for implementation of the full operational plan.

ATTACHMENT 13.0

Q13. Describe the plans for recruiting and developing school leadership and staff.

Planning for the recruitment, retention and development of critical district leadership personnel and staff will proceed according to the following internal process:

- *Board of Trustees participates in a series of Board development sessions, trainings and goal setting activities which provide resources on how to be effective school leaders.*
- *District Administration participates in professional development trainings, local and regional district administrator gatherings, and successfully completes required continuing education credentials.*
- *Board of Trustees adopts policies, procedures and best practice models which encourage the recruitment, professional development and support of capable and experienced district leaders including administrators, lead teachers and key support staff.*
- *District Administration works directly with teachers and classroom assistants to design and implement professional improvement plans, including continuing education opportunities provided or sponsored by the district or enrollment in college or university programs leading to endorsement in areas of specialization, credentialing, or school leadership.*
- *Board of Trustees and District Administration encourage and provide financial support for staff interested in participation and enrollment in the MT OPI Executive Leadership Academy and Teacher Leadership Academy.*
- *Board of Trustees and District Administration encourage and provide financial support for staff interested in participation and enrollment in the Leadership Montana program.*
- *Board of Trustees adopts policies which provide financial support and salary incentives to district staff interested in participating in professional development programs leading to development of leadership skills.*
- *Board of Trustees adopts a district Leadership succession plan identifying the development, training, recruitment and retention of key and critical district staff.*

ATTACHMENT 14.0

Q14. Describe the proposed leadership and teacher employment policies, including performance evaluation plans.

The Liberty Elementary School District – Charter District Board of Trustees anticipates adopting employment policies which provide guidance to all district employees, including administrators, certified teaching staff and classroom assistants. Policies guiding and governing employee performance evaluations are also included. Examples of which are provided below.

Employment Policies Regarding District Administration – Superintendent/Principal

ADMINISTRATION**Policy XXXX****District Superintendent Stipend and Benefits**

The Board will establish the terms and conditions of employment including if and when appropriate, an additional stipend for the district Superintendent. Where and when there is a certified administrator, educational specialist or educational consultant hired by the district, the Board of Trustees will establish a specific salary or contract for services amount appropriate to the individual's education, experience and expected responsibilities. The Board of Trustees may also provide at its sole discretion, benefits such as longevity with the district or mileage reimbursement as it sees fit, and if resources are available. Financial incentives as a means to award excellence may also be incorporated into the salary system for the district Superintendent.

Professional Growth and Development

The Board of Trustees recognizes that training and study for the district Superintendent contributes to skill development necessary to better serve the needs of the District. Professional development shall be based on the needs of the District, as well as in consideration of the needs of the individual classroom teacher.

Professional Association Memberships

The district Superintendent is encouraged to be a member of and participate in professional associations that have as their purposes the continued improvement of education in general. The cost of any such memberships shall be the sole financial responsibility of the individual administrator, unless expressly provided for in writing by the District with approval by the Board of Trustees.

Duties and Evaluation of the District Superintendent

The day-to-day operation of the school shall be under the supervision of the classroom teachers working in cooperation with the district Superintendent. They are governed by the policies of the District and are responsible for implementing the administrative procedures that relate to his/her assigned responsibilities.

The district Superintendent's duties shall include but not be limited to:

1. Planning for the improvement of the program for which s/he is responsible;
2. Evaluating that program regularly;
3. Recommending to the Board of Trustees budgetary, program, staff and other changes that will enhance the program;
4. Advising the Board of Trustees of the impact of proposed policies or other administrative actions on the programs for which he/she is responsible;
5. Assisting his/her subordinates to improve their performance;

6. Promoting effective working relationships with students, staff and patrons of the District;
7. Maintaining a progressive community/staff relations program within his/her building or assigned area.
8. Providing leadership for the function of the school in addition to his/her teaching duties;
9. Keeping and depositing of student and program records;
10. Acting as purchasing agent of the board for the purchase and management of instructional program
11. Acting as the agent of the board and carrying out its dictates.

Evaluation of the District Superintendent

It is the goal of the Board that the district Superintendent be evaluated annually in order to provide guidance and direction to him/her in the performance of his/her assignment. Such evaluation shall be based on his/her job description, accomplishment of annual goals and performance objectives set by the Board, and established evaluative criteria including staff, student and parent comments.

The Board of Trustees shall establish procedures for the conduct of the evaluation of the district Superintendent. The Trustees may ask for assistance from the district Superintendent in establishing these procedures. Near the beginning of the school year, the district Superintendent should be informed of the criteria to be used for evaluation purposes, including the adopted goals for the District.

Those involved in the evaluation conference shall sign the written report and retain a copy for their records. The person being evaluated may have the right to submit and attach a written statement to his/her evaluation following the conference.

Employment Policies Regarding Certified Teachers and Classroom Assistants

PERSONNEL

Policy XXXX

Equal Employment Opportunity and Non-Discrimination

The District shall provide equal employment opportunities to all persons, regardless of their race, color, creed, religion, 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 the essential functions of the job with reasonable accommodations, and other legally protected categories.

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

Inquiries regarding discrimination should be directed to the Board of Trustees. Specific written complaints should be directed to the district Superintendent. There is recourse external to the organization such as the Montana Human Rights Commission or the Office of Civil Rights.

Hiring Procedures and Criteria

All staff members make important contributions to a successful education program. The District shall hire the best-qualified personnel, consistent with budget and staffing requirements, and shall comply with Board policy on equal employment opportunities. All applicants must complete a District application form in order to be considered for employment.

Each applicant must provide a written authorization for a criminal background investigation. The district Superintendent will keep a conviction record confidential as required by law and District policy. Each newly hired employee must complete an Immigration and Naturalization Service form, as required by federal law.

Contracts, as required by law, for certificated staff, shall not exceed one (1) year and shall be executed in duplicate by the Chair of the Board and the Business Manager/Clerk of the District, and by the teacher or specialist.

Vacancies

When the District determines that a vacancy exists that vacancy may be posted in each school building. Vacancies may be advertised in-District only or they may be advertised in-District and through Career Services at a college or university, local public advertising and, where appropriate, if time permits, through a broader regional and/or national basis.

Certification

The district shall require that its contracted certificated staff hold a valid Montana Teacher Certificate endorsed for the role and responsibilities for which they are employed. Failure to meet this requirement shall be just cause for termination of contract. No salary warrants may be issued to the staff member unless a valid certificate for the role to which he/she has been assigned has been registered with the County Superintendent of Schools within 60 calendar days after the term of service begins.

All contracted teachers shall bring their current, valid certificates, at the time of each renewal of certification, as well as at the time of initial employment, to the district Superintendent.

Criminal Background Investigations

It is the policy of the Board that all employees hired who care for or supervise students; or have access to students in schools will submit to a background investigation conducted by the appropriate law enforcement agency. The Board is charged with the responsibility for carrying out the intent of this policy. Since all Montana licensed educators are required to have a background check as a condition of receiving their licenses, this policy does not require a further background check of those professionals.

The following applicants for employment, as a condition for employment, will authorize in writing, a background investigation to determine if he or she has been convicted of certain criminal or drug offenses:

- An educational support personnel employee seeking full-time employment within the district;
- An educational support personnel employee seeking concurrent part-time employment positions with one or more school districts;
- An employee of a person or firm holding a contract with more than one school district and the employee is assigned to more than one school district; or
- A volunteer assigned within the district who has access to students.

An applicant must be of good character. If he/she has any prior record of arrest or conviction by any local, state, or federal law enforcement agency for an offense other than a minor traffic violation, the Board must be notified of the arrest or conviction, and the Board and his/her supervisors will review the facts and decide whether the applicant shall be declared eligible for appointment.

A record of conviction resulting from the background check will be held as confidential and shared only with the Board, the district Superintendent, the Superintendent of Public Instruction, the State Board of Public Education, or any other person necessary to the hiring decision.

A copy of the record of convictions obtained from the Department of Justice will be provided to the applicant.

PERSONNEL

Policy XXXX

Classified Personnel - Definition of

The term "classified personnel" is defined for the purpose of this Board policy as those employees of the Public School whose positions of employment do not require professional certification under the provisions of Montana School Law, but who are employed for hourly work. Classified positions of employment shall include but are not limited to secretaries, bus drivers, bookkeepers, classroom instructional/library aides, custodians (other than those with stationary engineer's license) and any position that does not require certification or licensure under Montana School Law, and which is otherwise non-exempt under the Fair Labor Standards Act. When an employee is retained in both a classified and certified position during the course of a year, the provisions of the classified personnel policies shall apply to the employee's performance of duties in the classified employee's position.

All employees retained in a classified position shall be defined as "classified personnel" for the purpose of these Board policies.

The Board of Trustees will assure that "Classified" policy will provide for an impartial treatment of all employees, consistent with good personnel practices. All rules and regulations, Board policies and administrative procedures shall be available to employees in the school.

Classified personnel will be categorized on the basis of the conditions of the employment agreement. These categories are:

1. Full time/full year: 40 hours per week/52 weeks per year.
2. Full-time/part year: 40 hours per week but less than twelve months.
3. Part time: Normally works less than full time as defined by Montana law.
4. Temporary (as needed): Employed on any basis but duration of employment is indefinite.
5. Generally paid on an hourly rate basis; being "on-call."
6. Seasonal, short term and temporary: As needed as defined by law.

The board will set a beginning and ending date in each classified contract.

A job or position description shall be developed for all ongoing regular positions filled by a classified employee.

Classified Employment and Assignment

Each permanent classified employee shall receive a letter of initial notification of employment signed by the Chair of the Board of Trustees and thereafter shall receive a Change of Status Form for any substantial and significant changes in employment conditions affecting the employee's hours, assignment, or wages.

The employment of classified staff shall be on an at-will basis commencing from the first day of work.

Work Day**Length of Workday - Certified**

The length of a normal workday for a certified employee shall be 8 hours for a full-time certified employee. Arrival time shall generally be one-half hour before classes begin.

Length of Workday - Classified

The length of a classified workday is governed by the number of hours for which the employee is assigned. The workday is exclusive of lunch but inclusive of breaks unless otherwise and specifically provided for by the individual contract. The appropriate supervisor will establish each employee's schedule.

Annual Performance Evaluation**Certified Staff**

The Board of Trustees with the assistance of either the district Superintendent or a third-party agent acting on behalf of the district shall develop evaluation procedures for certified teachers employed by the district. All teachers newly hired by the district shall be observed according to the schedule (days, times, duration and frequency) outlined in the evaluation procedure process adopted by the Board of Trustees. All non-tenured teachers shall be observed according to the schedule (days, times, duration and frequency) outlined in the evaluation procedure process adopted by the Board of Trustees. All tenured teachers shall be evaluated according to the schedule (days, times, duration and frequency) outlined in the evaluation procedure process adopted by the Board of Trustees.

Classified Staff

Each classified employee shall be evaluated according to an "as needed" basis, but no less than once for every three years of consecutive service. Procedures for the evaluation of Classified staff shall be in accordance with the schedule (days, times, duration and frequency) outlined in the evaluation procedure process adopted by the Board of Trustees.

Personal Conduct

Employees are expected to maintain high standards of honesty, integrity and impartiality in the conduct of District business.

In accordance with state law, an employee should not dispense or utilize any information gained from employment with the District, accept gifts or benefits, or participate in business enterprises or employment which creates a conflict of interest with the faithful and impartial discharge of his or her District duties. A District employee may, prior to acting in a manner, which may impinge on his/her fiduciary duty, disclose in writing the nature of his/her private interest which creates a potential conflict to the Board of Trustees. Care should be taken to avoid using, or avoid the appearance of using, official positions and confidential information for personal advantage or gain.

Further, employees must hold confidential all information deemed to be not for public consumption as determined by state law and board policy. Employees shall also respect the confidentiality of people served in the course of the employee's duties and use information gained in a responsible manner. Discretion must be employed even within the school system's own network of communication.

Employees shall be courteous, considerate and prompt in dealing with and serving the students, parents or the public.

Administration and supervisors may set forth specific rules and regulations governing employee's conduct on the job within a particular building.

Personnel Records

The District maintains a complete personnel record for every current employee and former employee. The employee's personnel record shall be maintained in the district administration. An employee will be given access to his or her personnel records, according to the guidelines developed by the Board. Members of the Board, when authorized through Board action, may have access to cumulative personnel files. Counsel retained by the Board, or the employee shall also have access to cumulative personnel file, when specifically authorized by the Board.

Payroll and Employee Benefit Plans

The public shall, upon request and with approval of the district Superintendent, have access to payroll records and benefit plans for any or all employees of the district.

How an individual chooses to allocate compensation shall be a private concern.

Employee Job Applications, Qualifications and Status Information

The names of applicants for advertised vacancies may be released to the public upon request unless an applicant requests otherwise at the time of submitting an application. Statistical information that would normally be released to governmental agencies monitoring compliance will be made available upon request.

Regarding employee records or specific job applications, qualifications and status, the following information shall be privileged (not made public):

1. Past and present performance evaluations, employer criticism and observations
2. Military record,
3. Health and medical status,
4. I.Q. scores and performance tests,
5. Convictions and/or prison records,
6. Disabilities (including chemical dependency problems),
7. Family status or problems,
8. Discussion of other employees, which occur during a performance evaluation,
9. Information compiled to explain absence from work or poor work performance, and
10. Other information most individuals would not willingly disclose publicly

Personnel Files

The Clerk shall maintain cumulative personnel files (employee records). Access to personnel files shall be limited to the Board, and/or the district Superintendent, to the Board's legal counsel, and to the employee, the employee's signed designee, or the employee's legal counsel. A record by name and date of any party reviewing a file shall be maintained in that file, and those who have access to the files shall be required to maintain the confidentiality of the files and their contents.

An employee shall have the right, with prior arrangement, during normal business hours, to review the contents of his/her personnel file in the presence of the Clerk or other authorized staff member.

Processed grievances shall not be a part of an employee's personnel file but shall be kept apart from the personnel file.

Resolution of Staff Complaints

As circumstances allow, the District will attempt to provide the best working conditions for its employees. Part of this commitment is encouraging an open and transparent atmosphere in which any problem, complaint, suggestion, or question is answered quickly and accurately by supervisors or the Board.

To fulfill this commitment, the following policy has been established:

- The District will endeavor to promote fair and honest treatment of all employees. All employees are expected to treat each other with mutual respect.
- Each employee has the right to express his or her views concerning policies or practices to the Board in a business-like manner, without fear of retaliation. Employees are encouraged to offer positive and constructive criticism.
- Each employee is expected to follow established rules of conduct, policies, and practices. Should an employee disagree with a policy or practice, the employee can express his or her disagreement according to policy procedures established for such purposes by the Board.
- No employee shall be penalized, formally or informally, for voicing a disagreement with the District in a reasonable, business-like manner.
- Employees who voluntarily choose to ignore the established policies and procedures established by the Board of Trustees for expressing concerns with District policies or practices will be held accountable for said violations of the District's Code of Ethics and Confidentiality Policies.

Uniform Grievance Procedure

All individuals should use this grievance procedure if they believe that the Board, its employees or agents have violated their rights guaranteed by the State or Federal constitution, State or Federal statute, or Board policy.

The District will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

Level 1: Informal: An individual with a complaint is encouraged to first discuss it with the teacher, or staff member involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed directly with the district Superintendent or the Board designee and notice of said discussion provided immediately to the Board of Trustees.

Level 2: District Superintendent or the Board Designee If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1.) the nature of the grievance and 2.) The remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the Superintendent or the Board within sixty (60) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.

If the complaint alleges a violation of Board policy or procedure, the district Superintendent or the Board designee shall investigate and informally attempt to resolve the complaint. If either party is not satisfied with the district Superintendent or the Board designee's decision, the grievance may be advanced to Level 3 by requesting in writing that the Board review the district Superintendent or the Board decision. This request must be submitted to the Board within fifteen (15) days of the district Superintendent or the

Board designee's decision.

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the district Superintendent or the Board designee shall turn the complaint over to a third party, independent Nondiscrimination Coordinator who shall investigate the complaint. The District may retain the assistance of a Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The coordinator will complete the investigation and file the report with the district Superintendent or the Board designee within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the County Superintendent agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the County Superintendent rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

Level 3: The Board: If either party is not satisfied with the decision of the Superintendent, the Board is the next avenue for appeal. A written appeal must be submitted to the Board within fifteen (15) days of receiving the Superintendent's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Superintendent to the Board bears the burden of proving a failure to follow Board policy.

Upon receipt of a written appeal of the decision of the district Superintendent or the Board designee, and assuming the individual alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final, unless appealed within the period provided by law.

Level 4: County Superintendent: If the case falls within the jurisdiction of the County Superintendent of Schools, the decision of the Board may be appealed to the County Superintendent, who shall appoint an impartial County Superintendent from outside of Liberty County, by filing a written appeal within thirty (30) days after the final decision of the Board, pursuant to the Rules of School Controversy.

Non-Renewal of Employment/Dismissal from Employment

The non-renewal, termination or dismissal of certificated and classified staff shall be at the sole discretion and determined by the Board. All Board decisions related to non-renewal or dismissal of either certified or classified staff shall take place only after having received and reviewed the recommendation(s) of the district Superintendent, in the case of classified employees, the district Superintendent in conformity with state statutes and applicable district policy.

Resignations

Certified personnel will generally be expected to fulfill the terms of their contract unless: (1) there are clearly compelling, mitigating circumstances which prevent the certified individual from doing so; and (2) until such time as the Board through public action releases the certified individual from the terms of his/her contract.

Classified employees (i.e. non-certified employees) are expected to give due written notice that will permit the district to conduct a search for a suitable replacement. The Board of Trustees expects a two-week notice.

All resignations must be in writing. The immediate supervisor shall be informed in writing of the resignation and a copy of the resignation shall be delivered to the Chair of the Board of Trustees.

Retirement Programs for Employees

All employees of the Liberty Elementary School District – Charter District shall participate in the retirement programs under the Federal Social Security Act and either the Teachers' Retirement System or the Public Employees' Retirement System as designated in state retirement regulations.

Certified employees who intend to retire at the end of the current school year should notify the Board of Trustees in writing prior to March 1 of that year.

Those employees intending to retire who are not contractually obligated to complete the school year should notice the Board of Trustees as early as possible and no less than sixty (60) days prior to their retirement date.

The Board of Trustees directs the Clerk to develop procedures and will review them, by which contributions shall be determined for previously unclaimed prior service.

Disciplinary Action – Employees

District employees who fail to fulfill their job responsibilities or follow the reasonable directions of their supervisors or who conduct themselves on or off the job in ways that affect their effectiveness on the job or in other such ways that the law determines to be good cause shall be subject to discipline. Behavior conduct or action which may institute disciplinary action or dismissal may include, but is not limited to, insubordination, fraud, theft, violation of District policies, breach of employment contract and other reasonable job-related grounds based on a failure to satisfactorily perform job duties, disruption of the District's operation, or other legitimate business reason.

Discipline shall be reasonably appropriate to the circumstance and shall include, but is not limited to, the supervisor's or Board of Trustees right to reprimand and to suspend with or without pay or impose other appropriate disciplinary sanctions. In accordance with Montana law, only the Board of Trustees may terminate or non-renew an employee.

Reduction in Force

The Board has the exclusive authority to determine the appropriate number of certified and classified employees. A reduction of either certified or classified employees may occur as a result of, but not be limited to, changes in the education program, staff realignment, changes in the size or nature of the student population, financial situation considerations, or other reasons deemed relevant by the Board.

The reduction in certified employees will be done through normal attrition if possible. If normal attrition does not meet the necessary reduction in force required, the Board may terminate certified and classified employees.

It shall be the responsibility of the district Superintendent to provide a recommendation for possible termination to the Board. The district Superintendent may consider, but are not limited to, the following criteria, in making their recommendations:

- Endorsements and educational preparation within the grade level and subject areas in which the employee is now performing;
- Relative skills, aptitude, ability and demonstrated performance measures; and
- Number of continuous years of service to the School District. This will be considered only when the foregoing factors are relatively equal between certified or classified employees

and shall not alone constitute the sole basis for retention or dismissal under a Reduction in Force action.

Leaves

Sick Leave - Policy and Objectives

It is the policy of the Liberty Elementary Public-School District to grant its classified employees sick leave benefits in accordance with Section 2-18-618, MCA. Teachers shall be granted sick leave in accordance with the provisions of their teaching contracts/Board policy.

Sick leave means a leave of absences with pay for a sickness suffered by an employee or his/her immediate family. Immediate family shall mean the employee's spouse and children residing in the employee's household.

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

The objectives of this policy are to establish functional uniform procedures for calculating and granting sick leave benefits in accordance with Section 2-18-618, MCA.

Further, it is an objective of this policy to assure compliance with the maternity leave requirements specified in the Civil Rights Act of 1964 and the Montana Maternity Leave Act. Sick leave will be available for pregnancy, miscarriage, childbirth, and recovery there from.

Abuse of sick leave policy by any employee of the District is cause for disciplinary action by the Board of Trustees including suspension without pay pending an investigation, termination and or discharge.

Civic Duties Leave (For Certified Only)

Employees can request pay for absences for Jury Duty or other appearances in court in response to a duly served subpoena, except where the employee is a litigant in the case. The pay for subpoena leave shall be the regular rate of pay for the employee, less any payment received from the court exclusive of reimbursement for travel, meals and lodging.

1. The employee requesting pay must file a copy of the subpoena with the clerk and inform the immediate supervisor prior to the absence. The employee shall keep the supervisor informed of the length of absence.
2. The employee must complete a "Request for Leave" form, prior to the leave if possible.

Personal Leave (For Certified Only)

The District may provide up to two (2) days of Personal Leave per year to each contracted, full-time certified employee. In the event of part time employees, two pro-rated days shall be provided.

One day shall be at regular salary, unless it extends a school vacation or holiday, and the additional day will result in a deduction in any event from the employee's salary at a rate equal to the current cost of a substitute subject to the following conditions:

1. Any extensions of vacations or holidays by use of contiguous working days, shall result in a

- deduction from the employee's salary at a rate equal to the current cost of a substitute. Should more than one personal leave day be used to extend a vacation or holiday, whether on either end or by use of contiguous working days, there shall be a deduction for both days.
2. In the case of emergencies generated in conjunction with a scheduled School District vacation or holiday precludes the return of a staff member, application for Personal Leave may be made on return. If granted, this day will result in a deduction from the employee's salary at a rate equal to the current cost of a substitute.
 3. Personal Leave days will not be granted during the first two nor the last two days of any school semester, nor during any Pupil Instruction Related Day by teachers unless approved by the Board for compelling reasons.
 4. Exceptions to this policy may be made during periods of emergency, such as when there is an inadequate supply of substitutes. The Board reserves the right to grant Personal Leave days upon petition for extraordinary or emergency reasons; the granting of Personal Leave in such instances will not constitute a precedent binding upon the District in its administration of Personal Leave policies.
 5. Personal Leave is not cumulative.

Extended and/or General Leave Requests (Discretionary)

The Board of Trustees reserves final approval of all discretionary extended leave requests, whether with or without pay. This shall include those leaves under the Voluntary Career Development Plan, as well as discretionary leaves without pay. All such leave requests must come before the Board of Trustees for its approval.

Long-Term Illness/Temporary Disability/Maternity Leave

It is the policy of the Liberty Elementary School District - Charter District to enable its employees to use sick leave for long-term illness or temporary disability, and upon the expiration of sick leave to grant eligible employees leave without pay if requested.

Medical certification or documentary evidence detailing the occurrence 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 there from. 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 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 there from 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 Board of Trustees 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.

Family Medical Leave

In accordance with the provisions of the Family Medical Leave Act of 1993, a leave of absence of up to 12 weeks during a 12 month period may be granted to an eligible employee for the following reasons: 1) the birth of a child; 2) the placement of a son or daughter for adoption or foster care; 3) because of a serious

health condition that make the employee unable to perform the functions of his or her job; or 4) to care for employee's spouse, child or parent with a serious health condition.

An employee is eligible to take FMLA leave if s/he has been employed for at least 12 months and has worked at least 1,250 hours during the 12 months immediately prior to the date when the leave is requested and if there have been at least 50 District employees within 75 miles for each working day during 20 or more workweeks in the current or preceding calendar year. Employees will (not) be required to use appropriate paid leave while on FMLA Leave. Workers Compensation absences will (not) be designated FMLA Leave.

The Board has determined that the 12 month period during which an employee may take FMLA Leave is: 1) July 1 to June 30 or other specific dates; 2) the calendar year; 3) 12 months forward from the date of a particular employees first FMLA Leave; or 4) 12 months backward from the date of FMLA Leave.

At the discretion of the Board medical certification may be required to determine FMLA initial or continued eligibility as well as fitness for duty.

Insurance Benefits for Employees

It is the policy of the Liberty Elementary School District - Charter District that newly hired employees may be eligible for insurance benefits, if offered by the District, with the exceptions noted below:

1. Classified employees who are less than half time (that is, who are regularly scheduled to work less than 20 hours per week) will not be eligible for group health, dental and life insurance, and will not be considered to be a member of the defined employee insurance benefit groups.
2. Any permanent employee who works half time or more is eligible for group health and/or dental insurance. All medical and dental insurance premiums shall be pro-rated in the amount of the full contract in terms of full-time equivalency times the district's maximum contribution as prescribed by the applicable collective bargaining agreement or Board policy. Life insurance benefits, if offered shall accord with Board policy or if applicable, the CBA.
3. An employee who does not work during the summer, but who has been employed during the previous academic year, shall be eligible at his/her election to continue group health, dental and life insurance coverage during the summer months. For certified personnel, the District will pay the District's portion of the premium during the summer if the certified employee has worked at least 135 days during the preceding school year. A classified employee who works less than 12 months shall have his/her premium paid for summer months (in the same proration as existed during the academic year) if the employee has worked at least 180 days during in the preceding school year.
4. An employee who has not completed the required number of days must pay the total premium (employee and employer portion) for June, July and August by the last day of school. This payment is made to the District's clerk.

If an eligible employee wishes to discontinue or change health insurance coverage, it is incumbent upon the employee to initiate the action by contacting the personnel office and completing the appropriate forms. A medical examination at the expense of the employee may be required if the employee elects to join the District health insurance program after initially refusing coverage during the "open season" (September).

Anniversary dates of the health and dental insurance policies for the District shall be September 1 through August 31.

Reporting Workers Compensation Claims

Liberty Elementary School District – Charter District requires that all employees follow the guidelines and regulations outlined by the Montana Department of Labor and Industry, Employment Relations Division, Workers' Compensation Claims Assistance Bureau when reporting any and all suspected work place related incidents resulting in an injury.

Responsibilities of the Employee:

Liberty School District employees must report all on-the-job injuries or occupational diseases to their supervisor, insurer or employer as soon as possible. Liberty Elementary School District – Charter District employees must give notice to their employer within 30 days after the occurrence of any and all work place related accidents (one year from the date you knew or should have known your condition from an occupational disease.) The notice must include time and place where the alleged accident occurred and the nature of the injury. Liberty School District employees are encouraged to report any minor injuries to their employer whether or not they receive medical treatment.

Liberty Elementary School District – Charter District employees must submit a written and signed First Report of Injury (FROI) within 12 months from the date of any accident or occupational disease. Liberty Elementary District Employees can submit this form to their employer, the workers' compensation insurer or the Department of Labor and Industry.

Responsibilities of the Employer:

Montana law requires employers to respond to all FROI reports submitted by District employees within six days after notice of every on-the-job accident, injury and/or occupational disease (OD) by a worker.

Upon receipt of the Liberty Elementary School District – Charter District employee's signed FROI, the insurer has 30 days to accept or deny your claim.

The United States Department of Labor, OSHA, requires employers to maintain a record of all employee occupational injury claims in the employer's place of business.

Professional Development

The District recognizes that additional training and study are advantageous for the continued growth and ability of District employees. As part of a continuous program of instructional and administrative improvement, the District shall provide a minimum of three days of professional development annually for certified employees. A day of professional development is defined as eight hours of actual contact time. Professional development time may be divided into no less than two-hour increments to facilitate delivery of professional development programs. By April 15 of each year, the District shall formulate a professional development plan that includes:

- 1.Goals and objectives appropriate to the professional development needs of teachers, school trustees, and all other school personnel;
- 2.Acceptable activities; and
- 3.Evaluation methods required for each activity in the plan.

The Board of Trustees shall establish an advisory committee to develop and evaluate the plan. The committee shall include but not be limited to teachers, district Superintendent, Trustees and third-party consultants or specialists. A majority of the committee shall be teachers and administrative staff. It shall

be available for review by all employees and the public.

Release Time for Professional Development

During a year, there are often professionally related activities such as conventions, committee meetings, workshops, seminars, institutes, visitations and other activities that are related to the education profession in a general sense. The Board of Trustees recognizes that the professional personnel of the District will occasionally want to attend these activities.

Consultation by Certified Employees

Occasionally professional staff asks for release in order to consult outside the District. On limited basis this type of professional activity may be permitted. A professional who is absent a few times during the year for this purpose may be contributing to the profession and to the District. On the other hand, if a teacher were absent from his/her classroom duties many times during the year, the loss of instruction for the students would likely not be offset by the other benefits. The guidelines to be used relative to these requests are:

1. A professional staff member may use his/her personal leave days as per the Public Schools/contract.
2. Such an individual may use professional leave for consulting work if they have received prior approval by the Board. In making its decision the Board will consider such factors as the total number of absences of the teacher for all purposes during the year; the professional value of the consulting services to be provided by the teachers; maintenance of program effectiveness in the teacher's absence; availability of competent substitutes; and arrangements for substitute pay (see No. 3 below).
3. The beneficiary of the staff member's consultation service will reimburse the District for the cost of the substitute's pay. These arrangements are the responsibility of the consulting professional and must be made with the business office.
4. Where a certified employee elects to use vacation days for consultation, they shall be the sole concern of the employee and will not be entitled to reimbursement of any costs associated there with.

Salary Schedule Advancement

Professional employees shall advance on the District's salary schedule as agreed in the most current contract. Unless otherwise specified, courses and in-service programs conducted or sponsored by the District shall not be accepted for advancement on the District's salary schedule; nor shall in-service activities during school hours as an integral part of the employee's employment be considered for advancement on the salary schedule. District professional employees who wish to secure credit toward salary advancement shall submit a record and description of the course(s) to the district business manager, district Superintendent and or the Board of Trustees in advance of registration.

PERSONNEL

POLICY XXXX

Classroom Assistants (Classroom, Library, Etc.)

Classroom Assistants are under the supervision of the classroom teacher and the district Superintendent. Also, by job description, the nature of the work accomplished by classroom assistants will encompass a variety of tasks that may be inclusive of "limited instructional duties."

Section 20-3-324(2), MCA, gives the Trustees the sole power and duty to "employ and dismiss . . . teachers' aides . . . and any other personnel considered necessary to carry out the various services of the district."

Classroom assistants are employed by the Liberty Elementary School District – Charter District mainly to assist the teacher. A classroom assistant 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.

It is the responsibility of the teacher and or district Superintendent to recommend to the Board adequate training for a classroom assistant. This training should take into account the unique situations in which an classroom assistant works and should be designed to cover the general contingencies that might be expected to pertain to that situation.

PERSONNEL

Policy XXXX

Annual Performance Evaluation

Certified Staff

The Board of Trustees with the assistance of either the district Superintendent or a third-party agent acting on behalf of the district shall develop evaluation procedures for certified teachers employed by the district. All teachers newly hired by the district shall be observed according to the schedule (days, times, duration and frequency) outlined in the evaluation procedure process adopted by the Board of Trustees. All non-tenured teachers shall be observed according to the schedule (days, times, duration and frequency) outlined in the evaluation procedure process adopted by the Board of Trustees. All tenured teachers shall be evaluated according to the schedule (days, times, duration and frequency) outlined in the evaluation procedure process adopted by the Board of Trustees.

Classified Staff

Each classified employee shall be evaluated according to an "as needed" basis, but no less than once for every three years of consecutive service. Procedures for the evaluation of Classified staff shall be in accordance with the schedule (days, times, duration and frequency) outlined in the evaluation procedure process adopted by the Board of Trustees.

ATTACHMENT 15.0

Q15. State the proposed governing bylaws.

The Liberty Elementary District – Charter District will be governed in accordance with the articulated district mission, vision and adopted policy and procedure manual approved by the Board of Trustees. The foundation of the governing documents (by-laws) are the statutes, federal and state rules, regulations and requirements and agency guidelines which will guide the Board, administration, and employees, shall be as follows:

- *District Policy and Procedure Manual currently being used by the Liberty Elementary School District (See Attachment 15.1) which has drafted in accordance with Montana Code Annotated and/or Administrative Rules, and when application is approved and charter contract is executed, will be adopted by the district Board of Trustees.*
- *Memorandum of Agreement (MOA) executed by and between the Liberty Elementary School District – Charter District and each of the Hutterite Colony Communities outlining the conditions of use with respect to the school buildings and grounds owned by each individual colony and located at each of the proposed seven (7) school sites.*
- *Staff and student handbooks (approved annually).*
- *Advisory Council By-Laws and operational structure (TBD)*

ATTACHMENT 16.0

Q16. Explain any partnerships or contractual relationships central to the operations and mission of the public charter school.

In order to ensure that the proposed charter district and schools have access to educational consultants and specialists who can provide valuable human resources and expertise when advising the Board of Trustees and Administration on issues and challenges central to the operation and management of the charter district, The Liberty Elementary School District – Charter District Board of Trustees anticipates establishing critical partnerships and authorizing contractual obligations with a small group of established professionals.

Specifically, as indicated in a previous response, the Charter district Board of Trustees and administration anticipates establishing a partnership with a professional firm that provides on-site services to students, parents and schools who require specific assessments, screening, programming, and strategic support due to a diagnosis of an identifiable disability for which and enrolled child is eligible to receive support from the district.

In addition, the Board of Trustees intends to establish partnerships with professional consultants to provide a variety of specialized services to the district in the area of Board and Administrative support – including board training, advising and professional development opportunities for both trustees and district administrators; instructional coaching and professional development for teachers and classroom assistants, technical assistance with setting up and managing the district's IT network, computer systems and student information systems (Infinite Campus); assistance with agency, federal and state reporting and compliance (TFS, Title Programs, Federal Grants).

ATTACHMENT 17.0

Q17. Provide the proposed calendar and sample daily schedule.

Sample 2024-2025 School Calendar

2024-2025

Liberty Elementary School

August '24						
S	M	T	W	T	F	S
					1	2 3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September '24						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October '24						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November '24						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December '24						
S	M	T	W	T	F	S
1	2	3	4	5	6	7

February '25						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March '25						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April '25						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May '25						
S	M	T	W	T	F	S
					1	2 3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June '25						
S	M	T	W	T	F	S
1	2	3	4	5	6	7

- August 14-17 PIR
- August 19 First Day of School
- Feb 17 No School
- Sept 2 No School
- March 14 End of Quarter 3
- Oct 18-19 Teacher PIR No School
- Oct 23 End of Quarter 1
- April 18-23 Easter Break
- Nov 6, 8 Butcher Day No School
- Nov 28-29 Thanksgiving
- May 22 Last Day of School.
- May 23 Teacher Checkout
- Dec 23-Jan 1 Christmas Break

Calendar Templates by Vertex42.com

Sample 2024-2025 Daily Schedule

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:10	Morning Greeting	Morning Greeting	Morning Greeting	Morning Greeting	Morning Greeting
8:10-8:30	School Circle- Value Meeting	Guest Speaker- Value Meeting	School Circle- Value Meeting	Guest Speaker- Value Meeting	School Circle – Value Meeting
8:30- 9:00	Whole Group Reading	Whole Group Math	Whole Group Reading	Whole Group Math	Whole Group Reading
9:00-10:00	Individualized Learning	Individualized learning	Individualized learning	Individualized learning	Individualized Learning
10:00-10:30	Recess	Recess	Recess	Recess	Recess
10:30-12:00	Individualized Learning	Individualized Learning	Individualized Learning	Individualized Learning	Individualized Learning
12:00-12:30-12:30 – 1:00	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess
1:00- 1:45	PE	Art	Music	Library	PE
1:45- 2:30	K-1 Phonics 2-8 Science/social Studies projects	K-1 Phonics 2-8 Science/Social Studies projects	K-1 Phonics 2-8 Science/Social Studies projects	K-1 Phonics 2-8 Science/Social Studies projects	K-1 Phonics 2-8 Science/Social Studies projects
2:30-3:15	German Language Integration	German Language Integration	German Language Integration	German Language Integration	Early Out
3:15-3:30	Clean up	Clean up-	Clean up	Clean up	

BUSINESS OPERATIONS**ATTACHMENT 18.0**

Q18. Describe plans for providing transportation, food service, and all other significant operational or ancillary services.

The Liberty Elementary School District – Charter District proposal includes provisions and programing to meet student needs in the following areas:

Transportation – although the remote schools and sites which make up the campus of the Liberty Elementary School District – Charter District are geographically distant from both the territorial boundaries of the located school district and the charter district, there is no immediate need to provide transportation for students attending classes at these schools as they are located on the established colony sites. In the event a school related activity requires that students be transported off site to participate, accommodations for the attendance shall include transportation provided by the member colony at its own expense.

Food Service – At each of the colony school sites, the community provides students with meals for both breakfast and lunch at no additional expense to the students or families of the district. All costs for the food service are borne by the individual colonies and no payments are received from the school district in support of meals, snacks or beverages for the district’s students.

Ancillary Services – As indicated in a prior response, additional ancillary services such as Special Education or programs for students with disabilities will be provided by the charter district working in collaboration with the required state agencies and in conjunction with partnerships with professional consultants, companies or specialists. In addition, the district will provide students and families who request district assistance with access to mental health providers or organizations who specialize in these services. Other ancillary services will be provided at each of the individual charter sites in conjunction with the availability of funding resources, technical support, trained staff and or student need.

ATTACHMENT 19.0

Q19. Describe cocurricular and extracurricular programs and how the programs will be funded and delivered.

The Liberty Elementary School District – Charter District Board and administration are committed to providing all district students with the opportunity to explore their interests outside of the core classroom subject matter and content by participating in potential school sponsored cocurricular programs. In order to provide these opportunities, the district anticipates securing program funding and resources from external sources (non-profit foundations, philanthropists or community organizations) which provide financial support for the development of student centered cocurricular programs and activities. If successful in securing appropriate funding and financial support, it is the intent of the district to create a music program, an art program, and a vocational-technical education program. In addition, staffing for these programs would require contracting with specialists or experts in these areas or fields who could provide the appropriate level of K-8 instruction, course coordination and delivery of cocurricular programming.

ATTACHMENT 20.0

Q20. Describe the proposed financial plan and policies, including financial controls and audit requirements.

The Board of Trustees and administration of the Liberty Elementary School District – Charter District anticipate adopting a financial plan and policies, including financial controls and audit procedures in alignment with the following:

Proposed Financial Plan

The Charter District's annual budget is evidence of the Board of Trustees commitment to the objectives of the instructional programs. The budget supports the immediate and long-range goals and established priorities within all areas of the instructional and non-instructional programs.

Prior to presentation of the proposed annual budget for adoption, the district Superintendent shall prepare, for the Board of Trustees consideration, recommendations (with supporting documentation) that shall be designed to meet the needs of students within the limits of anticipated revenues.

Program planning and budget development shall provide for staff participation and the sharing of information with patrons prior to action by the Board.

Total budget expenditures for each fund as adopted in the final budget shall constitute the appropriations of the District for the ensuing fiscal year. The Board of Trustees shall be limited in the incurring of expenditures to the total of such appropriations.

With timely notice of a public meeting, The Board of Trustees, by majority vote of those present, may declare by resolution that a budget amendment (in addition to the final budget) is necessary. Budget amendments are authorized by 20-9-161, MCA for specified reasons.

The resolution shall state the facts of the budget amendment, the estimated amount of funds needed, and the time and place when the Board of Trustees will meet for the purpose of considering and adopting a budget amendment.

The meeting to adopt a budget amendment shall be open to the public and shall provide opportunity for any taxpayer to appear and be heard. Budget procedures shall be consistent with statutory requirements. When applicable, the District shall apply for state financial aid to supplement that amount to be collected from local taxes.

The District will seek and utilize all available sources of revenue for financing its educational programs. This includes revenues from non-tax, local, state and federal sources. All revenues received for the District will be properly credited to the appropriate fund and account as specified by federal and state statute and the accounting and reporting regulations for Montana school districts.

The Board may accept gifts, endowments, legacies, and devises subject to the lawful conditions imposed by the donor. Endowments received by the District will be deposited to an endowment fund as an expendable or nonexpendable trust subject to the donor's conditions. The Board will not approve any gifts that are inappropriate. Unless conditions of an endowment instrument require immediate or specific disbursement, the Board will invest money deposited in the endowment fund according to the provisions of the Uniform Management of Institutional Funds Act (Title 72, chapter 30, MCA).

The Board retains the sole responsibility for establishing procedures for determining the suitability or appropriateness of all gifts received and accepted by the District. Educational foundations which seek to promote, enhance, and enable educational opportunities and school improvement activities in the District may solicit and receive tax-deductible funds from donors.

Once adopted by the Board of Trustees, the Business Manager, working in cooperation with the District Superintendent, shall administer the operating budget. All actions of the Business Manager / Superintendent in executing the programs and/or activities delineated in that budget are authorized according to these provisions:

- 1. Expenditure of funds for the employment and assignment of staff shall meet the legal requirements of the state of Montana and adopted Board policies.*
- 2. Funds held for contingencies may not be expended without approval from the Board of Trustees.*
- 3. A listing of warrants describing goods and/or services for which payment has been made must be presented for Board of Trustees' ratification each month.*
- 4. Purchases shall be made according to the legal requirements of the state of Montana and adopted Board policy.*

Financial Policies

The policies of the Board of Trustees define the organization of the Board and the manner of conducting its official business. The Board's operating policies are those that the Board of Trustees adopts from time to time to facilitate the performance of its responsibilities.

Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion. Unless it is deemed by the Board that immediate action would be in the best interest of the District, the final vote for adoption shall take place not earlier than the next succeeding regular or special Board meeting. Any written statement by a person relative to a proposed policy or amendment should be directed to the District Clerk prior to the second reading. The Board may invite oral statements from staff members or patrons as an order of business.

All new or amended policies shall become effective upon adoption; unless a specific effective date is provided in the motion for adoption.

Policies as adopted or amended shall be made a part of the minutes of the meeting at which action was taken and shall also be included in the District's policy manual. The Board of Trustees shall review annually the Policies of the District.

Under circumstances that require waiver of a policy, the policy may be suspended by a majority vote of the members present. To suspend a policy, all Trustees must have received written notice of the meeting that included a proposal to suspend the policies with an explanation of the purpose of such proposed suspension. If such proposal is not made in writing in advance of the meeting, the policies may be suspended only by a unanimous vote of all Trustees present.

In the absence of a policy where immediate action is required, the district Superintendent is authorized to act in accordance with the best-established practices consistent with law. However, it the district Superintendent's duty to inform the Board of Trustees, at the next regularly scheduled Board meeting, if there is a need for an official policy action.

Financial Controls

The District Business Manager/Clerk in consultation with the District Superintendent are authorized to direct expenditures and purchases within the limits of the detailed annual budget for the school year. Board of Trustees approval for purchase of capital outlay items is required when the aggregate total of a requisition exceeds \$5,000, except the District Superintendent shall have the authority to make capital outlay purchases without advance approval, not to exceed \$5,000, when it is necessary to protect the interests of the district or the health and safety of the staff or students. The District Business Manager/Clerk shall establish requisition and purchase order procedures as a means of controlling and maintaining proper accounting of the expenditure of funds. Staff who obligate the district without proper authorization shall be held personally responsible for payment of such obligations.

Whenever the cost of any supplies, equipment or work shall exceed \$50,000, formal bids shall be called for by issuing public notice as specified in 320-9-304, MCA. Specifications shall be prepared and be made available to all vendors interested in submitting a bid.

The District Business Manager/Clerk shall establish bidding and contract awarding procedures for all purchases of furniture, equipment, supplies (except for books), or public works projects, the cost of which is estimated to be in excess of \$50,000. Bid procedures shall be waived only as specified in statute.

The Board of Trustees directs that financial reports of all District funds shall be prepared in compliance with statutory provisions and generally accepted accounting and financial reporting standards. In addition to the reports required for local, state, and federal agencies, financial reports will be prepared monthly and annually and presented to the Board of Trustees. The financial reports shall reflect the financial activity and status of the District funds. Appropriate interim financial statements and reports of financial position, operating results and other pertinent information will be prepared, at the request of the Board, to facilitate management control of financial operations.

Audit Requirements

The Board of Trustees directs that District financial review (audit) shall be conducted in accordance with Montana law. Each financial review shall be a comprehensive review of the affairs of the School District and the District funds. The financial review shall comply with all statutory provisions and generally accepted governmental standards. Each financial review may be made at least every four (4) years and cover the immediately preceding four (4) fiscal years, or at the discretion of the Board, it may be conducted annually.

ATTACHMENT 21.0

Q21. Describe the insurance coverage that will be obtained.

Liability Insurance

The Board of Trustees of the Liberty Elementary School District – Charter District and its agents are immune from suit for their legislative acts as defined in 2-9-111, MCA. The Board shall maintain sufficient liability insurance to protect itself against claims for the negligent or wrongful acts of its staff or agents. The amount and terms of such insurance protection shall be regularly reviewed as part of the District's risk management program.

The Board of Trustees shall hold individual Board members, staff or agents of the District harmless and defend them from any financial loss, including reasonable attorneys' fees, arising out of any act or failure to act, provided that at the time the individual was acting within the scope of his/her responsibilities and in compliance with the policies and procedures of the District.

Property Damage

The District shall maintain a comprehensive property insurance program which shall provide adequate coverage, as determined by the Board of Trustees, in the event of loss or damage to school buildings and/or equipment, including motor vehicles. The comprehensive insurance program shall maximize the District's protection and coverage while minimizing the costs for insurance. (See attachment 21.1)

Workers Compensation Insurance Coverage

The District shall maintain a comprehensive workers compensation insurance program which shall provide adequate coverage, as determined by the Board of Trustees. The comprehensive insurance program shall maximize the District's protection and coverage while minimizing the costs for insurance. (See attachment 21.2)

ATTACHMENT 22.0

Q22. Describe the startup and five-year budgets with clearly stated assumptions.

2024-25 Revenue Projections	
Basic Entitlement (Assumed: 1 District x \$57,246)	\$ 57,246.00
ANB Entitlement (Based on FY24 enrollment of 16 students at Liberty Elementary - 17 ANB x estimated value of \$5285)	\$ 89,845.00
Budget Amendment due to Unanticipated Enrollment Increase , additional 83 ANB x estimated value of \$5285)	\$ 438,655.00
Title Funds (Assumed)	\$ 100,000.00
Assumed External Contributions, estimated at \$2500 x current expected enrollment of 101	\$ 252,500.00
Projected TOTAL REVENUES	\$ 938,246.00

2024-25 Projected Expenditures									
Based on Projected Revenue: \$ 938,246.00									
	Administration (District)	Eagle Creek	Rimrock	Hillside	HiLine	Cool Spring	Sunny Brook	Riverview	Total
Anticipated Enrollment	n/a	13	16	9	23	10	8	22	101
Salaries (see note 1)	\$ 100,000.00	\$ 73,000.00	\$ 73,000.00	\$ 43,000.00	\$ 86,000.00	\$ 43,000.00	\$ 43,000.00	\$ 86,000.00	\$ 547,000.00
Fringe, at 15% (see note 2)									
Consulting & Professional Development	\$ 100,000.00								\$ 100,000.00
Special Education Coop(s)	\$ 18,000.00								\$ 18,000.00
Attorney & Financial Review Fees	\$ 12,000.00								\$ 12,000.00
Infinite Campus & Related Support	\$ 5,000.00								\$ 5,000.00
Accounting Software	\$ 3,800.00								\$ 3,800.00
Curriculum Coop	\$ 2,500.00								\$ 2,500.00
Copy Machine Maintenance Agreements		\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 7,000.00
Property & Liability Insurance		\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 35,000.00
Dues & Memberships	\$ 5,000.00								\$ 5,000.00
Internet & Phone	\$ 2,400.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 73,800.00
Travel	\$ 8,160.00	\$ 2,000.00	\$ 2,000.00	\$ 1,000.00	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00	\$ 2,000.00	\$ 19,160.00
Supplies	\$ 2,000.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 19,500.00
Curriculum & Books (see note 3)	\$ 25,000.00								\$ 25,000.00
Major Equipment (see note 4)		\$ 4,500.00	\$ 4,500.00	\$ 3,500.00	\$ 5,500.00	\$ 3,500.00	\$ 3,500.00	\$ 5,500.00	\$ 30,500.00
Building Lease & Maintenance Agreement (see note 5)		\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 24,500.00
TOTAL PROJECTED EXPENDITURES									\$ 927,760.00

- NOTES:**
- (1) Salaries:
 - At District level, one administrator and one business manager/clerk on 12-month contracts (approximately 2% decrease on current salaries)
 - At School level, one (1) teacher per location with 1-10 students; one (1) teacher and one (1) teaching assistant per location with 11-20 students; and two (2) teachers per location with 21+ students. Assumed average salary of \$43,000 for 187-day annual contract for a teacher and \$30,000 for 187-day contract for a teaching assistant
 - (2) Fringe: Assumed at 15% or \$82,050 for 2024-25. Assumed that it will be levied to individual counties via Retirement Funds so not included in "General Fund" expenditure calculations.
 - (3) Curriculum & Books: This is based on replacement of one (1) core program every 3-4 years, as well as replenishment of curricular materials, as needed.
 - (4) Major Equipment: This is to replace or replenish staff computers, student Chromebooks, printers, Smartboards, etc
 - (5) School locations are leased from each colony location for an annual fee of \$6500 per location, with in-kind subsidy of \$3000 for 2024-25. Lease agreements are inclusive of building maintenance and custodial services, as well as power and heat.

2025-2026

25-26 Revenue Projections	
Basic Entitlement (Assumed: 1 District x \$57,246)	\$ 57,246.00
ANB Entitlement (Based on FY25 enrollment of 101 students - 105 ANB x estimated value of \$5285)	\$ 554,925.00
Title Funds (Assumed)	\$ 100,000.00
Assumed External Contributions, estimated at \$2500 x current expected enrollment of 107	\$ 267,500.00
Projected TOTAL REVENUES	\$ 979,671.00

25-26 Projected Expenditures									
Based on Projected Revenue: \$ 979,671.00									
	Administration (District)	Eagle Creek	Rimrock	Hillside	HilLine	Cool Spring	Sunny Brook	Riverview	Total
Anticipated Enrollment	n/a	14	15	9	24	13	10	22	107
Salaries (see note 1)	\$ 102,000.00	\$ 74,460.00	\$ 74,460.00	\$ 43,860.00	\$ 87,720.00	\$ 74,460.00	\$ 43,860.00	\$ 87,720.00	\$ 588,540.00
Fringe, at 15% (see note 2)									\$ -
Consulting & Professional Development	\$ 102,000.00								\$ 102,000.00
Special Education Coop(s)	\$ 18,500.00								\$ 18,500.00
Attorney & Financial Review Fees	\$ 12,000.00								\$ 12,000.00
Infinite Campus & Related Support	\$ 5,000.00								\$ 5,000.00
Accounting Software	\$ 3,900.00								\$ 3,900.00
Curriculum Coop	\$ 2,750.00								\$ 2,750.00
Copy Machine Maintenance Agreements		\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 7,350.00
Property & Liability Insurance		\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 38,500.00
Dues & Memberships	\$ 5,000.00								\$ 5,000.00
Internet & Phone	\$ 2,400.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 73,800.00
Travel	\$ 8,200.00	\$ 2,000.00	\$ 2,000.00	\$ 1,000.00	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00	\$ 2,000.00	\$ 19,200.00
Supplies	\$ 2,000.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 19,500.00
Curriculum & Books (see note 3)	\$ 25,000.00								\$ 25,000.00
Major Equipment (see note 4)		\$ 4,500.00	\$ 4,500.00	\$ 3,500.00	\$ 5,500.00	\$ 4,500.00	\$ 3,500.00	\$ 5,500.00	\$ 31,500.00
Building Lease & Maintenance Agreement (see note 5)		\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 24,500.00
TOTAL PROJECTED EXPENDITURES									\$ 977,040.00

NOTES:

(1) Salaries:
 -At District level, one administrator and one business manager/clerk on 12-month contracts, 2% increase over previous FY
 -At School level, one (1) teacher per location with 1-10 students; one (1) teacher and one (1) teaching assistant per location with 11-20 students; and two (2) teachers per location with 21+ students. Assumed average salary of \$43,860 for 187-day annual contract for a teacher and \$30,600 for 187-day contract for a teaching assistant, approximate 2% increase over previous FY

(2) Fringe: Assumed at 15% or \$88,281 for 2025-26. Assumed that it will be levied to individual counties via Retirement Funds so not included in "General Fund" expenditure calculations.

(3) Curriculum & Books: This is based on replacement of one (1) core program every 3-4 years, as well as replenishment of curricular materials, as needed.

(4) Major Equipment: This is to replace or replenish staff computers, student Chromebooks, printers, Smartboards, etc

(5) School locations are leased from each colony location for an annual fee of \$6500 per location, with in-kind subsidy of \$3000 for 2025-26. Lease agreements are inclusive of building maintenance and custodial services, as well as power and heat.

2026-2027

26-27 Revenue Projections	
Basic Entitlement (Assumed: 1 District x \$57,246)	\$ 57,246.00
ANB Entitlement (Based on FY26 enrollment of 107 students - 112 ANB x estimated value of \$5285)	\$ 591,920.00
Title Funds (Assumed)	\$ 100,000.00
Assumed External Contributions, estimated at \$2500 x current expected enrollment of 109	\$ 272,500.00
Projected TOTAL REVENUES	\$ 1,021,666.00

26-27 Projected Expenditures									
Based on Projected Revenue: \$ 1,021,666.00									
	Administration (District)	Eagle Creek	Rimrock	Hillside	HiLine	Cool Spring	Sunny Brook	Riverview	Total
Anticipated Enrollment	n/a	13	17	8	24	14	12	21	109
Salaries (see note 1)	\$ 103,020.00	\$ 75,205.00	\$ 75,205.00	\$ 44,299.00	\$ 88,598.00	\$ 75,205.00	\$ 75,205.00	\$ 88,598.00	\$ 625,335.00
Fringe, at 15% (see note 2)									\$ -
Consulting & Professional Development	\$ 103,000.00								\$ 103,000.00
Special Education Coop(s)	\$ 19,000.00								\$ 19,000.00
Attorney & Financial Review Fees	\$ 12,000.00								\$ 12,000.00
Infinite Campus & Related Support	\$ 5,000.00								\$ 5,000.00
Accounting Software	\$ 4,000.00								\$ 4,000.00
Curriculum Coop	\$ 3,000.00								\$ 3,000.00
Copy Machine Maintenance Agreements		\$ 1,100.00	\$ 1,100.00	\$ 1,100.00	\$ 1,100.00	\$ 1,100.00	\$ 1,100.00	\$ 1,100.00	\$ 7,700.00
Property & Liability Insurance		\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 40,250.00
Dues & Memberships	\$ 5,000.00								\$ 5,000.00
Internet & Phone	\$ 2,400.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 73,800.00
Travel	\$ 8,200.00	\$ 1,500.00	\$ 1,500.00	\$ 1,000.00	\$ 2,000.00	\$ 1,500.00	\$ 1,500.00	\$ 2,000.00	\$ 19,200.00
Supplies	\$ 2,000.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 19,500.00
Curriculum & Books (see note 3)	\$ 25,000.00								\$ 25,000.00
Major Equipment (see note 4)		\$ 4,500.00	\$ 4,500.00	\$ 3,500.00	\$ 5,500.00	\$ 4,500.00	\$ 3,500.00	\$ 5,500.00	\$ 31,500.00
Building Lease & Maintenance Agreement (see note 5)		\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 28,000.00
TOTAL PROJECTED EXPENDITURES									\$ 1,021,285.00

NOTES:

(1) Salaries:
 -At District level, one administrator and one business manager/clerk on 12-month contracts, 1% increase over previous FY
 -At School level, one (1) teacher per location with 1-10 students; one (1) teacher and one (1) teaching assistant per location with 11-20 students; and two (2) teachers per location with 21+ students. Assumed average salary of \$44,299 for 187-day annual contract for a teacher and \$30,906 for 187-day contract for a teaching assistant, approximate 1% increase over previous FY

(2) Fringe: Assumed at 15% or \$93,800 for 2026-27. Assumed that it will be levied to individual counties via Retirement Funds so not included in "General Fund" expenditure calculations.

(3) Curriculum & Books: This is based on replacement of one (1) core program every 3-4 years, as well as replenishment of curricular materials, as needed.

(4) Major Equipment: This is to replace or replenish staff computers, student Chromebooks, printers, Smartboards, etc

(5) School locations are leased from each colony location for an annual fee of \$6500 per location, with in-kind subsidy of \$2500 for 2026-27. Lease agreements are inclusive of building maintenance and custodial services, as well as power and heat.

2027-2028

27-28 Revenue Projections	
Basic Entitlement (Assumed: 1 District x \$57,246)	\$ 57,246.00
ANB Entitlement (Based on FY27 enrollment of 109 students - 114 ANB x estimated value of \$5285)	\$ 602,490.00
Title Funds (Assumed)	\$ 100,000.00
Assumed External Contributions, estimated at \$2500 x current expected enrollment of 112	\$ 280,000.00
Projected TOTAL REVENUES	\$ 1,039,736.00

27-28 Projected Expenditures									
Based on Projected Revenue: \$ 1,039,736.00									
	Administration (District)	Eagle Creek	Rimrock	Hillside	HiLine	Cool Spring	Sunny Brook	Riverview	Total
Anticipated Enrollment	n/a	12	20	9	26	13	14	18	112
Salaries (see note 1)	\$ 105,080.00	\$ 76,709.00	\$ 76,709.00	\$ 45,185.00	\$ 90,370.00	\$ 76,709.00	\$ 76,709.00	\$ 76,709.00	\$ 624,180.00
Fringe, at 15% (see note 2)									\$ -
Consulting & Professional Development	\$ 105,000.00								\$ 105,000.00
Special Education Coop(s)	\$ 19,000.00								\$ 19,500.00
Attorney & Financial Review Fees	\$ 12,000.00								\$ 12,800.00
Infinite Campus & Related Support	\$ 5,000.00								\$ 5,000.00
Accounting Software	\$ 4,000.00								\$ 4,100.00
Curriculum Coop	\$ 3,000.00								\$ 3,250.00
Copy Machine Maintenance Agreements		\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 8,050.00
Property & Liability Insurance		\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 42,000.00
Dues & Memberships	\$ 5,000.00								\$ 5,000.00
Internet & Phone	\$ 3,000.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 76,500.00
Travel	\$ 8,500.00	\$ 2,000.00	\$ 2,000.00	\$ 1,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 21,500.00
Supplies	\$ 2,000.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 19,500.00
Curriculum & Books (see note 3)	\$ 25,000.00								\$ 25,000.00
Major Equipment (see note 4)		\$ 4,500.00	\$ 4,500.00	\$ 3,500.00	\$ 5,500.00	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00	\$ 31,500.00
Building Lease & Maintenance Agreement (see note 5)		\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 35,000.00
TOTAL PROJECTED EXPENDITURES									\$ 1,037,880.00

NOTES:

(1) Salaries:
 -At District level, one administrator and one business manager/clerk on 12-month contracts, 3% increase over previous FY
 -At School level, one (1) teacher per location with 1-10 students; one (1) teacher and one (1) teaching assistant per location with 11-20 students; and two (2) teachers per location with 21+ students. Assumed average salary of \$45,185 for 187-day annual contract for a teacher and \$31,524 for 187-day contact for a teaching assistant, approximate 2% increase over previous FY

(2) Fringe: Assumed at 15% or \$93,177 for 2027-28. Assumed that it will be levied to individual counties via Retirement Funds so not included in "General Fund" expenditure calculations.

(3) Curriculum & Books: This is based on replacement of one (1) core program every 3-4 years, as well as replenishment of curricular materials, as needed.

(4) Major Equipment: This is to replace or replenish staff computers, student Chromebooks, printers, Smartboards, etc

(5) School locations are leased from each colony location for an annual fee of \$6500 per location, with in-kind subsidy of \$1500 for 2027-28. Lease agreements are inclusive of building maintenance and custodial services, as well as power and heat.

2028-2029

28-29 Revenue Projections	
Basic Entitlement (Assumed: 1 District x \$57,246)	\$ 57,246.00
ANB Entitlement (Based on FY28 enrollment of 112 students - 117 ANB x estimated value of \$5285)	\$ 618,345.00
Title Funds (Assumed)	\$ 100,000.00
Assumed External Contributions, estimated at \$2500 x current expected enrollment of 114	\$ 285,000.00
Projected TOTAL REVENUES	\$ 1,060,591.00

28-29 Projected Expenditures									
Based on Projected Revenue: \$ 1,060,591.00									
	Administration (District)	Eagle Creek	Rimrock	Hillside	HiLine	Cool Spring	Sunny Brook	Riverview	Total
Anticipated Enrollment	n/a	11	20	10	23	16	15	19	114
Salaries (see note 1)	\$ 107,181.00	\$ 78,243.00	\$ 78,243.00	\$ 46,089.00	\$ 92,178.00	\$ 78,243.00	\$ 78,243.00	\$ 78,243.00	\$ 636,663.00
Fringe, at 15% (see note 2)									\$ -
Consulting & Professional Development	\$ 107,500.00								\$ 107,500.00
Special Education Coop(s)	\$ 19,500.00								\$ 19,500.00
Attorney & Financial Review Fees	\$ 12,800.00								\$ 12,800.00
Infinite Campus & Related Support	\$ 5,000.00								\$ 5,000.00
Accounting Software	\$ 4,100.00								\$ 4,100.00
Curriculum Coop	\$ 3,250.00								\$ 3,250.00
Copy Machine Maintenance Agreements		\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 8,050.00
Property & Liability Insurance		\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 43,750.00
Dues & Memberships	\$ 5,000.00								\$ 5,000.00
Internet & Phone	\$ 3,000.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 76,500.00
Travel	\$ 8,500.00	\$ 2,000.00	\$ 2,000.00	\$ 1,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 21,500.00
Supplies	\$ 2,000.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 19,500.00
Curriculum & Books (see note 3)	\$ 25,000.00								\$ 25,000.00
Major Equipment (see note 4)		\$ 4,500.00	\$ 4,500.00	\$ 3,500.00	\$ 5,500.00	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00	\$ 31,500.00
Building Lease & Maintenance Agreement (see note 5)		\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 40,250.00
TOTAL PROJECTED EXPENDITURES									\$ 1,059,863.00

NOTES:

(1) Salaries:
 -At District level, one administrator and one business manager/clerk on 12-month contracts, 3% increase over previous FY
 -At School level, one (1) teacher per location with 1-10 students; one (1) teacher and one (1) teaching assistant per location with 11-20 students; and two (2) teachers per location with 21+ students. Assumed average salary of \$46,089 for 187-day annual contract for a teacher and \$32,154 for 187-day contract for a teaching assistant, approximate 2% increase over previous FY

(2) Fringe: Assumed at 15% or \$95,500 for 2028-29. Assumed that it will be levied to individual counties via Retirement Funds so not included in "General Fund" expenditure calculations.

(3) Curriculum & Books: This is based on replacement of one (1) core program every 3-4 years, as well as replenishment of curricular materials, as needed.

(4) Major Equipment: This is to replace or replenish staff computers, student Chromebooks, printers, Smartboards, etc

(5) School locations are leased from each colony location for an annual fee of \$6500 per location, with in-kind subsidy of \$750 for 2028-29. Lease agreements are inclusive of building maintenance and custodial services, as well as power and heat.

ATTACHMENT 23.0

Q23. Describe the startup and first year cash flow projections with clearly stated assumptions.

2024-2025 Startup and Cash Flow Projections

2024-25 Revenue Projections	
Basic Entitlement (Assumed: 1 District x \$57,246)	\$ 57,246.00
ANB Entitlement (Based on FY24 enrollment of 16 students at Liberty Elementary - 17 ANB x estimated value of \$5285)	\$ 89,845.00
Budget Amendment due to Unanticipated Enrollment Increase , additional 83 ANB x estimated value of \$5285)	\$ 438,655.00
Title Funds (Assumed)	\$ 100,000.00
Assumed External Contributions, estimated at \$2500 x current expected enrollment of 101	\$ 252,500.00
Projected TOTAL REVENUES	\$ 938,246.00

Assumptions

NOTES:
(1) Salaries:
-At District level, one administrator and one business manager/clerk on 12-month contracts, 3% increase over previous FY
-At School level, one (1) teacher per location with 1-10 students; one (1) teacher and one (1) teaching assistant per location with 11-20 students; and two (2) teachers per location with 21+ students. Assumed average salary of \$46,089 for 187-day annual contract for a teacher and \$32,154 for 187-day contract for a teaching assistant, approximate 2% increase over previous FY
(2) Fringe: Assumed at 15% or \$95,500 for 2028-29. Assumed that it will be levied to individual counties via Retirement Funds so not included in "General Fund" expenditure calculations.
(3) Curriculum & Books: This is based on replacement of one (1) core program every 3-4 years, as well as replenishment of curricular materials, as needed.
(4) Major Equipment: This is to replace or replenish staff computers, student Chromebooks, printers, Smartboards, etc
(5) School locations are leased from each colony location for an annual fee of \$6500 per location, with in-kind subsidy of \$750 for 2028-29. Lease agreements are inclusive of building maintenance and custodial services, as well as power and heat.

ATTACHMENT 24.0

Q24. Describe anticipated fundraising contributions and evidence, if applicable.

As a clear indication of their support for the proposed Liberty Elementary School District – Charter District system, each of the seven (7) Hutterite colony communities have pledged annual financial support as their contribution toward the operating expenses of the charter district and schools. Calculation of the annual contribution received from each participating colony community will be determined based upon a flexible rate which is based upon the number of students enrolled in each school site. Please note that this contribution of financial resources is voluntary, and is not based upon an assessment of tuition, nor are these contributions in any way assessed to parents or the communities as fees for student attendance. Rather, these annual charitable contributions reflect the colony members understanding of the costs of operations, and their willingness to provide funding which will be used directly by the district in providing critical educational services to their children. It is worth noting that in addition to the pledge each colony is making in support of the Charter district and schools, each of the Hutterite colonies currently pay hundreds of thousands of dollars each year in local property taxes which a significant portion of actually goes towards supporting the costs of operations for “located districts” from which they should be receiving services, but, unfortunately, do not.

See attached Statements of Colony Financial Support – Exhibits 26.1A – 26.7A

ATTACHMENT 25.0

Q25. Describe the facilities plan, including backup or contingency plans.

At each of the charter school sites which are under the management and supervision of the Liberty Elementary School District – Charter District Board of Trustees, the Board anticipates that the use of each of the buildings, classrooms and school grounds, which make up the “campus” of the charter district, will be secured through individual lease agreements executed between the charter district and individual Hutterite Colony communities. Specifically, the terms and conditions of that use agreement, will be drafted in accordance with both district policy and State statute. Examples of both are provided below. Please note, that each of the colony communities have agreed to forego a portion of the annual lease payment for the school facilities in an effort to support the annual operating budget for the district. Financial projections which have been prepared outlining both the revenue and the forecasted expenses have been included in this Public Charter School Application (See response to questions 22 and 23).

Sample Charter District School Facilities Plan, Policy, and Statute

SCHOOL FACILITIES**XXXX****Contracts to Lease School Building**

Contracts to lease building space and portable buildings, rent or have maintained security systems, computers, and other equipment, and provide pupil transportation services.

The Board of Trustees of Liberty Elementary School District may enter contracts with public and private persons, organizations, and entities for the following purposes:

- (1) To rent or lease building space and portable buildings for periods not exceeding ten years in duration;
- (2) To rent security systems, computers, and other equipment or to have maintained and repaired security systems, computers, and other equipment for periods not exceeding five years in duration; and
- (3) To provide pupil transportation services for periods not exceeding five years in duration.

The Board of Trustees of Liberty Elementary School District shall have the authority to negotiate the terms and conditions of Contracts for Lease of School Buildings as provided for in 10.55.908 ARM.

No school district may enter into a contract for pupil transportation unless it has notified the superintendent of public instruction that, in the best judgment of the district, the cost of contracting will not exceed the projected cost of operating its own pupil transportation.

The budget of each school district shall identify that portion of each contractual liability incurred pursuant to this section extending beyond the fiscal year by amount, duration, and nature of the contracted service and/or item in accordance with rules and regulations of the Office of Public Instruction, MCA or ARM.

Legal Reference:

MCA 20-6-609 Trustees Authority to Acquire Property by Lease-Purchase Agreement
 MCA 20-6-625 Authorization to Lease Buildings or Land for School Purposes
 MCA 20-6-621 Selection of School Sites
 MCA 20-9-201 Rental Agreement Fund

10.55.908 SCHOOL FACILITIES

- (1) School facilities shall be constructed, maintained, and supervised in accordance with all applicable local, state, and federal codes, regulations, and laws.
- (2) School facilities shall be of sufficient size and arrangement to meet all programs' educational goals.

(3) The local board of trustees shall provide for educational facilities which are functional and safe for the conduct of the educational and extracurricular activities of students, and which will meet federal accessibility standards.

(4) The school shall provide the necessary equipment for first aid.

(5) When the local board of trustees considers major remodeling or building a facility, it shall seek facility expertise in all affected program areas as well as comments from faculty, students, and community.

(6) The local board of trustees shall have a written policy that defines the use of school facilities and resources.

History: [20-2-114](#), MCA; [IMP, 20-2-121](#), MCA; [NEW](#), 1989 MAR p. 342, Eff. 7/1/89; [AMD & TRANS](#) from [10.55.2001](#), 2000 MAR p. 3340, Eff. 12/8/00; [AMD](#), 2012 MAR p. 2042, Eff. 7/1/13.

Policy History:

Adopted on:

Revised on:

Sample Draft Lease and Use Agreement

LEASE AGREEMENT

THIS LEASE AGREEMENT is made and entered into by and between Liberty Elementary School District – Charter District, as “Lessee”, and _____ Colony, as “Lessor”.

WHEREAS, the Lessor is the owner of the premises identified as the Colony Education/Instructional Classroom Building, located in _____ County, Montana; and

WHEREAS, the Lessee desire to lease the above-referenced premises from the Lessor; and

WHEREAS, the Trustees of the District are empowered to enter into the lease of buildings, land, or facilities by the District under terms specified by the Trustees and in accordance with District Policy XXXX & MCA 20-6-609 Trustees Authority to Acquire Property by Lease-Purchase Agreement and MCA 20-6-625 Authorization to Lease Buildings or Land for School Purposes.

NOW, THEREFORE, in consideration of the mutual promises, covenants, terms, and conditions set forth herein, the parties hereto agree as follows:

1. **PREMISES:** The Lessor hereby agrees to lease to the Lessee and Lessee agrees to lease from the Lessor, the above-described premises, consisting of one (1) education/instructional classroom building and the grounds immediately surrounding the structure which are maintained as a play area for school students.
2. **TERM:** The term of this Lease Agreement shall be for a period of not more than one (1) year, beginning on _____, _____, 20 ____ and continuing through _____, _____, 20 _____. The term may be renewed for an additional period of up to three (3) years by mutual written agreement of the parties, pursuant to written terms and conditions agreeable to said parties.
3. **CONSIDERATION:** In consideration for the use of said premises in accordance with the terms and conditions set forth herein, Lessee hereby agrees to pay to the Lessor the annual lump sum of SIX THOUSAND FIVE HUNDRED (\$6,500) per year payable upon execution of this Agreement and conditioned upon the availability of adequate district funding.
4. **USE OF PREMISES:** Any and all activities conducted on said premises shall conform and comply with all School District policies as well as all federal, state, and local laws, ordinances and regulations, including all non-discrimination laws. District Policies will be provided to Lessor upon request. Specific

School District policies of note include prohibition of tobacco use, limitation of access to registered sex offenders, school building security and preservation of student privacy. Lessee agrees further to keep the premises in a clean, safe, and sanitary condition. Lessor's use of the premises will not interfere with the Lessee's delivery of education services to students. Violation of this Paragraph constitutes breach of the Lease Agreement and Lessee expressly concedes all rights of use contained in this Lease Agreement to the Lessor.

5. **RESPONSIBILITIES:** Lessor agrees to provide regular and routine access including ingress and egress to the Lessee for purpose of daily, weekly, monthly use of the aforementioned premises.

6. **INSURANCE AND INDEMNITY:** The Lessor shall not in any event be responsible for the loss of such property, effects, documents, or Lessee's possessions located on the premises. Lessee shall provide for insurance 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 premises. The policies may name the Lessor as an additional insured. Proof of insurance will be submitted to the Lessor upon execution of this Lease Agreement.

Lessee agrees to defend, indemnify and hold the Lessor harmless from and against any and all claims, losses, liabilities or expenses, including without limitation attorneys' fees, which may arise, in whole or in part, out of (i) the negligence or willful misconduct of the Lessee, its employees or agents, (ii) a breach by the Lessee of its obligations under this Lease Agreement, (iii) violation of School District policy, state law or federal law by Lessee. The indemnity required herein shall not be limited by reason of the specification of any particular insurance coverage.

Lessee shall maintain a workers' compensation insurance policy covering all employees while providing services on the premises in accordance with Title 39, chapter 71, MCA and other applicable provisions of Montana's Workers' Compensation Act. Lessee shall provide proof of such policy to Lessor upon execution of the Agreement.

At no time during the term of this Agreement will Lessor's insurance policies be considered to cover acts or omissions by Lessee. All insurance policies required by this Paragraph must remain valid for the entire term of the Agreement. Lessee must promptly notify Lessor of any lapse in coverage. Lessee will not provide services on the premises in the event any insurance coverage lapses. period. Failure to honor the terms of this Paragraph is grounds for termination of the Agreement.

Lessor agrees to maintain Commercial General Liability Insurance on the building/premises, with limits of no less than \$1.5M per occurrence. Such policy will name the Lessee as an Additional Insured. Lessor agrees to provide the Lessee with a Certificate of Insurance indicating such coverage/limits with a notice of cancellation clause to the lessor of no less than 30 days.

Lessee is responsible for insuring their own Business Personal Property. Lessor is responsible for insuring the building.

7. **ASSIGNMENT:** Lessee may not transfer or assign this Lease Agreement or sublet the premises.

8. **CHANGES:** Lessor and Lessee may, at any time by written order, request to negotiate changes to the agreement.

9. **STATUS:** This Lease Agreement shall not constitute, create, or otherwise imply an employment, joint venture, partnership, agency or similar arrangement, and nothing contained herein shall be construed as providing for the sharing of profits or losses arising from the efforts of any or all of the parties.

10. **TERMINATION:** This Agreement will terminate upon expiration of the Agreement in Paragraph 2.

11. **RETRURN OF PROPERTY:** Upon the expiration or earlier termination of this Lease Agreement, Lessor shall deliver promptly to the Lessee all property relating to the business and work of the Lessee.

After five (5) days following Lessee’s surrender of the Premises or termination of Lease Agreement in any manner except by court order, and if the Lessor reasonably believes that Lessee has abandoned any personal property remaining on the Premises, Lessor may remove the property to a place for safekeeping, and take any steps reasonable and proper under Montana law. The Lessor shall be entitled to reimbursement from Lessee for actual costs of storage and safekeeping of the property.

12. **NOTICES:** All notices under this Lease Agreement will be in writing and will be delivered by personal service, facsimile or codified mail, postage prepaid, or overnight courier to such address as may be designated from time to time by the relevant party, which initially shall be the address set forth on the signature page to this Lease Agreement. Any notice sent by certified mail will be deemed to have been given five (5) days after the date on which it is mailed. All other notices will be deemed given when received. No objection may be made to the manner of delivery of any notice actually received in writing by an authorized agent of a party.

13. **SIGNAGE:** Any signage to be installed by Lessee must be first approved in writing by the Lessor.

14. **PARTY REPRESENTATIVES:** The Chairman of the Board of Trustees for Liberty Elementary School District shall serve as the School District representative (Lessee) for purposes of communication under this Lease Agreement. The corporate Secretary of Hi Line Colony shall serve as the Colony representative (Lessor) for purposes of communication under this Agreement.

15. **ENTIRE AGREEMENT; MODIFICATION:** This Lease Agreement contains the entire agreement between the parties, and may not be altered, modified, or amended, except by written agreement signed by the authorized representatives of the respective parties. Time is of the essence to the terms of this Lease Agreement.

16. **PARTIAL INVALIDITY:** If any provision of this Lease Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions shall continue in full force without being impaired or invalidated in a manner.

17. **CONSTRUCTION AND JURISDICTION:** This Lease Agreement shall be construed under the laws of the State of Montana, and the parties agree that the courts of the State of Montana shall have personal jurisdiction over the parties in relation to any claim or cause of action arising from or related to the provisions hereof, including, but not limited to, any action for breach or enforcement of the terms and conditions of this Lease Agreement

IN WITNESS WHEREOF:

Liberty Elementary School District –
Charter District, “Lessee”

_____ Colony, “Lessor”

By: _____
Chair, Board of Trustees

By: _____
Colony Corporate Secretary

Date: _____

Date: _____

COMMUNITY SUPPORT AND NEED

ATTACHMENT 26.0

Q26. Describe the specific evidence of significant community support.

Evidence of specific community support for the Liberty Elementary School District – Charter District proposal which have been received from the parents and community members at each proposed school sites are attached and labeled as exhibits 26.1 – 26.7 In addition, Statements of Anticipated Colony Financial Support have been attached as exhibits 26.1A – 26.7A to this Public Charter School application.

ATTACHMENT 27.0

Q27. Describe the opportunities and expectations for parent involvement.

When discussing the anticipated opportunities and expectations for parental involvement through the proposed Liberty Elementary School District – Charter District and member charter schools, it is imperative that there is an understanding of the history of education in the colonies, and the related history of public education systems who have been responsible for providing services to students at the colonies who are living within their located district boundaries. As previously indicated in the narrative responses to this Public Charter School Application, the history of Hutterite Community Public Schools dates back several decades to the late 1940's (Milford Colony – Aucher Creek School). The tradition of formal education through the establishment of German Culture and Language Immersion schools in the Hutterite Colony Communities themselves dates back multiple generations and literally hundreds of years. Interestingly, the concept of early education programs which are so common in our public-school systems across the state today, "Kindergartens" is the result of a history of formal education programs for German speaking students which were first introduced and established in the United States by Margarethe Schurz, who founded the first kindergarten in Watertown, Wisconsin, in 1856.

It may not be generally known that the demonstrated commitment to formal education for children living in Montana's Hutterite Colony communities coincides with the founding of many of the state's early, rural public-school systems. Beginning in the 1940's, Hutterite Colony Communities began to appear in many of Montana's central and eastern rural farming and ranching communities as families migrated from Canada. When established, many parents from these communities sought very early on in their founding to develop opportunities for public education for their children, in conjunction with their German culture and language immersions schools, by establishing public school districts and/or schools at these initial colony sites. These colony one room schools remain a part of the rich legacy of frontier schools in our state and remain a vestige of that early history where families and neighbors built, supported and sent their children to attend these community schools.

Although once a recognizable feature of the rural Montana landscape, few one room schools exist today outside of the thriving classrooms which are found in nearly 70 Hutterite colony community schools currently in operation. Across every Hutterite colony community in the state of Montana, colony students attend two full-time schools simultaneously, five to six days a week for over thirty-eight weeks each year. Colony students start each weekday by attending their German culture and language immersion school, beginning at 7am in the morning until it's time to start public school classes which typical begin somewhere between 8:15am and 8:30am. Following completion of the required public-school schedule which typically ends at 3:30pm, colony students then go back to the German Culture and Language Immersion school classrooms for instruction for another hours. Unlike other students enrolled in the public school systems, which until recently operated on through Monday-Friday schedule, Colony students also attend German Culture and Language Immersion classes for an additional (2) hours each and every Saturday. By the end of a typical day and week, children attending school at any Hutterite colony location will complete nine (8) hours of instruction daily, and an additional 2 hours on Saturday, for a weekly total of forty-nine (47) hours of education per week. Certainly, this community commitment to both public and private German school participation is clear evidence of the value Hutterite colony students, parents and members place on receiving an education.

Having demonstrated the value that they as parents and communities place on their children receiving an education, public combined with private, it is alarming that for generations, parents of these students have had little to no meaningful input into the operations of these colony located public schools. Specifically, very disturbing examples from across the state are all too common stories wherein parents of these Hutterite children have been denied a meaningful role in working with Boards, school district administrators, teachers and locally elected officials who all profess to have the best interest of their colony children in mind when making decisions regarding the operations of these programs, but whose actions in managing the operations at these colony public schools, tell a very different and distressing story.

What the opportunity to enroll their children in a school and in a charter school district really means for these parents, is that is not only are the Board of Trustees, Administration and staff receptive to their meaningful involvement in their children's education, but the governing body encourages it and ultimately relies on their participation for the success of the collective enterprise. To this end, the Board of Trustees intends to establish a charter district Advisory Council whose membership is made up of colony appointed representatives from each of the seven (7) colony communities. This advisory Council will play a critical role in being the entity through which the voice of the parents in the district can be formally recognized. The role and responsibilities of the Advisory Council will be outlined in a guidance document to be developed in collaboration with the Board, administration, teachers and key district support staff to ensure that the structure for their participation in advising the district is clearly articulated, approved and adopted. This document, like the process itself, will be the first opportunity parents of these Hutterite colony students have had to be formally recognized by a located school district as playing a key and critical role in the public education of their children.

Final Note:

Reversing decades of prejudice, discrimination, disrespect, and outright bigotry experienced by generations of Hutterite colony children who have had little to no choice in which public school they attended or what type of educational services they receive, will not be accomplished overnight. But what can happen through the approval of this Public Charter School application is that the opportunity for the development of innovative and promising new approaches to providing meaningful access to Hutterite colony students, families and communities, who are wanting to exercise their rights to choose the public school systems and programs which meet the unique needs of the children as English Language Learners (ELL), should not be lost as the result of yet another bureaucratic process which leaves them without the right to choose or more likely, involves the expression of a local political agenda which seeks to marginalize them, ignore them and deny them the constitutional protections to which they and their children are entitled. This is not only in the best interest of these children, parents and communities, but is undeniably, to be in the best interest of ALL Montanans.

MSGIA Coverage Summary

Summary of Coverage - Liberty School District #10

Policy Period July 1, 2022 to June 30, 2023

Policy Number PC-23-21000-1

Property Coverage

Coverage by Location:	Per Occurrence Limit	Aggregate Policy Limit	Valuation	Deductible
			Repair or Replacement Cost, Actual sustained loss for time element coverage	
Building and Business Personal Property	\$1,000,000,000		Replacement Cost	\$1,000
Extra Expense	\$50,000,000		Actual Sustained Loss	
Transit Coverage	\$25,000,000			
Unscheduled Tax Interruption & Business Income	\$500,000		Actual Sustained Loss	
Property Of Others:				
Employees	\$1,000 per employee	\$50,000		
Students	\$750 per student	\$50,000		
Leased or Rented	included in blanket limit			
Earthquake	\$75,000,000	\$75,000,000		
Flood	\$75,000,000	\$75,000,000		
Flood - Zone A & V	\$5,000,000	\$5,000,000		
Building Ordinance	\$50,000,000			
Accidental Contamination	\$250,000 (Member Aggregate)	\$500,000 (Pool Aggregate)		
New Building Construction	\$15,000,000			
Newly Acquired locations	\$50,000,000 for 120 days Flood coverage not included if property located in zone A, \$5,000,00 for vacant/unoccupied.			
Off premise Personal Property	\$1,000,000			



MSGIA Coverage Summary

Property Coverage-continued

<u>Coverage by Location:</u>	<u>Per Occurrence Limit</u>	<u>Aggregate Policy Limit</u>	<u>Valuation</u>	<u>Deductible</u>
Contractors Equipment	included in blanket limit		Actual Cash Value	
Unscheduled Landscaping	\$1,000,000 subject to \$25,000/25 gallon per tree			
Property schedule errors & omissions	\$50,000,000			
Money & Securities	\$2,500,000			
Unscheduled Fine Arts	\$2,500,000			
Unscheduled tunnels, bridges, sidewalks, roadways, street lights	\$750,000 (after \$500,000 member deductible)			
Unscheduled Animals	\$2,500,000 (sub-limit of \$50,000 per animal)			
Watercraft (under 27 feet)	\$2,500,000			
Notebook Computers	\$250 per notebook after \$2,500 member self-insured retention is met	\$7,500		
Jewelry, Furs, Precious Metals	\$500,000			
Fire Legal Liability	included in blanket limit			
Exclusions (including but not limited to):				
Seepage & Contamination				
Cost of Clean-up for Pollution				
Mold				



MSGIA Coverage Summary

Policy Period July 1, 2022 to June 30, 2023
Policy Number PC-23-21000-1

Boiler and Machinery Coverage

Coverage by Location:	Per Occurrence Limit	Aggregate Policy Limit	Valuation	Deductible
			Repair or Replacement except Actual Loss Sustained for all time element coverage	
Coverage limit per location	\$100,000,000			\$1,000
Extra Expense	included in blanket limit			24 hours
Expediting Expense	included in blanket limit			
Ammonia Contamination	\$10,000,000			
Water Damage	\$10,000,000			
Ordinance & Law	\$25,000,000			
Service/Utility/Off Premise Power Interruption - Including Consequential Damage/Perishable Goods/Spoilage	\$10,000,000			24 hours
Hazardous Substances/Pollutants/Decontamination	\$10,000,000			
Electronic Data Processing Media and Data Restoration	\$10,000,000			

Exclusions (including but not limited to):

- Testing
- Explosion, except for steam or centrifugal explosion
- Explosion of gas or unconsumed fuel from furnace of the boiler

Excluded Objects (including but not limited to):

- Insulating or refractory material
- Buried Vessels or piping

Special Provisions:

The MSGIA provides each member annual steam boiler inspections to ensure compliance with Montana law.

This coverage provides relief for machinery breakdowns and damage caused by electrical injury such as to telephone systems.



MSGIA Coverage Summary

Policy Period July 1, 2022 to June 30, 2023

Policy Number PC-23-21000-1

Crime Coverage

Coverage by Location:	Per Occurrence Limit	Aggregate Policy Limit	Deductible
Employee Theft per Loss	\$500,000	\$500,000	\$1,000
Forgery or Alteration	\$500,000	\$500,000	\$1,000
Inside the Premise:			
Theft of money/securities	\$500,000	\$500,000	\$1,000
Robbery	\$500,000	\$500,000	\$1,000
Outside Premises	\$500,000	\$500,000	\$1,000
Computer Fraud	\$500,000	\$500,000	\$1,000
Money Orders & Counterfeit:			
Paper currency	\$500,000	\$500,000	\$1,000
Funds Transfer Fraud	\$500,000	\$500,000	\$1,000

Special Provisions:

- Inclusion of Treasurer as employees
- Bonded employees exclusion deleted endorsement
- Faithful performance losses are covered under \$500,000 limit
- Credit, Debit, or Charge Card forgery covered



MSGIA Coverage Summary

Policy Period July 1, 2022 to June 30, 2023

Policy Number PC-23-21000-1

Auto Coverage

Coverage	Per Occurrence Limit	Aggregate Policy Limit	Valuation	Deductible (Comprehensive and Collision)	Symbol
* Coverage limit - Auto liability	\$2,000,000				1
Automotive Medical Payments	\$25,000 per person				2 & 8
* Uninsured Motorist	\$1,000,000				2 & 8
* Underinsured Motorist	\$1,000,000				2 & 8
* Hired & Non-Owned Automotive Liability	\$2,000,000				8 & 9
Hired Automobile Physical Damage	included in Property Blanket Limit				8
* Garage Keepers Legal Liability	\$500,000				9
Member Owned vehicles - Auto Physical Damage	included in Property Blanket Limit		Repair, ACV or Replacement Cost	\$1,000	2

Covered Auto Symbols

1	2	8	9
Any Auto	Owned Autos Only	Hired Autos Only	Non Owned Autos Only

Special Provisions:

Employees, Volunteers, and board members are added as additional insureds for automotive liability coverage
No additional premium for newly acquired vehicles during coverage term

* Some coverage limits provided are subject to MCA 2-9-108 (Limitation on Governmental liability) - please refer to your declaration page of the coverage document for specific application of these governmental provisions.



MSGIA Coverage Summary

Policy Period July 1, 2022 to June 30, 2023

Policy Number PC-23-21000-1

School Board Legal Liability Coverage/Employment Practices / Employee Benefit Liability Coverage

Coverage	Per Occurrence Limit	Aggregate Policy Limit	Deductible
*Per Claim Coverage limit	\$2,000,000		\$1,000
School Board Legal Pre-Loss Incident Expense Coverage	\$2,500	\$2,500	

Forms and Conditions:

Claims Made Policy - with retro date effective through July 1, 1992

Additional Information:

The coverage under these sections applies to claims for civil rights, human rights commission complaints, EEOC, or other administrative hearings/forums. It also provides coverage for wrongful termination claims and other employment practices liability complaints.

* Some coverage limits provided are subject to MCA 2-9-108 (Limitation on Governmental liability) - please refer to your declaration page of the coverage document for specific application of these governmental provisions.



MSGIA Coverage Summary

Policy Period July 1, 2022 to June 30, 2023

Policy Number PC-23-21000-1

Defense of Non-Monetary Claims

Coverage	Per Occurrence Limit	Aggregate Policy Limit	Deductible
Per Claim Coverage limit	\$100,000	\$100,000	\$1,000

Forms and Conditions:

Claims Made Policy

Defense cost limits are provided for members where a claim is filed seeking no monetary damages from the school district



MSGIA Coverage Summary

Policy Period July 1, 2022 to June 30, 2023

Policy Number PC-23-21000-1

General Liability Coverage

Coverage	Per Occurrence Limit	Aggregate Policy Limit	Deductible
Per Claim Coverage limit	\$2,000,000	\$4,000,000	
Medical Payments (Excluding students)	\$5,000		
Personal/Advertising Injury limit	Included in GL coverage limit		
Products & Completed Operations	Included in GL coverage limit		
Student School to Work	\$25,000	\$250,000	

Coverage Trigger:

Occurrence

Special Coverage Provisions:

No audit provision for additional ADA after start of coverage term

Employees, volunteers, board members, PTA, PTO, and booster clubs covered as additional insureds

Personal Injury

Athletic participation

Host Liquor liability

Professional liability

Incidental medical malpractice

* Some coverage limits provided are subject to MCA 2-9-108 (Limitation on Governmental liability) - please refer to your declaration page of the coverage document for specific application of these governmental provisions.



MSGIA Coverage Summary

Policy Period July 1, 2022 to June 30, 2023

Policy Number PC-23-21000-1

Cyber Coverage

Coverage	Per Occurrence Limit	Aggregate Policy Limit	Deductible
Information Security & Privacy liability	\$2,000,000	\$2,000,000	\$1,000
* Privacy Notification Costs	\$500,000	\$500,000	
Regulatory Defense & Penalties	\$2,000,000	\$2,000,000	
Website Media Content Liability	\$2,000,000	\$2,000,000	
Cyber Extortion	\$750,000	\$750,000	
Business Interruption	\$750,000	\$750,000	
Data Recovery Costs	\$750,000	\$750,000	

Coverage Trigger:

First Discovered

Special Coverage Provisions:

* Privacy Notification Cost per occurrence and annual aggregate limits are \$1,000,000 if Beazley services are used for this coverage element.



MSGIA Coverage Summary

Policy Period July 1, 2022 to June 30, 2023

Policy Number PC-23-21000-1

Business Travel Insurance Coverage

<u>Coverage</u>	<u>Per Occurrence Limit</u>	<u>Aggregate Policy Limit</u>	<u>Deductible</u>
Per Claim Coverage limit	\$100,000	\$1,000,000	\$0

Coverage Trigger:

Occurrence

Special Coverage Provisions:

This coverage provides \$100,000 of accident death and dismemberment coverage benefits for school board trustees while traveling for school board business.



MSGIA Coverage Summary

Policy Period July 1, 2022 to June 30, 2023

Policy Number PC-23-21000-1

Deadly Weapons Event Coverage

Coverage	Per Occurrence Limit	Aggregate Policy Limit	Deductible
Per Claim Coverage limit	\$1,500,000	\$7,500,000 (pool Aggregate limit)	\$1,000
Sub Limits:			
Demolition, Clearance, Memorialization	\$250,000		
Extra Expense	\$250,000		
Threat	\$250,000		
Medical Expenses	\$25,000/person	\$500,000 (annual Aggregate limit)	
Accident Death & Dismemberment	\$50,000	\$500,000 (annual Aggregate limit)	
Crisis Management Services	\$250,000		
Counseling Services	\$250,000		
Funeral Expenses	\$250,000		
1 st Party Property Damage	\$250,000		

Coverage Trigger:

An event involving the Named Insured where a weapon has been used or brandished at any location of the Named Insured. A weapon is broadly defined to include: a portable firearm, explosive device, knife, syringe, medical instrument, corrosive substance, or any other device. "Weapon" can also include vehicles, including armored or military vehicles used by an "Active Shooter".

Special Coverage Provisions: Claims Made Policy

This coverage also provides a security vulnerability assessment for the district as well as an active shooter webinar training for all staff conducted by the coverage carrier's security consulting vendor.



**MONTANA SCHOOLS GROUP INTERLOCAL AUTHORITY
MEMORANDUM OF COVERAGE
DECLARATIONS**

- 1. Member Entity:** Liberty School District #10
236 Ave F
Billings, MT59101
- 2. Coverage Period:** **July 1, 2022 00:00:01 am
to 23:59:59 PM June 30, 2023**
- 3. Policy Number:** **PC-23-21000-1**
- 4. Maximum Tort Liability Coverage**

In accordance with the statutory limitations that have been enacted on governmental liability for damages in tort under the substantive law of Montana (see, Mont. Code Ann § 2-9-108), and subject to the conditions, limitations, and exclusions as set forth in the Memorandum of Coverage, the Maximum Tort Liability Coverage for any tort claim, excluding Defense Costs, shall be \$750,000 for each Claim and \$1,500,000 for each Occurrence during the Coverage Period. Should the statutory limits on tort liability be found by a matter of law, by operation of the statute, or by a final judicial determination of a Court of competent jurisdiction, to be inapplicable to a Claim or Occurrence or otherwise invalid, then the amounts described below in Sections 8a, 9a, 11a, and 11b in these Declarations shall apply.

5. Limits of Property:

a. Property	\$1,000,000,000 per occurrence
b. Earthquake	\$75,000,000 Pool aggregate limit
c. Flood	\$75,000,000 Pool aggregate limit
d. Flood Zone A and V	\$5,000,000 Pool aggregate limit (included in \$75,000,000 Flood Limit)
e. Extra Expense	\$50,000,000 per occurrence
f. Transit Coverage	\$25,000,000 per occurrence
g. Unscheduled Business Interruption, Rental Income, Tax Interruption & Tuition Income	\$500,000 per occurrence
h. (i) Personal Effects -- Officials/Employees	\$1,000 per employee/\$50,000 aggregate limit
(ii) Personal Effects -- Students	\$750 per student/\$50,000 aggregate limit
i. Building Ordinance	\$50,000,000 per occurrence, \$2,500,000 for vacant properties.
j. Personal Property Outside of the USA	\$1,000,000 per occurrence
k. Course of Construction & Additions	\$15,000,000 for projects with completed values not exceeding the sub-limit shown
l. Automatic Acquisitions	\$50,000,000 for 120 days (does not provide flood coverage for locations in Flood Zone A) / \$5,000,000 for 120 days for vacant and unoccupied buildings
m. Miscellaneous Unnamed Locations	\$10,000,000 (does not provide flood coverage for locations in Flood Zone A)
n. Tax Revenue Interruption	\$1,000,000 per occurrence
o. Electronic Data Processing Media	\$10,000,000 per occurrence
p. Unscheduled landscaping	\$1,000,000 per occurrence (sub limit \$25,000/25 gallon per item)
q. Errors & Omissions	\$50,000,000 per occurrence
r. Money & Securities	\$500,000 per occurrence
s. Unscheduled Fine Art	\$2,500,000 per occurrence
t. Accidental Contamination	\$250,000 Pool aggregate limit
u. Unscheduled sidewalks, roadways, streets, street lights, tunnels, bridges, culverts and traffic signals	\$750,000 per occurrence (after \$500,000 deductible)
v. Unscheduled Animals	\$2,500,000 per occurrence (\$50,000 per occurrence sub-limit per animal)
w. Watercraft	\$2,500,000 per occurrence under 27 ft
x. Notebook Computers	\$250 per Notebook Computer/\$7,500 Member aggregate/\$30,000 Pool aggregate (subject to self-insured retention of \$2,500 per member)
y. Jewelry, Furs, Precious Metals	\$500,000 per occurrence
z. Terrorism	\$100,000,000 Pool aggregate limit
aa. Claims Preparation Expenses	\$1,000,000 per occurrence

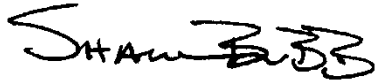
- 6. Limits of Boiler & Machinery:**
- | | |
|--|---------------------------|
| a. Coverage limit per occurrence | \$100,000,000 |
| b. Expediting Expense | Included in blanket limit |
| c. Hazardous Substance Decontamination | \$10,000,000 |
| d. Ordinance & Law | \$25,000,000 |
| e. Extra Expense | Included in blanket limit |
| f. Electronic Data Processing Media | \$10,000,000 |
| g. Service/Utility/Off Premises
Power Interruption – consequential
damage/perishable goods/
spoilage included | \$10,000,000 |
| h. Utility Service Interruption Deductible | 24hrs |
- 7. Limits of Crime:**
- | | |
|---|-----------|
| a. Employee Theft per loss | \$500,000 |
| b. Forgery or Alteration | \$500,000 |
| c. Inside the Premises
Theft of money/securities | \$500,000 |
| d. Inside the Premises –
Robbery | \$500,000 |
| e. Outside Premises - | \$500,000 |
| f. Computer Fraud | \$500,000 |
| g. Money Orders & Counterfeit
Paper currency | \$500,000 |
| h. Funds Transfer Fraud | \$500,000 |
- 8. Limits of Auto Coverage**
- | | |
|---|---|
| a. Coverage limit | The lesser amount of (1) \$2,000,000
per occurrence; or (2) the Maximum
Tort Liability Coverage |
| b. Automobile Medical Payments | \$25,000 per person |
| c. Uninsured Motorist | \$1,000,000 per occurrence |
| d. Underinsured Motorist | \$1,000,000 per occurrence |
| e. Hired & Non-Owned Automobile Liability | Included in per member occurrence
limit |
- 9. Limits of Public Entity Errors and Omissions, Employment Practices & Employee Benefits Liability:**
- | | |
|----------------------------------|--|
| a. Coverage limit | The lesser of (1) \$2,000,000 per
occurrence or (2) the Maximum Tort
Liability Coverage |
| b. Basis of Coverage | Claims made basis with coverage for
prior acts going back retroactively to
July 1, 1992. |
| c. E&O Pre-Loss Incident Expense | \$2,500 annual aggregate |

- 10. Non-Monetary Defense**
- a. Coverage limit \$100,000 per occurrence/annual aggregate
 - b. Basis of Coverage Claims made basis with coverage for prior acts going back retroactively to July 1, 1992
- 11. Defense of Communicable Disease Actions**
- a. Coverage limit \$50,000 per occurrence/annual aggregate
\$250,000 pool aggregate limit
- 12. Limits of General Liability:**
- a. Coverage limit The lesser of (1) \$2,000,000 per occurrence/\$4,000,000 annual aggregate; or (2) the Maximum Tort Liability Coverage
 - b. Medical Payments
 - i. Medical Payments \$5,000 per occurrence (students excluded)
 - ii. Student – School to Work \$25,000 per student per occurrence/
\$250,000 annual aggregate
- 13. Deadly Weapons Event Coverage**
- a. Crisis Management Services \$1,500,000 per occurrence
\$7,500,000 Pool aggregate limit
 - b. Counseling Services \$250,000 per occurrence
 - c. Funeral Expenses \$250,000 per occurrence; \$15,000 per person maximum
 - d. Business Interruption \$250,000 per occurrence
 - e. Demo/Clearance/Memorialization \$250,000 per occurrence
 - f. Extra Expense \$250,000 per occurrence
 - g. Threat \$250,000 per occurrence
 - h. Medical Expenses \$25,000 per person; \$500,000 annual aggregate
 - i. Accidental Death & Dismemberment \$50,000 per person; \$500,000 annual aggregate
- 14. Garage Keepers Legal Liability** \$500,000 per occurrence

15. Cyber Coverage	\$2,000,000 annual aggregate
<i>Breach Response:</i>	
a. Breach Response Costs:	\$500,000 per member annual aggregate (Limit is increased to \$1,000,000 if Beazley Nominated Service Providers are used)
<i>First Party Loss:</i>	
b. Business Interruption and Dependent Business Interruption Aggregate Sublimit	\$750,000 per member annual aggregate
i. Business Interruption Loss Resulting from Security Breach:	\$750,000 per member annual aggregate within sublimit
ii. Business Interruption Loss Resulting from System Failure:	\$500,000 per member annual aggregate within sublimit
iii. Dependent Business Loss Resulting from Security Breach:	\$750,000 per member annual aggregate within sublimit
iv. Dependent Business Loss Resulting from System Failure:	\$100,000 per member annual aggregate within sublimit
c. Cyber Extortion Loss	\$750,000 per member annual aggregate
d. Data Recovery Costs	\$750,000 per member annual aggregate within sublimit
<i>Liability:</i>	
e. Data & Network Liability	\$2,000,000 per member annual aggregate for all damages and claims expenses
f. Regulatory Defense & Penalties	\$2,000,000 per member annual aggregate for all damages and claims expenses
g. Payment Card Liabilities & Costs	\$2,000,000 per member annual aggregate for all damages and claims expenses
h. Media Liability	\$2,000,000 per member annual aggregate for all damages and claims expenses
<i>eCRIME:</i>	
i. Fraudulent Instruction	\$75,000 per member annual aggregate
j. Funds Transfer Fraud	\$75,000 per member annual aggregate
k. Telephone Fraud	\$75,000 per member annual aggregate
<i>Criminal Reward:</i>	
l. Criminal Reward	\$25,000 per member annual aggregate
<i>Computer Hardware Replacement Costs:</i>	
m. Computer Hardware Replacement Costs	\$100,000 per member annual aggregate

16. Business Travel Insurance	\$100,000 per occurrence/\$1,000,000 annual aggregate
17. Member Deductibles:	
a. Auto Physical Damage/Garage Keepers	\$ 1,000 per occurrence
b. Property, Inland Marine	\$ 1,000 per occurrence
c. Boiler and Machine	\$ 1,000 per occurrence
d. Crime and Employee Dishonesty	\$ 1,000 per occurrence
e. Public Entity E & O, Employment Practices and Employee Benefits Liability	\$ 1,000 per occurrence
f. Non-Monetary Defense	\$ 1,000 per occurrence
g. Cyber Liability	\$ 1,000 per occurrence
h. Deadly Weapons Event	\$ 1,000 per occurrence
18. Total Annual Premium	\$4,383

FORMS AND ENDORSEMENTS:
**FORMING PART OF THE POLICY
AT INCEPTION**



Director of Insurance Services

07/01/2022

Date

It is agreed that these Declarations and the Memorandums of Coverage together with any endorsements that may be added thereto constitutes the entire coverage agreement

Exhibit 21.2

Hello! JENINE SYNNESS ▾



Billing

Resources ▾

Policy Details: 033444019



Policy Request

Change Policy

Cancel Policy

Submit Information ▾



Current

Details ^

Policy Start	1/1/23	Policy Expiration	1/1/24	Named Insured	LIBERTY SCHOOL DISTRICT #10	Producer of Service	INMAN, MIKE HUB INTERNATIONAL MOUNTAIN STATES LTD	Final Premium	\$2,739.74
Entity Type	Corporation	FEIN	81-0445262			406-357-2227	mike.inman@hubinternational.com	Regulatory Assessments	\$86.33
								Total Cost	\$2,826.07

Locations ^

LOCATION #	LOCATION	PRIMARY
1	1: 333 2100 ROAD S, Galata, MT	Yes
2	2: 1214 RIM RD, Sunburst, MT	
3	3: 1880 LOOP RD, Sweet Grass, MT	
4	4: 1145 DUGOUT RD, Chester, MT	
5	5: 1263 WHITLASH RD, Chester, MT	

Endorsements ^

Mandatory Endorsements

Coverages	Effective Date	Details
Statutory Workers' Comp Endorsement	1/1/23	
Workers' Compensation, Occupational Disease and Employer Liability Insurance Policy	1/1/23	
Catastrophe Premium Endorsement	1/1/23	
MSF Policyholder Asset Endorsement	1/1/23	
Montana Intentional Injury Exclusion Endorsement	1/1/23	
Montana Safety Endorsement	1/1/23	
Terrorism Risk Insurance Program Reauthorization Act Endorsement	1/1/23	
90-Day Reporting Requirement-Notification of Change in Ownership Endorsement	1/1/23	
Montana Audit Non Compliance Charge Endorsement	1/1/23	
Workers' Compensation Employers Liability Limit Endorsement	1/1/23	Employers Liability Limit (In Thousands) 100/100/500

Current Policy Endorsements

Coverages	Effective Date	Details
None Listed		

Covered Employees ^

Class Code		Q		
CLASS CODE	DESCRIPTION	NUMBER OF EMPLOYEES	PAYROLL	LOCATION
9101	College/School-All Other Employees		\$0.00	1: 333 2100 ROAD

CLASS CODE	DESCRIPTION	NUMBER OF EMPLOYEES	PAYROLL	LOCATION
				S, Galata, MT
8868	College/School: Professional & Clerical		\$419,791.00	1: 333 2100 ROAD S, Galata, MT
7380	Drivers, Chauffeurs, Messengers, And Their Helpers Noc-Commercial		\$0.00	1: 333 2100 ROAD S, Galata, MT

Covered Owners and Officers ^

None Listed

Contacts ^

	LIBERTY SCHOOL DISTRICT #10	DBA	Primary Email Secondary Email	Primary Phone Address 1263 WHITLASH RD, Chester, MT 59522
	LIBERTY SCHOOL DISTRICT #10	DBA	Primary Email Secondary Email	Primary Phone Address 1145 DUGOUT RD, Chester, MT 59522
	LIBERTY SCHOOL DISTRICT #10	DBA	Primary Email Secondary Email	Primary Phone 406-399-2432 Address 1214 RIM RD, Sunburst, MT 59482
	LIBERTY SCHOOL DISTRICT #10	DBA	Primary Email Secondary Email	Primary Phone 406-399-2432 Address 1880 LOOP RD, Sweet Grass, MT 59484
	LIBERTY SCHOOL DISTRICT #10	Named Insured	Primary Email Secondary Email	Primary Phone 406-399-2432 Address

Policy Documents and EDO

[View more documents](#)



i There are no documents associated with this

Upload Documents



i There are no documents associated with this

* Select Document Type:	Description	Upload Document
Select One	<input type="text"/>	Only PDF file type is allowed (size < 5 MB)

The user confirms that the information being uploaded is true and accurate.

Policy Transactions

JOB NUMBER	0601205305
TRANSACTION STATUS	Bound
TYPE	Policy Change
DESCRIPTION	Location
PREMIUM	\$2,826.07
EFFECTIVE DATE	1/1/23

JOB NUMBER	0601148234
TRANSACTION STATUS	Rescinded
TYPE	Cancellation
DESCRIPTION	Non-payment of premium
PREMIUM	\$890.39

EFFECTIVE DATE	4/26/23
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JOB NUMBER	0600724675
TRANSACTION STATUS	Bound
TYPE	Policy Change
DESCRIPTION	Location
PREMIUM	\$2,826.07
EFFECTIVE DATE	1/1/23

JOB NUMBER	0600724434
TRANSACTION STATUS	Bound
TYPE	Policy Change
DESCRIPTION	Location
PREMIUM	\$2,826.07
EFFECTIVE DATE	1/1/23

JOB NUMBER	0600656800
TRANSACTION STATUS	Bound
TYPE	Policy Change
DESCRIPTION	Location
PREMIUM	\$2,826.07
EFFECTIVE DATE	1/1/23

JOB NUMBER	0600438244
TRANSACTION STATUS	Bound
TYPE	Renewal
DESCRIPTION PREMIUM	\$2,826.07
EFFECTIVE DATE	1/1/23

Request Status

i There are no current policy requests.

Exhibit 26.1

**Statement of Community Support
for
Liberty Elementary School District – Charter District Proposal**

Charter School Site: Eagle Creek Colony

We the undersigned parents and members of the Eagle Creek Colony Community do hereby express our support for the creation of the proposed Liberty Elementary School District – Charter District. If the public charter school application which is being submitted on behalf of the Liberty Elementary School District to the Montana Board of Public Education is approved, it is our intention to enroll our children in that district beginning with the 2024-2025 school year. We further agree to provide for the use of our existing school building and site to the Liberty Elementary School District – Charter District as part of its operations and to also provide annual funding support as a community toward the annual operational costs of the charter school district.

NAME	SIGNATURE	DATE
1 Nathan Hofer	Nathan Hofer	10-26
2 Mary Hofer	Mary Hofer	10-26
3 Luke Hofer	Luke Hofer	10-26
4 Berta Hofer	Berta Hofer	10-26
5 ELIAS WURZ	Elias Wurz	10-26
6 REBECCA WURZ	Rebecca Wurz	10-26
7		
8 Rachel J. Hofer	Rachel J. Hofer	10-26
9 Rachel M. Hofer	Rachel M. Hofer	10-26
10 Lorna Hofer	Lorna Hofer	10-26
11 Elizabeth J. Wurz	Elizabeth J. Wurz	10-26
12 Martin D. Hofer	Martin D. Hofer	10-26
13 Joel E. Hofer	Joel E. Hofer	10-26
14 Lydia D. Hofer	Lydia D. Hofer	10-26
15 Joshua J. Wurz	Joshua J. Wurz	10-26
16 Berta J. Wurz	Berta J. Wurz	10-26
17 Susan L. Wurz	Susan L. Wurz	10-26
18 Leonard J. Wurz	Leonard J. Wurz	10-26
19 Benjamin J. Wurz	Benjamin J. Wurz	10-26
20 Martha B. Wurz	Martha B. Wurz	10-26
21 Lisbeth J. Wurz	Lisbeth J. Wurz	10-26
22 Darius J. Wurz	Darius J. Wurz	10-26
23 Michael J. Hofer	Michael J. Hofer	10-26
24 Martha M. Hofer	Martha M. Hofer	10-26
25 Katie J. Hofer	Katie J. Hofer	10-26
26 David D. Hofer	David D. Hofer	10-26
27 David D. Hofer	David D. Hofer	10-26
28 Michael D. Hofer	Michael D. Hofer	10-26
29 Rosa M. Hofer	Rosa M. Hofer	10-26

30	Miriam D Hofer	Miriam D. Hofer	10-26
31	Philip M Hofer	Philip M Hofer	10-26
32	Rebecca D. Hofer	Rebecca D. Hofer	10-26
33	Justina P. Hofer	Justina P. Hofer	10-26
34	REBECCA P. HOFER	Rebecca P Hofer	10-26
35	John P. Hofer	John P. Hofer	10-26
36	Justina M. Hofer	Justina M. Hofer	10-26
37	Michael P. Hofer	Michael P Hofer	10-26
38	Matilda M. Hofer	Matilda M. Hofer	10-26
39	Michelle M Hofer	Michelle M Hofer	
40	DAVID M Hofer	David M Hofer	10-26-23
41	RACHEL P HOFER	Rachel P Hofer	10-26-23
42	ELIAS M. HOFER	Elias M. Hofer	10-26-23
43	ANNA P. HOFER	Anna P Hofer	10-26-23
44	Mikae E Hofer	Mikae E Hofer	10-26-23
45	Elizabeth P Hofer	Elizabeth P Hofer	10-26, 23
46	Joseph P Hofer	Joseph P Hofer	10-26, 23
47	Judith J. Hofer	Judith J. Hofer	10-26, 23
48	Daniel J Wurz	Daniel J. Wurz	10-26, 23
49	Katie J Wurz	Katie J. Wurz	10-26, 23
50	Marie P. Hofer	Marie P. Hofer	10-26, 23
51	Ronny E. Hofer	Ronny E. Hofer	10-26, 23
52	Rebecca P. Hofer	Rebecca P. Hofer	10-26-23
53	Peter J. Hofer	Peter J. Hofer	10-26-23
54	Anthony P. Hofer	Anthony P. Hofer	10-26-23
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Exhibit 26.1A

Statement of Colony Financial Support for Liberty Elementary School District – Charter District

Charter School Site: Eagle Creek Colony

We the undersigned President and Secretary of the Eagle Creek Colony Corporation do hereby express our intent to provide financial support for the annual operation of the proposed Liberty Elementary School District – Charter District. We understand that the annual contribution from Eagle Creek Colony will reflect the total student enrollment at our school site. We anticipate that the initial contribution will not exceed \$2,500 per student.

Name <u>ELIAS M HOFER</u>	Name <u>Darius J Wurz</u>
Title <u>President</u>	Title <u>Sec/Treas</u>
Signature <u>Elias M. Hofer</u>	Signature <u>Darius J Wurz</u>
Date <u>10-31-2023</u>	Date <u>10-31-23</u>

Exhibit 26.2

Statement of Community Support
for

Liberty Elementary School District – Charter District Proposal

Charter School Site: Hi Line Colony

We the undersigned parents and members of the Hi Line Colony Community do hereby express our support for the creation of the proposed Liberty Elementary School District – Charter District. If the public charter school application which is being submitted on behalf of the Liberty Elementary School District to the Montana Board of Public Education is approved, it is our intention to enroll our children in that district beginning with the 2024-2025 school year. We further agree to provide for the use of our existing school building and site to the Liberty Elementary School District – Charter District as part of its operations and to also provide annual funding support as a community toward the annual operational costs of the charter school district.

NAME	SIGNATURE	DATE
1 Timothy J Hofer	Timothy J. Hofer	10-26-23
2 Laura J Hofer	Laura J Hofer	10-26-23
3 Anna Wurz	Anna Wurz	10-26-23
4 Tamara J Wurz	Tamara J Wurz	10-26-23
5 JOHN J WURZ	John J Wurz	10-26-23
6 Anita J Wurz	Anita J Wurz	10-26-23
7 Robert J. Wurz	Robert J. Wurz	10/26/23
8 John J Wurz	John J. Wurz	10/26/23
9 Theresa J Wurz	Theresa J Wurz	10/26/23
10 MARY M WURZ	Mary M Wurz	10/26-23
11 Julieann W Wurz	Julieann W Wurz	10/26/23
12 Joel wurz	Joel wurz	10/26/23
13 William J Wurz	William J Wurz	10/26-23
14 Richard J Wurz	Richard J Wurz	10-26-23
15 Leona J wurz	Leona J Wurz	10-26-23
16 Sarah J Wurz	Sarah J Wurz	10-26-23
17 JAKE J WURZ	Jake J Wurz	10-26-23
18 Lisa J wurz	Lisa J Wurz	10-26-23
19 Martha J. Hofer	Martha J. Wurz	10-26-23
20 Judy J Hofer	Judy J Hofer	10-26-23
21 Joseph J. Hofer	Joseph J. Hofer	10-26-23
22 Deborah J. Hofer	Deborah J Hofer	10-26-23
23 Susanna J. Hofer	Susanna J Hofer	10-26-23
24 Rodney W. Hofer	Rodney Hofer	10-26-23
25 Rebecca A Hofer	Rebecca A Hofer	10-26-23
26 Glen W Hofer	Glen W Hofer	10-26-23
27 Susie M Hofer	Susie M. Hofer	10-26-23
28 Willie P. Hofer	Willie P Hofer	10-26-23
29 Brian W Hofer	Brian W Hofer	10-26-23

30	Rebecca M. Hofer	Rebecca M. Hofer	10-26-23
31	Jacob J. Hofer	Jacob J. Hofer	10-26-23
32	Andrew J. Wurz	Andrew J. Wurz	10-26-23
33	Matilda J. Wurz	Matilda J. Wurz	10-26-23
34	Janessa A. Wurz	Janessa A. Wurz	10-26-23
35	Martha M. Hofer	Martha M. Hofer	10-26-23
36	Walter J. Hofer	Walter J. Hofer	10-26-23
37	Maria M. Hofer	Maria M. Hofer	10-26-23
38	Gary J. Hofer	Gary J. Hofer	10-26-23
39	Isaac P. Hofer	Isaac P. Hofer	10-26-23
40	Barbara J. Hofer	Barbara J. Hofer	10-26-23
41	Mary Ann I. Hofer	Mary Ann I. Hofer	10-26-23
42	Joshua F. Hofer	Joshua F. Hofer	10-26-23
43	Nella I. Hofer	Nella I. Hofer	10-26-23
44	Hannah T. Hofer	Hannah T. Hofer	10-26-23
45	Rita P. Hofer	Rita P. Hofer	10-26-23
46	Michael J. Hofer	Michael Hofer	10-26-23
47	Clara P. Wurz	Clara P. Wurz	10-26-23
48	Thomas J. Wurz	Thomas J. Wurz	10-26-23
49	Peter M. Hofer	Peter M. Hofer	10-27-23
50	Annie P. Hofer	Annie P. Hofer	10-27-23
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Exhibit 26.2A

**Statement of Colony Financial Support
for
Liberty Elementary School District – Charter District**

Charter School Site: Hi Line Colony

We the undersigned President and Secretary of the Hi Line Colony Corporation do hereby express our intent to provide financial support for the annual operation of the proposed Liberty Elementary School District – Charter District. We understand that the annual contribution from Hi Line Colony will reflect the total student enrollment at our school site. We anticipate that the initial contribution will not exceed \$2,500 per student.

Name <u>JOHN WURZ</u>	Name <u>John J Wurz</u>
Title <u>PRESIDENT</u>	Title <u>sec. treas</u>
Signature <u>John J Wurz</u>	Signature <u>John J. Wurz</u>
Date <u>10-31-2023</u>	Date <u>10-31-2023</u>

Exhibit 26.3

**Statement of Community Support
for
Liberty Elementary School District – Charter District Proposal**

Charter School Site: Riverview Colony

We the undersigned parents and members of the Riverview Colony Community do hereby express our support for the creation of the proposed Liberty Elementary School District – Charter District. If the public charter school application which is being submitted on behalf of the Liberty Elementary School District to the Montana Board of Public Education is approved, it is our intention to enroll our children in that district beginning with the 2024-2025 school year. We further agree to provide for the use of our existing school building and site to the Liberty Elementary School District – Charter District as part of its operations and to also provide annual funding support as a community toward the annual operational costs of the charter school district.

	NAME	SIGNATURE	DATE
1	Paul P Wipf	Paul P Wipf	10-26-23
2	Freida P. Wipf	Freida P Wipf	10-26-23
3	Rossanna E. Hofer	Rossanna E Hofer	10-26-23
4	Lydia J. Hofer	Lydia J Hofer	10-26-23
5	Elizabeth J. Hofer	Elizabeth J. Hofer	10-26-23
6	Peter A Hofer	Peter A. Hofer	10-26-23
7	Edward E Waldner	Edward E. Waldner	10-26-23
8	John J Wurtz	John J Wurtz	10-26-23
9	John J Wipf	John J Wipf	10-26-23
10	Luke Hofer	Luke Hofer	10-26-23
11	Mary P. Kleinsasser	Mary P. Kleinsasser	10-26-23
12	Jacob D Wurtz	Jacob D Wurtz	10-26-23
13	Judy P Hofer	Judy P Hofer	10-26-23
14	Barbara J Waldner	Barbara J Waldner	10-26-23
15	Richard P. Wipf	Richard P. Wipf	10-26-23
16	Larry J. Wurtz	Larry J Wurtz	10-26-23
17	Rebecca M Wurtz	Rebecca Wurtz	10-26-23
18	Lydia J Kleinsasser	Lydia Kleinsasser	10-26-23
19	Julia A Kleinsasser	Julia Kleinsasser	10-26-23
20	Susanna A Kleinsasser	Susanna A Kleinsasser	10-26-23
21	Judith J Hofer	Judith J Hofer	10-26-23
22	Nonna J. Wipf	Nonna J Wipf	10-26-23
23	Mary J Wurtz	Mary J Wurtz	10-26-23
24	CLARA P. WIPF	Clara P. Wipf	10-26-23
25	Mike J Wurtz	Mike J Wurtz	10-26-23
26	Jerry D Kleinsasser	Jerry D Kleinsasser	10-26-23
27	Jessica E Waldner	Jessica E Waldner	10-26-23
28	Amanda E Waldner	Amanda E Waldner	10-26-23
29	Delilah P. Hofer	Delilah P Hofer	10-26-23

30	Rosanna P. Wipf	Rosanna P. Wipf	10-26-23
31	Matilda E. Waldner	Matilda E. Waldner	10-26-23
32	Edward P. Waldner	Edward P. Waldner	10-26-23
33	Josh A. Waldner	Josh Waldner	10-26-23
34	Gary T. Hofer	Gary T. Hofer	10-26-23
35	Tom P. Hofer	Tom P. Hofer	10-26-23
36	Don Waldner	Don Waldner	10-26-23
37	Mark P. Hofer	Mark Hofer	10-26-23
38	PAUL J. WIPF	Paul J. Wipf	10-26-23
39	Anna		
40	ANNA J. WIPF	Anna J. Wipf	10-26-23
41	Annie J. Kleinsasser	Annie J. Kleinsasser	10-26-23
42	Magdalena J. Waldner	Magdalena J. Waldner	10-26-23
43	Daniel D. Kleinsasser	Daniel D. Kleinsasser	10-26-23
44	Lisa P. Waldner	Lisa P. Waldner	10-26-23
45	Jason D. Kleinsasser	Jason D. Kleinsasser	10-26-23
46	Cindy T. Wurtz	Cindy T. Wurtz	10-26-23
47	Jennifer E. Waldner	Jennifer E. Waldner	10-26-23
48	Andy		
49	Andy Hofer	Andy Hofer	10-26-23
50	Annie Hofer	Annie E. Hofer	10-26-23
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Exhibit 26.3A

**Statement of Colony Financial Support
for
Liberty Elementary School District – Charter District**

Charter School Site: Riverview Colony

We the undersigned President and Secretary of the Riverview Colony Corporation do hereby express our intent to provide financial support for the annual operation of the proposed Liberty Elementary School District – Charter District. We understand that the annual contribution from Riverview Colony will reflect the total student enrollment at our school site. We anticipate that the initial contribution will not exceed \$2,500 per student.

Name <u>Paul P Wipf</u>	Name <u>John J Wipf</u>
Title <u>President</u>	Title <u>Sec/Treasurer</u>
Signature <u>Paul P Wipf</u>	Signature <u>John J Wipf</u>
Date <u>10-31-2023</u>	Date <u>10-31-2023</u>

2024-25 Attendance Projections

Grade	<u>Eagle</u>			HiLine	<u>Cool</u>		<u>Sunny</u>		Total
	<u>Creek</u>	<u>Rimrock</u>	<u>Hillside</u>		<u>Spring</u>	<u>Brook</u>	<u>Riverview</u>		
K	1	3	0	4	1	2	3	24	
1	1	2	1	4	2	1	1	22	
2	3	2	1	4	0	0	1	21	
3	1	2	0	1	2	1	3	20	
4	1	2	2	1	3	1	4	24	
5	2	3	1	4	0	2	3	25	
6	2	0	0	0	1	0	4	7	
7	2	1	1	4	1	0	1	10	
8	0	1	3	1	0	1	2	8	
Total	13	16	9	23	10	8	22	101	

2025-26 Attendance Projections

Grade	<u>Eagle</u>			HiLine	<u>Cool</u>		<u>Sunny</u>		Total
	<u>Creek</u>	<u>Rimrock</u>	<u>Hillside</u>		<u>Spring</u>	<u>Brook</u>	<u>Riverview</u>		
K	1	0	3	2	3	3	2	14	
1	1	3	0	4	1	2	3	14	
2	1	2	1	4	2	1	1	12	
3	3	2	1	4	0	0	1	11	
4	1	2	0	1	2	1	3	10	
5	1	2	2	1	3	1	4	14	
6	2	3	1	4	0	2	3	15	
7	2	0	0	0	1	0	4	7	
8	2	1	1	4	1	0	1	10	
Total	14	15	9	24	13	10	22	107	

2026-27 Attendance Projections

Grade	<u>Eagle</u>			HiLine	<u>Cool</u>		<u>Sunny</u>		Total
	<u>Creek</u>	<u>Rimrock</u>	<u>Hillside</u>		<u>Spring</u>	<u>Brook</u>	<u>Riverview</u>		
K	1	3	0	4	2	2	0	12	
1	1	0	3	2	3	3	2	14	
2	1	3	0	4	1	2	3	14	
3	1	2	1	4	2	1	1	12	
4	3	2	1	4	0	0	1	11	
5	1	2	0	1	2	1	3	10	
6	1	2	2	1	3	1	4	14	
7	2	3	1	4	0	2	3	15	
8	2	0	0	0	1	0	4	7	
Total	13	17	8	24	14	12	21	109	

2027-28 Attendance Projections

Grade	<u>Eagle</u>			<u>Cool</u>		<u>Sunny</u>		Total
	Creek	Rimrock	Hillside	HiLine	Spring	Brook	Riverview	
K	1	3	1	2	0	2	1	10
1	1	3	0	4	2	2	0	12
2	1	0	3	2	3	3	2	14
3	1	3	0	4	1	2	3	14
4	1	2	1	4	2	1	1	12
5	3	2	1	4	0	0	1	11
6	1	2	0	1	2	1	3	10
7	1	2	2	1	3	1	4	14
8	2	3	1	4	0	2	3	15
Total	12	20	9	26	13	14	18	112

2028-29 Attendance Projections

Grade	<u>Eagle</u>			<u>Cool</u>		<u>Sunny</u>		Total
	Creek	Rimrock	Hillside	HiLine	Spring	Brook	Riverview	
K	1	3	2	1	3	3	4	17
1	1	3	1	2	0	2	1	10
2	1	3	0	4	2	2	0	12
3	1	0	3	2	3	3	2	14
4	1	3	0	4	1	2	3	14
5	1	2	1	4	2	1	1	12
6	3	2	1	4	0	0	1	11
7	1	2	0	1	2	1	3	10
8	1	2	2	1	3	1	4	14
Total	11	20	10	23	16	15	19	114

2024-25 Revenue Projections

Basic Entitlement (Assumed: 1 District x \$57,246)	\$ 57,246.00
ANB Entitlement (Based on FY24 enrollment of 16 students at Liberty Elementary - 17 ANB x estimated value of \$5285)	\$ 89,845.00
Budget Amendment due to Unanticipated Enrollment Increase , additional 83 ANB x estimated value of \$5285)	\$ 438,655.00
Title Funds (Assumed)	\$ 100,000.00
Assumed external contributions, estimated at \$2500 x current expected enrollment of 101	\$ 252,500.00
Projected TOTAL REVENUES	\$ 938,246.00

25-26 Revenue Projections

Basic Entitlement (Assumed: 1 District x \$57,246)	\$ 57,246.00
ANB Entitlement (Based on FY25 enrollment of 101 students - 105 ANB x estimated value of \$5285)	\$ 554,925.00
Title Funds (Assumed)	\$ 100,000.00
Assumed external contributions, estimated at \$2500 x current expected enrollment of 107	\$ 267,500.00
Projected TOTAL REVENUES	\$ 979,671.00

26-27 Revenue Projections

Basic Entitlement (Assumed: 1 District x \$57,246)	\$ 57,246.00
ANB Entitlement (Based on FY26 enrollment of 107 students - 112 ANB x estimated value of \$5285)	\$ 591,920.00
Title Funds (Assumed)	\$ 100,000.00
Assumed external contributions, estimated at \$2500 x current expected enrollment of 109	\$ 272,500.00
Projected TOTAL REVENUES	\$ 1,021,666.00

27-28 Revenue Projections

Basic Entitlement (Assumed: 1 District x \$57,246)	\$ 57,246.00
ANB Entitlement (Based on FY27 enrollment of 109 students - 114 ANB x estimated value of \$5285)	\$ 602,490.00
Title Funds (Assumed)	\$ 100,000.00
Assumed external contributions, estimated at \$2500 x current expected enrollment of 112	\$ 280,000.00
Projected TOTAL REVENUES	\$ 1,039,736.00

28-29 Revenue Projections

Basic Entitlement (Assumed: 1 District x \$57,246)	\$ 57,246.00
ANB Entitlement (Based on FY28 enrollment of 112 students - 117 ANB x estimated value of \$5285)	\$ 618,345.00
Title Funds (Assumed)	\$ 100,000.00
Assumed external contributions, estimated at \$2500 x current expected enrollment of 114	\$ 285,000.00
Projected TOTAL REVENUES	\$ 1,060,591.00

2024-25 Projected Expenditures
Based on Projected Revenue:

\$ 938,246.00

	Administration (District)	Eagle Creek	Rimrock	Hillside	HiLine	Cool Spring	Sunny Brook	Riverview	Total
Anticipated Enrollment	n/a	13	16	9	23	10	8	22	101
Salaries (see note 1)	\$ 100,000.00	\$ 73,000.00	\$ 73,000.00	\$ 43,000.00	\$ 86,000.00	\$ 43,000.00	\$ 43,000.00	\$ 86,000.00	\$ 547,000.00
Fringe, at 15% (see note 2)									
Consulting & Professional Development	\$ 100,000.00								\$ 100,000.00
Special Education Coop(s)	\$ 18,000.00								\$ 18,000.00
Attorney & Financial Review Fees	\$ 12,000.00								\$ 12,000.00
Infinite Campus & Related Support	\$ 5,000.00								\$ 5,000.00
Accounting Software	\$ 3,800.00								\$ 3,800.00
Curriculum Coop	\$ 2,500.00								\$ 2,500.00
Copy Machine Maintenance Agreements		\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 7,000.00
Property & Liability Insurance		\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 35,000.00
Dues & Memberships	\$ 5,000.00								\$ 5,000.00
Internet & Phone	\$ 2,400.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 73,800.00
Travel	\$ 8,160.00	\$ 2,000.00	\$ 2,000.00	\$ 1,000.00	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00	\$ 2,000.00	\$ 19,160.00
Supplies	\$ 2,000.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 19,500.00
Curriculum & Books (see note 3)	\$ 25,000.00								\$ 25,000.00
Major Equipment (see note 4)		\$ 4,500.00	\$ 4,500.00	\$ 3,500.00	\$ 5,500.00	\$ 3,500.00	\$ 3,500.00	\$ 5,500.00	\$ 30,500.00
Building Lease & Maintenance Agreement (see note 5)		\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 24,500.00
TOTAL PROJECTED EXPENDITURES									\$ 927,760.00

NOTES:

(1) Salaries:

-At District level, one administrator and one business manager/clerk on 12-month contracts (approximately 2% decrease on current salaries)
-At School level, one (1) teacher per location with 1-10 students; one (1) teacher and one (1) teaching assistant per location with 11-20 students; and two (2) teachers per location with 21+ students. Assumed average salary of \$43,000 for 187-day annual contract for a teacher and \$30,000 for 187-day contract for a teaching assistant

(2) Fringe: Assumed at 15% or \$82,050 for 2024-25. Assumed that it will be levied to individual counties via Retirement Funds so not included in "General Fund" expenditure calculations.

(3) Curriculum & Books: This is based on replacement of one (1) core program every 3-4 years, as well as replenishment of curricular materials, as needed.

(4) Major Equipment: This is to replace or replenish staff computers, student Chromebooks, printers, Smartboards, etc

(5) School locations are leased from each colony location for an annual fee of \$6500 per location, with in-kind subsidy of \$3000 for 2024-25. Lease agreements are inclusive of building maintenance and custodial services, as well as power and heat.

25-26 Projected Expenditures

Based on Projected Revenue:

\$ 979,671.00

	Administration (District)	Eagle Creek	Rimrock	Hillside	HiLine	Cool Spring	Sunny Brook	Riverview	Total
Anticipated Enrollment	n/a	14	15	9	24	13	10	22	107
Salaries (see note 1)	\$ 102,000.00	\$ 74,460.00	\$ 74,460.00	\$ 43,850.00	\$ 87,720.00	\$ 74,460.00	\$ 43,850.00	\$ 87,720.00	\$ 588,540.00
Fringe, at 15% (see note 2)									\$
Consulting & Professional Development	\$ 102,000.00								\$ 102,000.00
Special Education Coop(s)	\$ 18,500.00								\$ 18,500.00
Attorney & Financial Review Fees	\$ 12,000.00								\$ 12,000.00
Infinite Campus & Related Support	\$ 5,000.00								\$ 5,000.00
Accounting Software	\$ 3,900.00								\$ 3,900.00
Curriculum Coop	\$ 2,750.00								\$ 2,750.00
Copy Machine Maintenance									
Agreements		\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 7,350.00
Property & Liability Insurance		\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 38,500.00
Dues & Memberships	\$ 5,000.00								\$ 5,000.00
Internet & Phone	\$ 2,400.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 73,800.00
Travel	\$ 8,200.00	\$ 2,000.00	\$ 2,000.00	\$ 1,000.00	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00	\$ 2,000.00	\$ 19,200.00
Supplies	\$ 2,000.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 19,500.00
Curriculum & Books (see note 3)	\$ 25,000.00								\$ 25,000.00
Major Equipment (see note 4)		\$ 4,500.00	\$ 4,500.00	\$ 3,500.00	\$ 5,500.00	\$ 4,500.00	\$ 3,500.00	\$ 5,500.00	\$ 31,500.00
Building Lease & Maintenance Agreement (see note 5)		\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 24,500.00
TOTAL PROJECTED EXPENDITURES									\$ 977,040.00

NOTES:

(1) Salaries:

-At District level, one administrator and one business manager/clerk on 12-month contracts, 2% increase over previous FY

-At School level, one (1) teacher per location with 1-10 students, one (1) teacher and one (1) teaching assistant per location with 11-20 students; and two (2) teachers per location with 21+ students. Assumed average salary of \$43,860 for 187-day annual contract for a teacher and \$30,600 for 187-day contract for a teaching assistant, approximate 2% increase over previous FY

(2) Fringe: Assumed at 15% or \$88,281 for 2025-26. Assumed that it will be levied to individual counties via Retirement Funds so not included in "General Fund" expenditure calculations.

(3) Curriculum & Books: This is based on replacement of one (1) core program every 3-4 years, as well as replenishment of curricular materials, as needed.

(4) Major Equipment: This is to replace or replenish staff computers, student Chromebooks, printers, Smartboards, etc

(5) School locations are leased from each colony location for an annual fee of \$6500 per location, with in-kind subsidy of \$3000 for 2025-26. Lease agreements are inclusive of building maintenance and custodial services, as well as power and heat.

26-27 Projected Expenditures
Based on Projected Revenue:

\$ 1,021,666.00

	Administration (District)	Eagle Creek	Rimrock	Hillside	HiLine	Cool Spring	Sunny Brook	Riverview	Total
Anticipated Enrollment	n/a	13	17	8	24	14	12	21	109
Salaries (see note 1)	\$ 103,020.00	\$ 75,205.00	\$ 75,205.00	\$ 44,299.00	\$ 88,598.00	\$ 75,205.00	\$ 75,205.00	\$ 88,598.00	\$ 625,335.00
Fringe, at 15% (see note 2)									\$ -
Consulting & Professional Development	\$ 103,000.00								\$ 103,000.00
Special Education Coop(s)	\$ 19,000.00								\$ 19,000.00
Attorney & Financial Review Fees	\$ 12,000.00								\$ 12,000.00
Infinite Campus & Related Support	\$ 5,000.00								\$ 5,000.00
Accounting Software	\$ 4,000.00								\$ 4,000.00
Curriculum Coop	\$ 3,000.00								\$ 3,000.00
Copy Machine Maintenance Agreements		\$ 1,100.00	\$ 1,100.00	\$ 1,100.00	\$ 1,100.00	\$ 1,100.00	\$ 1,100.00	\$ 1,100.00	\$ 7,700.00
Property & Liability Insurance		\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 40,250.00
Dues & Memberships	\$ 5,000.00								\$ 5,000.00
Internet & Phone	\$ 2,400.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00	\$ 73,800.00
Travel	\$ 8,200.00	\$ 1,500.00	\$ 1,500.00	\$ 1,000.00	\$ 2,000.00	\$ 1,500.00	\$ 1,500.00	\$ 2,000.00	\$ 19,200.00
Supplies	\$ 2,000.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 19,500.00
Curriculum & Books (see note 3)	\$ 25,000.00								\$ 25,000.00
Major Equipment (see note 4)		\$ 4,500.00	\$ 4,500.00	\$ 3,500.00	\$ 5,500.00	\$ 4,500.00	\$ 3,500.00	\$ 5,500.00	\$ 31,500.00
Building Lease & Maintenance Agreement (see note 5)		\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 28,000.00
TOTAL PROJECTED EXPENDITURES									\$ 1,021,285.00

NOTES:

(1) Salaries:

-At District level, one administrator and one business manager/clerk on 12-month contracts, 1% increase over previous FY

-At School level, one (1) teacher per location with 1-10 students; one (1) teacher and one (1) teaching assistant per location with 11-20 students; and two (2) teachers per location with 21+ students. Assumed average salary of \$44,299 for 187-day annual contract for a teacher and \$30,906 for 187-day contract for a teaching assistant, approximate 1% increase over previous FY

(2) Fringe: Assumed at 15% or \$93,800 for 2026-27. Assumed that it will be levied to individual counties via Retirement Funds so not included in "General Fund" expenditure calculations.

(3) Curriculum & Books: This is based on replacement of one (1) core program every 3-4 years, as well as replenishment of curricular materials, as needed.

(4) Major Equipment: This is to replace or replenish staff computers, student Chromebooks, printers, Smartboards, etc

(5) School locations are leased from each colony location for an annual fee of \$6500 per location, with in-kind subsidy of \$2500 for 2026-27. Lease agreements are inclusive of building maintenance and custodial services, as well as power and heat.

27-28 Projected Expenditures
Based on Projected Revenue:

\$ 1,039,736.00

	Administration (District)	Eagle Creek	Rimrock	Hillside	HiLine	Cool Spring	Sunny Brook	Riverview	Total
Anticipated Enrollment	n/a	12	20	9	26	13	14	18	112
Salaries (see note 1)	\$ 105,080.00	\$ 76,709.00	\$ 76,709.00	\$ 45,185.00	\$ 90,370.00	\$ 76,709.00	\$ 76,709.00	\$ 76,709.00	\$ 624,180.00
Fringe, at 15% (see note 2)									\$ -
Consulting & Professional Development	\$ 105,000.00								\$ 105,000.00
Special Education Coop(s)	\$ 19,000.00								\$ 19,500.00
Attorney & Financial Review Fees	\$ 12,000.00								\$ 12,800.00
Infinite Campus & Related Support	\$ 5,000.00								\$ 5,000.00
Accounting Software	\$ 4,000.00								\$ 4,100.00
Curriculum Coop	\$ 3,000.00								\$ 3,250.00
Copy Machine Maintenance									
Agreements		\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 8,050.00
Property & Liability Insurance		\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 42,000.00
Dues & Memberships	\$ 5,000.00								\$ 5,000.00
Internet & Phone	\$ 3,000.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 76,500.00
Travel	\$ 8,500.00	\$ 2,000.00	\$ 2,000.00	\$ 1,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 21,500.00
Supplies	\$ 2,000.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 19,500.00
Curriculum & Books (see note 3)	\$ 25,000.00								\$ 25,000.00
Major Equipment (see note 4)		\$ 4,500.00	\$ 4,500.00	\$ 3,500.00	\$ 5,500.00	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00	\$ 31,500.00
Building Lease & Maintenance Agreement (see note 5)		\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 35,000.00
TOTAL PROJECTED EXPENDITURES									\$ 1,037,880.00

NOTES:

(1) Salaries:

-At District level, one administrator and one business manager/clerk on 12-month contracts, 3% increase over previous FY

-At School level, one (1) teacher per location with 1-10 students; one (1) teacher and one (1) teaching assistant per location with 11-20 students; and two (2) teachers per location with 21+ students. Assumed average salary of \$45,185 for 187-day annual contract for a teacher and \$31,524 for 187-day contract for a teaching assistant, approximate 2% increase over previous FY

(2) Fringe: Assumed at 15% or \$93,177 for 2027-28. Assumed that it will be levied to individual counties via Retirement Funds so not included in "General Fund" expenditure calculations.

(3) Curriculum & Books: This is based on replacement of one (1) core program every 3-4 years, as well as replenishment of curricular materials, as needed.

(4) Major Equipment: This is to replace or replenish staff computers, student Chromebooks, printers, Smartboards, etc

(5) School locations are leased from each colony location for an annual fee of \$6500 per location, with in-kind subsidy of \$1500 for 2027-28. Lease agreements are inclusive of building maintenance and custodial services, as well as power and heat.

28-29 Projected Expenditures

Based on Projected Revenue:

\$ 1,060,591.00

	Administration (District)	Eagle Creek	Rimrock	Hillside	HiLine	Cool Spring	Sunny Brook	Riverview	Total
Anticipated Enrollment	n/a	11	20	10	23	16	15	19	114
Salaries (see note 1)	\$ 107,181.00	\$ 78,243.00	\$ 78,243.00	\$ 46,089.00	\$ 92,178.00	\$ 78,243.00	\$ 78,243.00	\$ 78,243.00	\$ 636,663.00
Fringe, at 15% (see note 2)									\$ -
Consulting & Professional Development	\$ 107,500.00								\$ 107,500.00
Special Education Coop(s)	\$ 19,500.00								\$ 19,500.00
Attorney & Financial Review Fees	\$ 12,800.00								\$ 12,800.00
Infinite Campus & Related Support	\$ 5,000.00								\$ 5,000.00
Accounting Software	\$ 4,100.00								\$ 4,100.00
Curriculum Coop	\$ 3,250.00								\$ 3,250.00
Copy Machine Maintenance Agreements		\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 8,050.00
Property & Liability Insurance		\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 43,750.00
Dues & Memberships	\$ 5,000.00								\$ 5,000.00
Internet & Phone	\$ 3,000.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 76,500.00
Travel	\$ 8,500.00	\$ 2,000.00	\$ 2,000.00	\$ 1,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 21,500.00
Supplies	\$ 2,000.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 19,500.00
Curriculum & Books (see note 3)	\$ 25,000.00								\$ 25,000.00
Major Equipment (see note 4)		\$ 4,500.00	\$ 4,500.00	\$ 3,500.00	\$ 5,500.00	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00	\$ 31,500.00
Building Lease & Maintenance Agreement (see note 5)		\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 40,250.00
TOTAL PROJECTED EXPENDITURES									\$ 1,059,863.00

NOTES:

(1) Salaries:

-At District level, one administrator and one business manager/clerk on 12-month contracts, 3% increase over previous FY

-At School level, one (1) teacher per location with 1-10 students; one (1) teacher and one (1) teaching assistant per location with 11-20 students; and two

(2) teachers per location with 21+ students. Assumed average salary of \$46,089 for 187-day annual contract for a teacher and \$32,154 for 187-day contract for a teaching assistant, approximate 2% increase over previous FY

(2) Fringe: Assumed at 15% or \$95,500 for 2028-29. Assumed that it will be levied to individual counties via Retirement Funds so not included in "General Fund" expenditure calculations.

(3) Curriculum & Books: This is based on replacement of one (1) core program every 3-4 years, as well as replenishment of curricular materials, as needed.

(4) Major Equipment: This is to replace or replenish staff computers, student Chromebooks, printers, Smartboards, etc

(5) School locations are leased from each colony location for an annual fee of \$6500 per location, with in-kind subsidy of \$750 for 2028-29. Lease agreements are inclusive of building maintenance and custodial services, as well as power and heat.

Exhibit 26.5

**Statement of Community Support
for**

Liberty Elementary School District – Charter District Proposal

Charter School Site: Sunny Brook Colony

We the undersigned parents and members of the Sunny Brook Colony Community do hereby express our support for the creation of the proposed Liberty Elementary School District – Charter District. If the public charter school application which is being submitted on behalf of the Liberty Elementary School District to the Montana Board of Public Education is approved, it is our intention to enroll our children in that district beginning with the 2024-2025 school year. We further agree to provide for the use of our existing school building and site to the Liberty Elementary School District – Charter District as part of its operations and to also provide annual funding support as a community toward the annual operational costs of the charter school district.

NAME	SIGNATURE	DATE
1 Benjamin P Wipf	Benjamin P Wipf	10-26-23
2 Annie T. Wipf	Annie T. Wipf	10-26-23
3 Katie D Waldner	Katie D Waldner	10-26-23
4 Susanna J Waldner	Susanna J Waldner	10-26-23
5 Elias P Waldner	Elias P Waldner	10-26-23
6 _____ Loriamn S. Wipf	Loriamn S. Wipf	10-26-23
7 Tyler S. Wipf	Tyler S. Wipf	10-26-23
8 Steve J. Wipf	Steve J. Wipf	10-26-23
9 Diane J. Wipf	Diane J. Wipf	10-26-23
10 Timothy S Kleinsasser	Timothy S Kleinsasser	10-26-23
11 Durayne J Kleinsasser	Durayne J Kleinsasser	10-26-23
12 Anna D Kleinsasser	Anna D Kleinsasser	10-26-23
13 Justina M Kleinsasser	Justina M Kleinsasser	10-26-23
14 Julian J Kleinsasser	Julian J Kleinsasser	10-26-23
15 Joseph D. Wurtz	Joseph D Wurtz	10-26-23
16 Joanne G Wipf	Joanne G Wipf	10-26-23
17 Elizabeth J. Wipf	Elizabeth J. Wipf	10-26-23
18 Linda E. Waldner	Linda E. Waldner	10-26-23
19 Barbara S Wipf	Barbara S Wipf	10-26-23
20 Evelyn D Kleinsasser	Evelyn D Kleinsasser	10-26-23
21 Willie W Wipf	Willie W Wipf	10-26-23
22 Rhoda W Wipf	Rhoda W Wipf	10-26-23
23 Julia W Wipf	Julia W Wipf	10-26-23
24 Rosa D WIPF	Rosa D Wipf	10-26-23
25 Susie J. Wipf	Susie J. Wipf	10-26-23
26 Ida J. Wipf	Ida J. Wipf	10-26-23
27 Kyrin J Kleinsasser	Kyrin J Kleinsasser	10-26-23
28 Rhoda Wipf	Rhoda Wipf	10-26-23
29 Cornelius D. Wipf	Cornelius D. Wipf	10-26-23

30	Susanna P Kleinsasser	Susanna P Kleinsasser	10-26-23
31	John J Kleinsasser	John J Kleinsasser	10-26-23
32	Maryann J Wipf	Maryann Wipf	10-26-23
33	Levi B Wipf	Levi Wipf	10-26-23
34	SARA J Kleinsasser	Sara J Kleinsasser	10-26-23
35	BRIAN J WURTZ	Brian Wurtz	10-26-23
36	EMMA J WURTZ	Emma Wurtz	10-26-23
37	Robert Wipf	Robert Wipf	10-26-23
38	Dorothy D Wipf	Dorothy D Wipf	10-26-23
39	David P Dild	David P Dild	10-26-23
40	ABE D Waldner	Abe D Waldner	10-26-23
41	Debra P Waldner	Debra P Waldner	10/26-23
42	MELVIN J Kleinsasser	Melvin J Kleinsasser	10/26-23
43	Abigail Kleinsasser	Abigail Kleinsasser	10-26-23
44	Brandon A Waldner	Brandon A Waldner	10-26-23
45	Amanda D Waldner	Amanda D. Waldner	10-26-23
46	Deanna J Wipf	Deanna J Wipf	10-26-23
47	Randy W Wipf	Randy W Wipf	10-26-23
48	PETER A Waldner	Peter A Waldner	10-26-23
49	Theresa P Waldner	Theresa P Waldner	10/26/23
50	Reuben P Wipf	Reuben P Wipf	10/26/23
51	Joseph J Wipf	Joseph J Wipf	10/26/23
52	Daniel B Wipf	Daniel B Wipf	10/26/23
53	AMANDA WIPF	Amanda Wipf	10/26/23
54	Justin Wipf	Justin Wipf	10/26/23

Exhibit 26.5A

**Statement of Colony Financial Support
for
Liberty Elementary School District – Charter District**

Charter School Site: Sunny Brook Colony

We the undersigned President and Secretary of the Sunny Brook Colony Corporation do hereby express our intent to provide financial support for the annual operation of the proposed Liberty Elementary School District – Charter District. We understand that the annual contribution from Sunny Brook Colony will reflect the total student enrollment at our school site. We anticipate that the initial contribution will not exceed \$2,500 per student.

Name <u>BENJAMIN P WIFF</u>	Name <u>Abe D Waldner</u>
Title <u>Pres</u>	Title <u>Sec of Treasury</u>
Signature <u>Benjamin P Wiff</u>	Signature <u>Abe D Waldner</u>
Date <u>10-31-2023</u>	Date <u>10-31-2023</u>

Exhibit 26.6

**Statement of Community Support
for
Liberty Elementary School District – Charter District Proposal**

Charter School Site: Hillside Colony

We the undersigned parents and members of the Hillside Colony Community do hereby express our support for the creation of the proposed Liberty Elementary School District – Charter District. If the public charter school application which is being submitted on behalf of the Liberty Elementary School District to the Montana Board of Public Education is approved, it is our intention to enroll our children in that district beginning with the 2024-2025 school year. We further agree to provide for the use of our existing school building and site to the Liberty Elementary School District – Charter District as part of its operations and to also provide annual funding support as a community toward the annual operational costs of the charter school district.

	NAME	SIGNATURE	DATE
1	Tim Hofer	Tim Hofer	10-26-23
2	Rachel Hofer	Rachel Hofer	10-26-23
3	DAVID Hofer	David Hofer	10-26-23
4	ANNA Hofer	Anna Hofer	10-26-23
5	Steve Wurz	Steve Wurz	10-26-23
6	Susanna Wurz	Susanna Wurz	10-26-23
7	Matt Wurz	Matt Wurz	10-26-23
8	Esther Wurz	Esther Wurz	10-26-23
9	Jim P. Wurz	Jim P. Wurz	10-26-23
10	Diane Wurz	Diane Wurz	10-26-23
11	Maria Wurz	Maria Wurz	10-26-23
12	Josh Wurz	Josh Wurz	10-26-23
13	Paul Wurz	Paul Wurz	10-26-23
14	Torna Wurz	Torna Wurz	10-26-23
15	Marcy C Hofer	Katie J Wurz	10-26-23
16	Brenda I Wurz	Brenda I. Wurz	10-26-23
17	Elizabeth I Wurz	Elizabeth I Wurz	10-26-23
18	Teresa I Wurz	Teresa I. Wurz	10-26-23
19	Brian B Wurz	Brian Wurz	10-26-23
20	Julia B Wurz	Julia Wurz	10-26-23
21	Gideon T. Wurz	Gideon Wurz	10-26-23
22	Katie J. Wurz	Katie J. Wurz	10-26-23
23	Martha P. Hofer	Martha Hofer	10-26-23
24	Peter M Hofer	Peter M Hofer	10-26-23
25	Justina Hofer	Justina Hofer	10-26-23
26	Joseph Hofer	Joseph Hofer	10-26-23
27	Lydia Hofer	Lydia Hofer	10-26-23
28	Susan Hofer	Susan Hofer	10-26-23
29	Heidi Hofer	Heidi Hofer	10-26-23

30	REBECCA J. WURZ	Rebecca J. Wurz	10-26-23
31	WILLIAM P. WURZ	William P. Wurz	10-26-23
32	Rebecca P. Hofer	Rebecca P. Hofer	10-26-23
33	Katie M. Hofer	Katie M. Hofer	10-26-23
34	Sarah M. Hofer	Sarah M. Hofer	10-26-23
35	Teresa M. Hofer	Teresa M. Hofer	10-26-23
36	Dorothy Hofer	Dorothy Hofer	10-26-23
37	Jake Hofer	Jake Hofer	10-26-23
38	ED M. Hofer	Ed M. Hofer	10-26-23
39	Edna E. Hofer	Edna E. Hofer	10-26-23
40	Tammy E. Hofer	Tammy E. Hofer	10-26-23
41	Laura Wurz	Laura Wurz	10-26-23
42	Ben P. Wurz	Ben P. Wurz	10-26-23
43	Zach M. Wurz	Zach M. Wurz	10-26-23
44	Mary Wurz	Mary Wurz	10-26-23
45	Don Z Wurz	Don Z Wurz	10-26-23
46	Jabea J Wurz	Jabea J Wurz	10-26-23
47	Katherine D. Wurz	Katherine D. Wurz	10-26-23
48	Jason M. Wurz	Jason M. Wurz	10-26-23
49	Donna P. Wurz	Donna P. Wurz	10-26-23
50	Mike M. Wurz	Mike M. Wurz	10-26-23
51	Mary J Wurz	Mary J. Wurz	10-26-23
52	Jolene M. Wurz	Jolene M. Wurz	10-26-23
53	Joe M. Wurz	Joe M. Wurz	10-26-23
54	Mary P. Wurz	Mary P. Wurz	10-26-23
55	Martha P. Wurz	Martha P. Wurz	10-26-23
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Exhibit 26.6A

**Statement of Colony Financial Support
for
Liberty Elementary School District – Charter District**

Charter School Site: Hillside Colony

We the undersigned President and Secretary of the Hillside Colony Corporation do hereby express our intent to provide financial support for the annual operation of the proposed Liberty Elementary School District – Charter District. We understand that the annual contribution from Hillside Colony will reflect the total student enrollment at our school site. We anticipate that the initial contribution will not exceed \$2,500 per student.

Name	<u>Michael M Wurz</u>	Name	<u>Timothy P Wurz</u>
Title	<u>President</u>	Title	<u>Sec. Treasure</u>
Signature	<u>Michael M Wurz</u>	Signature	<u>Timothy P. Wurz</u>
Date	<u>10-31-23</u>	Date	<u>10-31-23</u>

Exhibit 26.7

**Statement of Community Support
for**

Liberty Elementary School District – Charter District Proposal

Charter School Site: Rimrock Colony

We the undersigned parents and members of the Rimrock Colony Community do hereby express our support for the creation of the proposed Liberty Elementary School District – Charter District. If the public charter school application which is being submitted on behalf of the Liberty Elementary School District to the Montana Board of Public Education is approved, it is our intention to enroll our children in that district beginning with the 2024-2025 school year. We further agree to provide for the use of our existing school building and site to the Liberty Elementary School District – Charter District as part of its operations and to also provide annual funding support as a community toward the annual operational costs of the charter school district.

	NAME	SIGNATURE	DATE
1	Elias J Hofer	Elias J Hofer	10/26/2023
2	Ted E Wurz	Ted E Wurz	10/26/2023
3	Zach J. Hofer	Zach J. Hofer	10-26-2023
4	Jack P Wurz	Jack P Wurz	10-26-2023
5	Adam J wurz	Adam J Wurz	10-26-2023
6	Jacob J. Wurz	Jacob J Wurz	10-26-2023
7	Joshua J Wurz	Joshua J Wurz	10-26-23
8	Cassandra J Hofer	Cassandra J Hofer	10-26-23
9	Jason P. Hofer	Jason P. Hofer	10/26/23
10	Jose E Wurz Josie E. Wurz	Josie E Wurz	10-26-23
11	Lena E. Hofer	Lena E. Hofer	10-26-23
12	Linda E. Hofer	Linda E. Hofer	10-26-23
13	Priscilla J. Hofer	Priscilla J. Hofer	10-26-23
14	Leah J. Hofer	Leah J. Hofer	10-26-23
15	Mary J. Wurz	Mary J. Wurz	10-26-23
16	Amanda G Hofer	Amanda Hofer	10-26-23
17	Katie P Hofer	Katie P Hofer	10-26-23
18	PETER P HoFER	Peter P Hofer	10-26-23
19	Peter P Hofer	Peter P Hofer	10-26-23
20	Rosa J Hofer	Rosa J Hofer	10-26-23
21	Susie J Hofer	Susie J Hofer	10-26-23
22	Michael J Wurz	Michael J Wurz	10-26-23
23	Julia J Wurz	Julia J Wurz	10-26-23
24	Jonathan P Wurz	Jonathan P Wurz	10-26-23
25	Zacharias J Wurz	Zacharias J Wurz	10-26-23
26	Maria J. Hofer	Maria J. Hofer	10-26-23
27	Anna P. Wurz	Anna P. Wurz	10-26-23
28	Bertha S. Wurz	Bertha S. Wurz	10-26-23
29	Frieda P. Wurz	Frieda P. Wurz	10-26-23

30	Deborah B Wurz	Deborah B. Wurz	10-26-23
31	Ben P Wurz	Ben P Wurz	10-26-23
32	Crystal B Wurz	Crystal B. Wurz	10-26-23
33	Lydia Z. Hofer	Lydia Z. Hofer	10-26-23
34	Jacob J Hofer	JACOB J HOFER	10-26-23
35	ELIZABETH HOFER	Elizabeth Hofer	10-26-23
36	Lena S Hofer	Lena S Hofer	10-26-23
37	Jonathan Wurz	Jonathan Wurz	10-26-23
38	Frieda B. Wurz	Frieda B. Wurz	10/26/23
39	Benson Wurz	Benson Wurz	10/26/23
40	Matthew Hofer	Matthew Hofer	10/27/23
41	Paul Wurz	Paul Wurz	10/27/23
42	Conrad Wurz	Conrad Wurz	10/27/23
43	Steve Wurz	Steve Wurz	10-27-23
44	Joseph Hofer	Joseph Hofer	10-27-23
45	Daniel Hofer	Daniel Hofer	10-27-23
46	Patrick Wurz	Patrick Wurz	10-27-23
47	Laura Wurz	Laura Wurz	10-27-23
48	Kathryn Wurz	Kathryn Wurz	10-27-23
49	RONALD P Hofer	Ronald P Hofer	
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Exhibit 26.7A

**Statement of Colony Financial Support
for
Liberty Elementary School District – Charter District**

Charter School Site: Rimrock Colony

We the undersigned President and Secretary of the Rimrock Colony Corporation do hereby express our intent to provide financial support for the annual operation of the proposed Liberty Elementary School District – Charter District. We understand that the annual contribution from Rimrock Colony will reflect the total student enrollment at our school site. We anticipate that the initial contribution will not exceed \$2,500 per student.

Name	<u>Elias J Hofer</u>	Name	<u>Jacob P Wurz</u>
Title	<u>Pres</u>	Title	<u>sec/treas</u>
Signature	<u>Elias J Hofer</u>	Signature	<u>Jacob P Wurz</u>
Date	<u>10/30/23</u>	Date	<u>10-30-2023</u>

Attachment 30.0

Liberty Elementary School District #10
Trustee Meeting Minutes
SPECIAL Meeting, October 30, 2023

Liberty Elementary School Conference Room, Eagle Creek Colony

Present: Board Members – David Hofer (DH) and Elias Hofer (EH); Nathan Hofer is absent and excused.

Other Attendees – Jenine Synness (Clerk) via Zoom, Dan McGee (Superintendent) via Zoom, Todd Hanson (Consultant) via Zoom, and Darius Wurz

David Hofer called the meeting to order at 1:19 pm.

The agenda was reviewed, and EH made a motion to approve the agenda. DH seconded the motion and the motion passed unanimously.

BUSINESS ITEMS

Approve Charter School Application – The district’s educational consultant, in collaboration with the district superintendent, presented a draft of the Montana Charter School Application, drafted in accordance with Montana HB 549. If approved by the Board of Public Education, this would allow Liberty School Board, as an existing school district, to operate a charter school district. It would be under the management and direction of the existing school board but will allow for a more innovative approach to educating our specific ELL student population. EH made a motion to approve the Charter School Application, as drafted. DH seconded the motion and it passed unanimously.

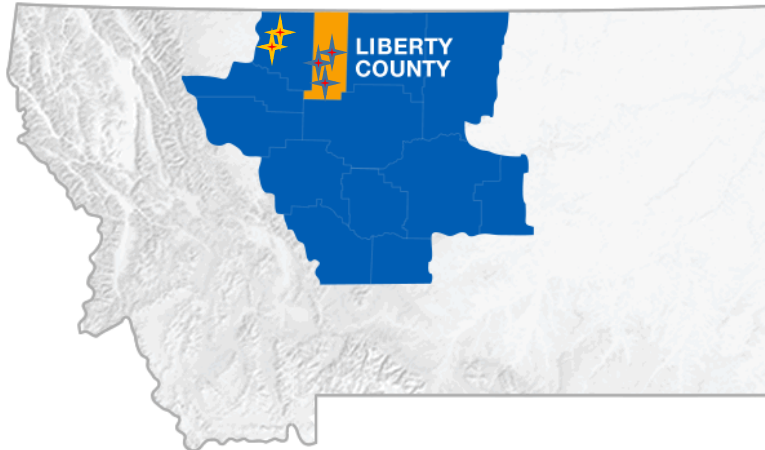
OPEN AGENDA – Public Comment – none.

ADJOURN – Seeing no other business, EH made a motion to adjourn the meeting and DH seconded. Motion carried unanimously and the meeting adjourned at 1:57 pm.

Submitted: Jenine Synness, Business Manager/Clerk

LIBERTY ELEMENTARY SCHOOL DISTRICT #10

DISTRICT POLICY MANUAL



Model Policies Provided by:

Montana Small School Alliance
710 South Atlantic Street, University of Montana - Western # 63
Dillon, MT 59725.
Office (406) 683-2685, (Fax) 406 683-2682

Recommended Revisions & Updates
Compiled and Drafted
by

4 Poles Educational Consulting Group



Adopted: July 2005
Revised: September 2018, November 2022

Operational Overview

The Liberty Elementary School District is a K-8 educational system which operates according to the following organizational structure. Governance of all School District matters is under the direction of the locally elected Board of Trustees. While in session at regularly scheduled monthly meetings, the Board of Trustees provides oversight and guidance related to a variety of educational services delivered to District students in accordance with State law, District policy and best professional practice models. In conjunction with the responsibilities of the Board, management and administrative services are provided by the Liberty District Administrative team including the district Superintendent of Schools. In addition to the Board and the district Superintendent, the district also employs a fulltime business manager who also acts as the Board Clerk and is part of the administrative team, as well as a group independent educational consultants who advise the Board on a variety of educational, and operational issues.

Kindergarten through grade eight educational and classroom instructional services are provided to students at four (4) separate school sites located at Eagle Creek, Riverview, Hillside and Rimrock Colony schools. Certified, licensed and endorsed classroom teachers are employed by the Board as professional educators in each of the district elementary classrooms. Supporting the classroom teachers at each school location are trained classified staff who assist with the day-to-day needs of the students, and who, along with the classroom teacher, work to promote greater understanding, retention and completion of the instructional curriculum adopted by the district. The district maintains a well-defined instructional curriculum which is in alignment with the standards and practices outlined by the Montana Office of Public Instruction (OPI) and the Board of Public Education (BPE).

The Board of Trustees is also responsible for approving and administering the annual operational budget as calculated by the OPI in relation to the annual student enrollment within the district. Student enrollment numbers, as reflected in the Annual Number Belonging (ANB) calculations, make up the basis of the general funding and annual operating budget for the district. As part of the annual budget allocation, the district, through formal agreements with each of the colony communities who financed the construction of and who own the buildings where the district schools are located, provide a very modest annual lease payment to each the individual colonies for use of the buildings and grounds provided to the district by each of the four (4) colonies receiving educational services. In addition to providing the physical built space for each of the colony schools, the individual colonies also provide, at no additional expense to the district, critical infrastructure support to the district in the form of building custodial services, grounds keeping, routine maintenance/repairs, and security, all while guaranteeing regular and consistent access to each school building and associated classrooms. In relation to the annual lease agreements, each of the colony sites also pays all related costs and operational expenses in the form of taxes, insurance, electrical, gas and water at each location.

Curriculum, Classroom Instruction and Student Achievement

Liberty Elementary School District has adopted an educational curriculum which is aligned to both State of Montana and national standards. Classroom instruction in all associated subjects, grade levels and student performance measures are in accordance with the recently approved federal and state Every Student Succeeds Act (ESSA). Teaching across the curriculum in classrooms at each of the district schools requires certified staff who have a demonstrated ability to teach and facilitate learning by students from several grade levels (K-8) simultaneously, and in many instances, within the same physical space while addressing the specific educational needs of individual students.

Students enrolled in the district are provided an opportunity to study and learn in a classroom environment which is familiar, secure, safe and academically and culturally appropriate. Within the context of student achievement and measurement, all students, regardless of grade level, participate in academic instruction and programs which is geared toward promoting intellectual mastery of recognized concepts, skills and information. Unlike many public education classrooms within comparable size schools and districts, the instructional staff at Liberty Elementary School District are afforded an

opportunity to focus almost entirely on instruction, teaching and learning as opposed to excessive time spent on classroom management and corrective actions aimed at improving disruptive student behavior.

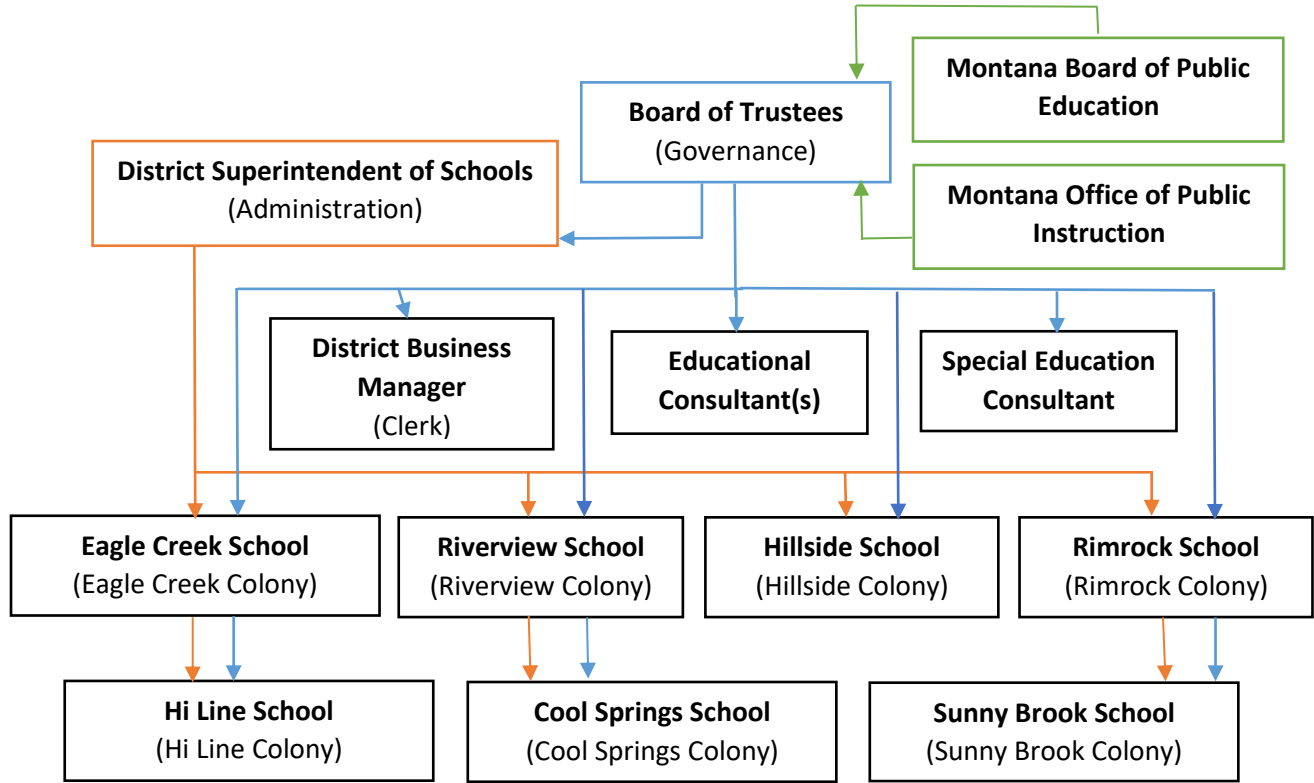
A review of annual student achievement and performance measures as determined by a variety of federal and state standardized testing procedures, at all grade levels and across all schools indicate that students enrolled at Liberty Elementary School District continue to rank at or above state and federal standards within each of the fields of academic performance. As reflected on the Montana Office of Public Instruction (OPOI) annual Accreditation Status Report as compiled and reported to the Board, teachers and parents, as reflected in the "System Level Summary", Student Performance Standards (SBAC) remain consistently at the "Regular" levels (greater than 15% proficient). Despite the challenges presented by managing the scope of educational services that are delivered to the comparatively small student population within the District, along with the rural location of the remote classroom sites, annual per student budget allocations and related expenditures indicate that under the guidance of the Board of Trustees, district Superintendent, and administrative team the District continues to demonstrate responsible appropriation and accountability for the public finances entrusted to the district in ensuring that students receive continued equitable access to a variety of high quality learning opportunities.

Academic Collaboration and Cross-Cultural Instructional Partnerships

In conjunction with the standard educational curriculum provided by the public education system, students attending Liberty Elementary School District are also dually enrolled in a traditional "German School" curriculum which, although independent from the conventional public instruction model, acts as an academic, and social-emotional compliment to and extension of the state and federal curriculum. As the entire enrollment of the district qualifies categorically as English Language Lerner (ELL) students, exposure to concepts, ideas and information which has been translated from their primary language (German), assists students in connecting vocabulary, mathematical formulas, grammar, and related cross-cultural knowledge through their bi-lingual education. Instruction in the German school curriculum is the sole responsibility of the colony community who selects, manages and supports the position of a German language and culture instructor. Collaboration between the public school certified and classified support staff with the German school instructor in sharing curricular resources and materials provides a vital link to connecting student progress, growth and mastery of the instructional concepts being taught in each area, while reinforcing the awareness and understanding of all classroom teachers of each individual student's strengths and weaknesses. Under the guidance of Montana's Every Student Succeeds Act (ESSA) model, Local Education Associations (LEAs) may also offer EL programs that include grade-level content instruction in the student's primary language.

LIBERTY ELEMENTARY SCHOOL DISTRICT – CHARTER DISTRICT

Organizational Structure



District Policy, Procedure and Practice

The Board of Trustees has approved by resolution a comprehensive and up-to-date District Policy Manual which is intended to provide guidance to all district personnel in their respective positions as they implement the Board’s mission, vision and goals on a day-to-day basis. Updates to the District Policy Manual are approved by the Board on a regular and routine basis to ensure that the district remains in compliance with Montana Law, conforms to recommendations received from the Office of Public Instruction, and Board of Public Education (BPE), and regularly adopts best practices which are part of the recognized standards of the education profession. In addition, the district employs the services of a professional education consulting team who advises the Board and Superintendent on a variety of policy, procedural, compliance and student data reporting systems. The district also maintains annual membership in the Montana School Boards Association (MTSBA), the Montana Small Schools Alliance (MSSA) and the Montana Rural Education Association (MREA), all of which provide the district with access to resources and services intended to keep the Board, Superintendent and Staff aware of all educational matters likely to impact teaching and learning within the district schools.

**1000 SERIES
BOARD OF TRUSTEES**

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Legal Status, Organization and Operation

The legal name of this District is Liberty Elementary School District No.10 located in Liberty County, State of Montana. The District is classified as a Third-Class District and is operated according to the laws and regulations pertaining to elementary school districts of the State of Montana and the United States of America.

The Board of Trustees of the Liberty Elementary School District #10 is the governmental entity established by the Constitution of the State of Montana to plan and direct all aspects of the district's operations to the end that students shall have ample opportunity to achieve their individual and collective learning needs.

In order to achieve its primary goal of providing each child with the necessary skills and attributes to become an effective citizen, the Board of Trustees shall exercise the full authority granted to it by the laws of the state. Its legal powers, duties and responsibilities are derived from the Montana Constitution as well as those outlined in state statutes, administrative rules and regulations. Sources such as the school laws of Montana, and the administrative rules of the Board of Public Education and the Office of Superintendent of Public Instruction inform and guide the legal powers, duties and responsibilities of the Board of Trustees.

The policies of the Board of Trustees define the organization of the Board and the manner of conducting its official business. The Board's operating policies are those that the Board of Trustees adopts from time to time to facilitate the performance of its responsibilities.

The Liberty Elementary School District # 10 is comprised of the Liberty Elementary School, and three additional satellite schools located at Riverview, Rimrock and Hillside Colony sites.

Legal References:	§ 20-3-323, MCA	District policy and record of acts
	§ 20-3-324, MCA	Powers and duties
	§20-6-101, MCA	Definition of elementary and high school districts
	§20-6-201, MCA	Elementary district classification

Policy History

Adopted on: July 2005

Revised on: August 2016, November 2022

THE BOARD OF TRUSTEES
Membership, Election and Resignation

1105

Membership

Liberty Elementary School District No.10 is a third-class district and, as such, has three (3) members of the Board of Trustees. Each Board member serves a three (3) year term. Terms are staggered according to law. Trustees are elected at the annual school election.

Election

Board elections shall be held on the first Tuesday after the first Monday of May of each year. A person who is a qualified voter of the District is legally qualified to become a trustee. Any five third-class qualified electors may nominate as many trustee candidates, as there are trustee positions subject to election at the ensuing election. The name of each person nominated for candidacy shall be submitted to the Clerk of the District not less than forty (40) days before the regular school Election Day at which he/she is to be a candidate. If there are different terms to be filled, the term for which each candidate is nominated shall also be indicated. If there are no contested seats, the trustees may declare the trustee election by acclamation, and if there is no other reason for the election, the district may cancel it. If there is a trustee election and there is a tie, the trustees must appoint one of the candidates who tied to fill the office. For procedures for the election, the Liberty School District will follow the latest version of the *School Election Handbook*.

Taking Office

A newly-elected trustee shall take office as soon as the election results have been certified and the newly-elected trustee has taken and subscribed to an oath that he/she will faithfully and impartially discharge the duties of the office to the best of his/her ability. Such oath shall be filed with the County Superintendent of Schools within fifteen (15) days after the receipt of the certificate of election.

Resignation

Resignation of a trustee, for whatever reason, must be submitted in writing to the Clerk of the District. A resignation is effective 72 hours after its submission unless withdrawn during that period by the individual resigning through written notification of withdrawal made to the district clerk. The Board shall then accept the resignation by formal action and proceed to fill the vacancy as provided by statute and Board policy. Trustees retiring from the Board will be recognized for their service to the District by presentation of a service plaque or other appropriate activities.

Legal Reference:	§ 2-16-502, MCA	Resignations
§20-1-202, MCA		Oath of Office
§20-3-301, MCA		Election and term of office
§20-3-302, MCA		Legislative intent to elect less than majority of trustees
§20-3-305, MCA		Candidates and Qualifications
§20-3-307, MCA		Qualifications and Oath
§20-3-324(4), MCA		Powers and Duties
§20-3-341, MCA		Number of trustee positions in elementary school districts
§20-3-376, MCA		Conduct of Election
§20-7-344, MCA		Nominating of Candidates
§20-20-301, MCA		Qualifications of elector
§Title 20, Chapter 20, MCA		School Elections

Policy History

Adopted on: July 2005

Revised on: September 2014, November 2022

Vacancies

A trustee position becomes vacant before the expiration of a term, when any of the following occurs:

1. Death of a trustee.
2. Resignation, in writing, filed with the district Clerk.
3. Trustee moves out of the nominating district, establishing residence outside the district.
4. Trustee is no longer a registered elector of the district under the provisions of 20-20-301, MCA;
5. Trustee is absent from the district for sixty (60) consecutive days.
6. Trustee fails to attend three (3) consecutive meetings of the trustees without a good excuse.
7. Trustee has been removed under the provisions of 20-3-310, MCA; or
8. Trustee ceases to have the capacity to hold office under any other provision of the law.
9. A trustee position also shall be vacant when an elected candidate fails to qualify.

Upon receipt of a written notice of a trustee who intends to vacate their position as a result of any of the above-mentioned conditions, at the next regularly scheduled meeting of the Board the Board of Trustees will officially declare the position vacated and take the appropriate steps as outlined herein to fill the vacated trustee position.

In the case of a trustee vacancy, the remaining Trustees shall fill such vacancy by appointment. The Board will receive applications from any qualified persons seeking to fill the position after suitable public notice. The Board will appoint one (1) candidate to serve until the next regularly scheduled election. Should the Board fail to fill a vacancy within sixty (60) - days from the creation of such vacancy, the County Superintendent of Schools shall appoint, in writing, a competent person to fill such vacancy. An appointee shall meet the requirements provided by law and shall serve until the next regularly scheduled school election and his/her successor has qualified. An appointee shall qualify by completing and filing an oath of office with the County Superintendent of Schools within fifteen (15) days after receiving notice of appointment.

Cross Reference: 1240 Duties of Individual Trustees

Legal Reference:	§ 20-3-308, MCA	Vacancy of trustee position
	§ 20-3-309, MCA	Filling vacated trustee position

Policy History

Adopted on: July 2005

Revised on: September 2014, November 2022

Annual Organization Meeting

After the issuance of the election certificates to the newly elected trustees in May and on or before the third Saturday in May, the Board shall elect from among its members a Chairperson to serve a one (1) year term. If a Board Member is unable to continue to serve as an officer, a replacement shall be elected immediately. In the absence of the Chair, the Board shall elect a Chairperson pro tempore who shall perform the functions of the Chair during the latter's absence. The Clerk shall act as Board secretary.

The normal order of business shall be modified for the annual organizational meeting by considering the following matters after the approval of the minutes of the previous meeting:

1. Welcome and introduction of newly-elected Board Members by the current Chair.
2. Swearing in of newly elected Trustees.
3. Call for nominations for Chair to serve during the ensuing year.
4. Election of a Chair.
5. Assumption of office by the new Chair.
6. Appointment of a Clerk.

Policies and By-Laws shall continue from year to year until and unless the Board changes them.

Legal Reference: § 20-3-321, MCA Organization and officers
 §20-3-322(a), MCA Meetings and Quorum

Policy History:

Adopted on: July 2005

Revised on: September 2014, November 2022

Officers:

Chair

The Chair shall preside at all Board Meetings and sign all papers and documents as required by law and as authorized by the action of the Board. The Chair shall conduct the meeting in the manner prescribed by the Board's policies, provided that the Chair shall have the full right to participate in debate without relinquishing the Chair and shall have the right to vote on all matters put to a vote. The Chair may close a meeting during the time the discussion relates to a matter of individual privacy and then if and only if the Chair determines that the demands of individual privacy clearly exceed the merits of public disclosure. The Chair may also close a meeting to discuss a strategy to be followed with respect to litigation when an open meeting would have a detrimental effect on the litigating position of the district. The Chair will strive to keep all trustees informed regarding correspondence and issues that are brought to his/her attention.

Clerk

The Clerk of the Board shall attend all meetings of the Board unless excused by the Board Chair, and keep an accurate journal of its proceedings. The Clerk shall have custody of the records, books, and documents of the Board. In the absence or inability of the Clerk to attend a Board meeting, the Board will designate a person to serve as clerk for the meeting. The Clerk will keep accurate and detailed accounts of all receipts and disbursements made by the District. The Clerk shall draw and countersign all warrants for expenditures that have been approved by the Board. The Clerk shall prepare and submit to the Board a financial report of receipts and disbursements of all school funds on an annual basis. The Clerk will make the preparations legally required for the notice and conduct of all District elections. The Clerk shall perform other duties as prescribed by state law or as directed by the Board.

Legal references:	§ 2-3-203, MCA	Meetings of public agencies to be open public – exceptions
§ 20-3-321, MCA		Organization and officers
§ 20-3-325, MCA		Clerk of the district
§ 20-9-133, MCA		Adoption and expenditure limitations of final budget
§ 20-9-165, MCA		Emergency budget limitation, preparation, and adoption procedures
§ 20-9-221, MCA		Procedure for issuance of warrants
§ 20-20-401, MCA		Trustees' election duties

Policy History:

Adopted on: July 2005

Revised on: September 2014, November 2022

Duties of Individual Trustees

The authority of individual Trustees is limited to participating in actions taken by the Board as a whole when legally in session. Trustees shall not assume responsibilities of administrators or other staff members. The Board or staff shall not be bound by an action taken or statement made by an individual Trustee except when such statement or action is pursuant to specific instructions and official action taken by the Board.

Each Trustee shall review the agenda and any study materials distributed prior to the meeting and be prepared to participate in the discussion and decision-making for each agenda item. Each Trustee shall visit each school not less than once per year to examine its management, conditions and needs.

Each member is obligated to attend Board meetings regularly. Whenever possible, each Trustee shall give advance notice to the Chair of his/her inability to attend a Board meeting. A majority of the Board may excuse a Trustee's absence from a meeting if requested to do so. The Board shall declare a position vacant after three (3) consecutive unexcused absences from regular Board meetings or if the Trustee has been absent from the District for sixty (60) consecutive days.

Official action by Board members must occur at a duly called and legally conducted meeting. "Meeting" is defined as the convening of a quorum of the constituent membership of the Board, whether in person or by means of electronic equipment, to hear, discuss, or act upon a matter over which the Board has supervision, control, jurisdiction, or advisory power.

School board members, as individuals, have no authority over school affairs, except as provided by law or as authorized by the Board, and trustees are individually immune from suit for damages when acting in their official capacity at a regular or special meeting of the board or a committee of the board.

Cross Reference: 1113 Vacancies
 1455 Absences of Board Members
 Appendix A-1 Code of Ethics for School Board Members

Legal References: §20-3-301, MCA Election and term of office
 §20-3-308, MCA Vacancy of trustee position
 §20-3-324(21), MCA Powers and duties
 §20-3-332, MCA Personal liability of trustees.

Policy History:

Adopted on: July 2005

Revised on: September 2014, November 2022

Duties of the Board

All duties of the Board are prescribed by law and include the following:

- a. To employ and dismiss all certified and non-certified personnel of the district
- b. To administer the attendance and tuition provisions and otherwise govern the pupils of the District in accordance with the provisions in Montana law;
- c. To call, conduct and certify the elections of the District in accordance with Montana law;
- d. To participate in the teachers' retirement system of Montana;
- e. To participate in District boundary change actions in accordance with Montana law.
- f. To organize, open, close or acquire isolation status for the schools of the District in accordance with Montana law;
- g. To adopt and administer the annual budget or a budget amendment of the District in accordance with Montana law;
- h. To conduct the fiscal business of the District in accordance with Montana law;
- i. To establish the ANB, BASE budget levy, over-BASE budget levy, additional levy, operating reserve, and state impact aid amounts for the general fund of the District in accordance with Montana law;
- j. To issue, refund, sell, budget and redeem the bonds of the District in accordance with Montana law;
- k. When applicable, to establish, financially administer and budget for the tuition fund, retirement fund, building reserve fund, adult education fund, non-operating fund, miscellaneous federal programs, impact aid fund, endowment fund and inter-local cooperative agreement fund in accordance with Montana law;
- l. When applicable, to administer any inter-local agreement, gifts, legacies or devises in accordance with Montana law;
- m. To hold in trust, acquire and dispose of real and personal property of the District in accordance with Montana law;
- n. To operate the schools of the District in accordance with Montana law;
- o. To establish and maintain the instructional services of the schools of the District in accordance with Montana law;
- p. To make reports from time to time as the County Superintendent, Superintendent of Public Instruction and the Board of Public Education may require;

- q. To retain, when considered advisable, a physician or registered nurse to inspect the sanitary conditions of the school or the general health conditions of each pupil, and, upon request, to make available to any parent or guardian any medical reports or health records maintained by the District pertaining to the child;
- r. For each member of the Board, to visit each school of the District not less than once each school fiscal year to examine its management, conditions, and needs;
- s. To procure and display an American flag, outside (4' x 6') and in the classroom (12" x 18");
- t. To adopt and administer a District policy on assessment for placement of any child who enrolls in the District from non-accredited, non-public schools;
- u. To provide transportation for school children and to assign a board member to the county transportation committee as requested by the County Superintendent;
- v. To meet in regular open meetings to handle the business of the school; and
- w. To perform any other duties and enforce any other requirement for the governance of the schools as set forth in law or administrative rule.

Legal Reference: § 20-3-324, MCA Powers and Duties

Policy History:

Adopted on: July 2005

Revised on: August 2018, November 2022

Adoption and Amendment of Policies

Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion. Unless it is deemed by the Board that immediate action would be in the best interest of the District, the final vote for adoption shall take place not earlier than the next succeeding regular or special Board meeting. Any written statement by a person relative to a proposed policy or amendment should be directed to the District Clerk prior to the second reading. The Board may invite oral statements from staff members or patrons as an order of business.

All new or amended policies shall become effective upon adoption; unless a specific effective date is provided in the motion for adoption.

Policies as adopted or amended shall be made a part of the minutes of the meeting at which action was taken and shall also be included in the District's policy manual. The Board of Trustees shall review annually the Policies of the District.

Suspension of the Policies

Under circumstances that require waiver of a policy, the policy may be suspended by a majority vote of the members present. To suspend a policy, all Trustees must have received written notice of the meeting that included a proposal to suspend the policies with an explanation of the purpose of such proposed suspension. If such proposal is not made in writing in advance of the meeting, the policies may be suspended only by a unanimous vote of all Trustees present.

Legal References: § 20-3-323, MCA District policy and record of acts
 10.55.701, ARM Board of Trustees

Policy History:

Adopted on: July 2005

Revised on: September 2014, November 2022

Meetings

Regular Meetings

Regular meetings will usually be held on the second Tuesday of every month at 1:00 p.m. in the Conference Room of the Liberty Elementary School, or at any other times and places determined by a majority vote. However, the Board of Trustees of Liberty Elementary School District may hold quarterly meetings rather than monthly meetings. Except for an unforeseen emergency, meetings must be held in a school building or in a publicly owned building located within the District. If regular meetings are to be held at places other than the place stated above or are adjourned to times other than the regular meeting time, notice of the meeting shall be made in the same manner as provided for special meetings. When a meeting date falls on a legal holiday, the meeting shall be held on the next business day.

Meetings outside School District Boundaries

The school trustees of Liberty Elementary School District may meet outside the boundaries of the school district for collaboration or cooperation on education issues with other school boards, educational agencies, or cooperatives or to collectively engage in training or professional development activities. Adequate notice of the meeting as well as an agenda must be provided to the public in advance. Decision making may only occur at a properly noticed meeting held within the school district's boundaries.

Special Meetings

Special meetings may be called by the Board Chair or by any two (2) members of the Trustees. A written notice of a special meeting, stating the purpose of the meeting, shall be delivered to each trustee not less than forty-eight (48) hours prior to the time of the meeting. Such written notice shall be posted conspicuously within the District in a manner that will receive public attention. Written notice shall also be sent not less than twenty-four (24) hours prior to the meeting to each newspaper and radio or television station that has filed a written request for such notices. Business transacted at a special meeting will be limited to that stated in the notice of the meeting.

Budget Meetings

On or before August 15, on a date, time and place stated in public notice, the Trustees of Liberty Elementary School District shall meet to consider all budget information and any attachments required by law. The Trustees may continue the meeting from day to day but shall adopt the final budget and determine the amounts to be raised by tax levies not later than the fourth Monday in August and before the fixing of the tax levies for each district. The notice of the final budget meeting must be published between July 1 and August 4. At any time during these meetings a taxpayer may be heard on any matter of the budget. Upon approval, the Trustees shall deliver the adopted budget, including the amounts to be raised by taxes, to the County Superintendent of schools within five days of passage.

Emergency Meetings

In the event of an emergency involving possible personal injury or property damage, the Board may meet immediately and take official action without prior notification.

Executive Sessions

Under Montana law, the Board may hold closed or executive sessions for the following purposes:

1. To consider matters of individual privacy and then if and only if the presiding officer determines that the demands of individual privacy exceed the matter of public disclosure.
2. To discuss a strategy to be followed with respect to litigation when an open meeting would have a detrimental effect on the litigating position of the District. This exception does not apply if the litigation involves only public bodies or associations as parties.
Prior to closing a meeting for this purpose, it is recommended that the District obtain legal advice on the appropriateness of this action. No formal action shall take place during executive session.

All meetings shall be open to the public with the exception of executive sessions authorized by law. Any final action will be taken at an open meeting.

Legal Reference:

§ 2-3-103, MCA Public parties portion
§2-3-104, MCA Requirements with compliance with notice provisions
§2-3-105, MCA Supplemental notice by radio or television
§2-3-201, MCA Legislative intent
§2-3-203, MCA Meetings of public agencies open to public - exceptions
§20-3-322, MCA Meeting and quorum
§20-9-131, MCA Final budget meeting
10.55.701, ARM Board of Trustees

Article II, Sections 9 and 10 of the Montana Constitution, Right to Know,
Right to Privacy

Policy History:

Adopted on: July 2005

Revised on: September 2014, November 2022

THE BOARD OF TRUSTEES
Meeting Procedure, Agenda, Quorum and Conduct Agenda

1420

The preparation of the Board meeting agenda for regular and special meetings is the responsibility of the Board Chair with assistance from the Clerk. The agenda for regular Board meetings will be prepared and distributed to the Trustees at least forty-eight hours prior to the day of the Board of Trustees' meeting. An agenda for other types of Board meetings will be prepared if the circumstance necessitates an agenda.

- I. Call to Order
 - II. Roll Call
 - III. Approval of Meeting Agenda
 - IV. Approval of previous meeting's minutes
 - V. Recognition of visitors and awards
 - VI. Superintendent's Report
 - VII. Action items
 - VIII. Discussions and Reports
 - IX. Adjournment
- The Board may go into Executive Session whenever applicable.

Suggested items for consideration of the Board of Trustees from all sources shall be submitted in writing to the District Clerk. Such items must be submitted at least six days prior to the applicable Board meeting, unless of immediate importance. Anyone wishing to be placed on a Liberty Elementary School Board Meeting agenda must contact the Clerk by 4:00 p.m. on the fifth (5th) workday preceding the day of the meeting and make a written request to be placed on the agenda, clearly stating the reason for appearance. Items placed on the Board agenda for consideration by the trustees are at the sole discretion of the Board Chair in consultation with the other Board officers and district Superintendent. In addition, if the reason for the appearance is a complaint against any School District personnel the appearance will be denied. The Board maintains internal processes for addressing public complaints regarding district staff and personnel. All complaints must be in writing, signed by the complainant, and presented to the district Superintendent at least five (5) workdays prior to the Trustees' meeting. School personnel are required to follow the complaint procedure established specifically for their employment use. District citizens wishing to make brief comments about school programs or procedures or items on the agenda need not request placement on the agenda and may attend the meeting and ask recognition by the Chair at the appropriate time (See Policy #1441). No employee or citizen complaint shall be acted upon at a Board meeting unless the employee or citizen has first pursued the matter through the appropriate grievance/complaint procedure.

Quorum

No business shall be transacted at any meeting of the Board of Trustees unless a quorum of the members is present. A quorum for any meeting shall be a majority of the members of the Board of Trustees. A majority of the quorum may pass a resolution except as provided by § 20-4-203(1), MCA.

Meeting Conduct,

All Board meetings will be conducted in an orderly and business-like manner, using *Roberts Rules of Order* as a guide except when such rules are superseded by Board policies. The order of business will be indicated in the agenda. Any additions or changes in the prepared agenda may be requested by the Trustees and must be approved by majority vote of the Trustees present. The Board shall establish its regular order of business but may elect to change the order by a majority vote of the members. The minutes shall reflect the voting record of each Trustee.

Cross Reference: Appendix A-2 Parliamentary Procedure Quick Guide
Legal Reference: §20-3-322, MCA Meetings and quorum
§20-3-323, MCA District policy and record of facts

Policy History:

Adopted on: July 2005
Revised on: September 2014, November 2022

Audience Participation

The Board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. The Board also recognizes the public's statutory and constitutional right to participate in governmental operations. To permit fair and orderly expression of such comment, the Board will provide appropriate times and places in the agenda for public comment. If an item is placed on the agenda for action, public comment must be allowed before the Board acts. The Chair may control such comment to insure an orderly progression of the meeting and allow for public comment.

The Board will also allow individuals to express an opinion prior to Board action on agenda items. The Chair shall first recognize individuals wishing to be heard by the Board. Individuals, after identifying themselves, will proceed to make comments as briefly as the subject permits. Any representative of a firm eligible to bid on materials or services solicited by the Board shall also be entitled to express an opinion. The Chair may interrupt or terminate an individual's statements when appropriate including when statements are out of order, too lengthy, personally directed, abusive, obscene or irrelevant. The Board shall have the final decision in determining the appropriateness of all such rulings. If the subject matter of the agenda item involves a matter of individual privacy that clearly exceeds the merits of public disclosure, the Board Chair shall receive comments from individuals in executive session.

Legal Reference: Article II, Section 8, Montana Constitution
Article II, Section 10, Right of Privacy□
§2-3-101, et seq., MCA, Right of Participation

Policy History:

Adopted on: July 2005

Revised on: September 2014, November 2022

Minutes and Records

The Clerk of the Board shall record the minutes of all open Board meetings. Minutes become official and available to the public after approval by the Board and shall be retained as a permanent record of the district. Minutes of Board meeting may be kept in two formats, either as a written transcript or electronic/digital recordings. When issues are discussed that may require detailed record, the Board may direct the Clerk to record the discussion verbatim. Any verbatim records or recordings of a meeting may be destroyed after the minutes have been reduced to a written transcript approved pursuant to § 20-1-212, MCA. Minutes shall be comprehensive and shall show:

1. The date, time and place of the meeting
2. The presiding officers
3. Members in attendance
4. Items discussed during the meeting, wording of motions and the voting record of each Trustee present
5. A detailed statement of all expenditures (name of business or person and services rendered, or goods furnished)
6. Purpose of recessing to executive session
7. Time of adjournment

Unofficial minutes shall be delivered to Board members in advance of the next regularly scheduled meeting of the Board and may also be available to other interested citizens. Minutes need not be read publicly, provided that members have had an opportunity to review them before adoption.

A paper file and or digital archive of permanent minutes of all Board meetings will be maintained in the office of the Clerk to be made available for inspection upon the request of any interested citizen.

Requests for a written copy shall be available within five (5) working days following approval by the Trustees at a cost not to exceed \$1.00 per page. A copy to the press shall be furnished upon written request at no cost.

Records Management

The Board recognizes the importance of public records as the record of the acts of the district and the repository of such information. The public has the right under law to inspect and procure copies of such records with certain exceptions. (Those records restricted by state and federal law.) The public records of the District shall mean any account, voucher or contract dealing with the receipt or disbursement of funds; with acquisition, use or disposal of services or of supplies, materials, equipment or other property; or with any minutes, orders or decisions fixing the personal or property rights, privileges, immunities, duties or obligations of any person or group. The District Clerk shall serve as the District records officer.

Legal Reference:

§2-3-212, MCA	Minutes of meetings
§20-1-212, MCA	Destruction of old records by an officer
§20-3-323(2), MCA	District policy and record of acts
§20-6-101, et. seq., MCA	Public Records
§20-9-215, MCA	Records Destruction

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Conflict of Interest

A Trustee may not:

1. Engage in a substantial financial transaction for his/her private business purpose with a person whom he/she inspects or supervises in the course of his/her official duties.
2. Perform an official act directly and substantially affecting to its economic benefit, a business or other undertaking in which he/she either has a substantial financial interest or is engaged as counsel, consultant, representative or agent;
3. Act as an agent or solicitor in the sale or supply of goods or services to a district.
4. Have a pecuniary interest, directly or indirectly, in any contract made by the Board of Trustees when the Trustee has more than a ten percent (10%) interest in the corporation. A contract does not include: 1.) merchandise sold to the highest bidder at public auctions; 2.) investments or deposits in financial institutions which are in the business of loaning or receiving money when such investments or deposits are made on a rotating or ratable basis among financial institutions in the community or when there is only one financial institution in the community; or 3.) contracts for professional services other than salaried services or for maintenance or repair services or supplies when the services or supplies are not reasonably available from other sources if the interest of any Board member and a determination of such lack of availability are entered in the minutes of the Board meeting at which the contract is considered.
5. Be employed in any capacity by the District.
6. Appoint to a position of trust or emolument any person related or connected by consanguinity within the fourth degree or by affinity within the second degree.
 - a. This prohibition does not apply to the issuance of an employment contract of a person as a substitute teacher who is not employed as a substitute teacher for more than 30 consecutive school days.
 - b. This prohibition does not apply to the renewal of an employment contract of a person who was initially hired before the Board member to whom he/she is related assumed the position.
 - c. This prohibition does not apply if the Trustees comply with the following requirements: 1.) All Trustees, except the Trustee related to the person to be employed or appointed, vote to employ the related person; 2.) The Trustee related to the person to be employed abstains from voting; and 3.) The Trustees give fifteen days written notice of the time and place of their intended action in a newspaper of general circulation in the county where the school is located.

Exception to Conflict of Interest

A school trustee may be employed by the trustee's own school district for the purpose of officiating at athletic competitions under the auspices of the Montana Officials Association without violating conflict of interests.

Legal Reference:	§ 2-2-125, MCA	Rules of conduct for local government officers
	§ 2-2-201, MCA	Public officers, employees and former employees not to have interest in contracts
	§ 2-2-302, MCA	Appointment of relative to office of trust - employment unlawful
	§ 2-2-303, MCA	Agreement to appoint relative to office unlawful
	§ 20-1-201, MCA	School officers not to act as agent
	§ 20-9-204, MCA	Conflicts of interest, letting contracts and calling for bids

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Management Rights

The Board of Trustees retains the right to operate and manage its affairs in such areas as but not limited to:

1. Direct employees,
2. Employ, dismiss, promote, transfer, assign, and retain employees,
3. Relieve employees from duties because of lack of work or funds under conditions where continuation of such work would be inefficient and non-productive,
4. Maintain the efficiency of District operations,
5. Determine the methods, means, job classifications, and personnel by which District operations are to be conducted,
6. Take whatever actions may be necessary to carry out the missions of the District in situations of emergency,
7. Establish the methods and processes by which work is performed;
8. The Board reserves all other rights, statutory and inherent, as provided by state law; the Board also reserves the right to delegate authority to the District Superintendent or Principal (whichever is appropriate for the district based on its administrative structure), for the on-going direction of District programs.

Legal Reference:	§20-3-207, MCA §20-3-324, MCA §39-31-303, MCA	Assist Trustees with school supervision Powers and duties Management rights of public employers
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Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Philosophy

The Trustees of Liberty Elementary School District are guided by the conviction that all students are capable of learning to high standards and that they have a right to the best education this community can provide. Responsibility for this rests with all citizens, parents, school staff and students, with the ultimate responsibility for direction and decision-making assumed by the Board of Trustees.

The Board will exert leadership in creating, maintaining and improving the school for the children's educational needs. The focal point of concern in our school system is the student. Organization, staffing, programming, teaching, and funding should all be developed primarily and basically to enhance appropriate opportunities for students to learn and develop—personally, academically and socially.

Legal Reference: 10.55.701 ARM Board of Trustees

Policy History:

Adopted on: July 2005

Revised by: September 2014 / November 2022

Board/Staff Communications

Every reasonable means of communication is encouraged throughout the education community. Nevertheless, an organization must maintain some order and structure to promote efficient and effective communications.

Staff Communications to the Board

All official communications or reports to the Board, from principals, supervisors, teachers, or other staff members, shall be submitted through the District Superintendent. This procedure shall not deny any staff member the right to appeal to the Board from administrative decisions, provided that the Superintendent shall have been notified of the forthcoming appeal and that it is processed according to the applicable policies and procedures for managing complaints and grievances.

Board Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the District Superintendent. The District Superintendent will employ all such media as are appropriate to keep staff fully informed of Board concerns and actions.

Visits to Schools

In accordance with Montana statutes, each Trustee shall visit every school of the district at least once each school fiscal year to examine its condition and needs. As a courtesy, individual Board members interested in visiting schools should make arrangements for visitations through the District Superintendent. Such visits shall be regarded as informal expressions of interest in school affairs and not inspections” or visits for supervisory or administrative purposes.

Social Interaction

Staff and Board members share a keen interest in schools and education. When they meet at social affairs and other functions, informal discussion about such matters as educational trends, issues, and innovations and general District problems can be anticipated. Discussions of personalities or staff grievances are not appropriate.

Legal Reference: § 20-3-324(21), MCA Powers and duties

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Trustee Expenses

Expenses for Board Members-In-District

The Trustees shall not receive remuneration for their service as a Trustee. Trustees living more than three miles from the meeting place shall be entitled to mileage at the rate stipulated in 2-18-503, MCA, for each mile of travel from their homes to the meeting place for each meeting of the Board and for any meeting called by the County Superintendent of Schools. Such travel reimbursement may be paid as the travel is assumed or may accumulate until the end of the fiscal year, at the discretion of the reimbursed Trustee.

Expenses for Board Members at Out-of-District Meetings

Trustees elected by the citizens to serve on the Board that provides governance to the District, a financially large public enterprise, serve without financial compensation. To intelligently deal with numerous issues and to budget and monitor thousands of dollars in expenditures annually, training and communications are essential. Trustees normally attend workshops, training institutes, and conferences at both the state and national level. It is appropriate that the District pay Trustee expenditures at these out-of-District meetings.

It is the intent of the district to pay all legitimate costs incurred for Trustees to attend out-of-District meetings, workshops, or training. The purpose of this policy is to provide for expenditure guidelines and define what is considered legitimate expenses of attendance at out-of-District meetings. The District will pay the cost for:

1. Transportation to and from the meeting site in the amount of the cheapest available air fare if the meeting is more than 300 miles from Chester, Montana and at the per mile rate approved for the district for meetings 300 miles or less from Chester
2. On-site transportation: For necessary transportation by bus, taxi or rental car during the course of the meeting.
3. Hotel or motel cost for Trustee room accommodations at the meeting or convention headquarters facility or other as necessary. If at a convention, the headquarters hotel cannot accommodate all of the participants and a Trustee must stay at an alternative facility, the cost of the alternative facility will be paid.
4. Food costs as necessary: Since food costs vary significantly from one location to another, a specific dollar allowance for meals per day is not possible to establish. Trustees are requested to be modest in their meal expenditures.
5. Telephone services: Necessary telephone communications with business or family resulting from the Trustee being away from Liberty Elementary School.
6. Incidental expenditures for tips and other necessary costs attributable to the Trustee's attendance at the meeting.
7. Registration and materials which are a part of the meeting agenda and/or requirements.

Legal References: §2-18-503, MCA Mileage allowance
 §20-1-211, MCA Expenses of officers attending conventions
 §20-3-311, MCA Trustee travel reimbursement

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Trustee Insurance

The District shall maintain sufficient E & O insurance to protect the Board and its individual members against liability arising from actions of the Board or its individual members while each is acting on behalf of the District and within his/her authority as a Trustee.

Legal Reference: §20-3-331, MCA Purchase of liability insurance
 §20-3-332, MCA Personal immunity and liability of Trustees

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Evaluation of Board

At the conclusion of each year, the Board may evaluate its own performance in terms of generally accepted principles of successful Board operations.

The Board may choose to evaluate the effectiveness of the processes that it employs in carrying out the responsibilities of the District. Those processes include, but are not limited to: team building, decision making, strategic planning, communications, motivation, influence and policy.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

APPENDIX A-1

Code of Ethics for School Board Members

AS A MEMBER OF MY LOCAL BOARD OF TRUSTEES, I WILL STRIVE TO IMPROVE PUBLIC EDUCATION, AND TO THAT END I WILL:

- Attend all regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings.
- Recognize that I should endeavor to make policy decisions only after full discussion at publicly held Board meetings.
- Render all decisions based on the available facts and my independent judgment and refuse to surrender that judgment to individuals or special interest groups.
- Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community.
- Work with other Board members to establish effective Board policies and to delegate authority for the administration to the district Superintendent.
- Recognize and respect the responsibilities that properly are delegated to the district Superintendent.
- Communicate to the Superintendent expression of public reaction to Board policies, school programs, or staff.
- Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the Montana and National School Boards Associations.
- Support the employment of those people's best qualified to serve as school staff and insist on regular and impartial evaluation of staff.
- Avoid being placed in a position of conflict of interest, and refrain from using my Board position for personal or partisan gain.
- Avoid compromising the Board or administration by inappropriate individual action or comments and respect the confidentiality of information that is privileged under applicable law.
- Remember always that my first and greatest concern must be the educational welfare of the students attending public schools.

APPENDIX A - 2

Parliamentary Procedure Quick Guide* Fundamentals of Parliamentary Procedure

1. Justice and courtesy for all.
2. Do only one thing at a time.
3. The majority rules.
4. The minority must be heard.
5. Each Proposition is entitled to a full and free debate.
6. The desires of the individual must be merged into the larger unit the organization or board.
7. The purpose is to facilitate action, not to obstruct it.

Motions and Purposes:

1. A **Privileged Motion** is a main motion that is so important that it must be dealt with immediately.
 - a. To set time & place of next meeting
 - b. To adjourn
 - c. To recess
 - d. To rise to a Question of Privilege
2. An **Incidental Motion** rises incidentally out of the business and is, in general, concerned with rights and privileges of members.
 - a. To rise to a Point of Order
 - b. To rise to a Parliamentary Inquiry
 - c. To appeal from the decision of the Chair
 - d. To suspend the rules
 - e. To withdraw the motion
 - f. To call for a Division of the question (Decided by the Chair)
 - g. To object to the Consideration of the Motion -- two-thirds vote
3. A **Subsidiary Motion** is a method of modifying, changing or disposing of the main motion.
 - a. To lay on the table
 - b. To close debate or limit debate (call for the Previous Question) - two-thirds
 - c. To postpone to a certain day
 - d. To refer
 - e. To amend
 - f. To postpone indefinitely
4. A **Main Motion** brings a question before the board for consideration
 - a. General Main Motions
 - b. Specific Main Motions
 1. To reconsider
 2. To rescind -- two-thirds
 3. To take from the table
 4. To accept, modify or reject committee reports, recommendations or resolutions.

The motions in the above list are arranged in the order of the precedence or rank. Setting of time and place of the next meeting has the highest rank, while a main motion has the lowest rank. Incidental motions have no order of precedence among themselves. No two Main Motions may be pending at the same time. Two-thirds refers to the vote required: all others must have a majority.

Seven Steps in Dealing with a Motion

1. A member makes a motion.
2. Another member seconds the motion. (If a Main or Subsidiary Motion or an Incidental Motion to suspend the rules or a privileged motion to set the time & place of the next meeting, to adjourn or to recess.)

3. The Board Chair states the motion
4. The Board debates the motion. (If a Main Motion or a Subsidiary Motion to refer, to amend or to postpone indefinitely, or a privileged motion to set the time & place of the next meeting, or to adjourn.)
5. The Board Chair restates the motion before the vote
6. The Board votes on the motion and the Clerk records the vote.
7. The Board Chair announces the results of the voting.

***For more complete information refer to: *Roberts Rules of Order*.**

**2000 Series
INSTRUCTION**

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Goals

The district shall provide an equal opportunity for all students to receive an education that will enable each to fulfill their optimum role in society, commensurate with individual ability, in compliance with legal requirements and reflecting the desires of the community.

The instructional programs, methods and resources shall meet the needs of each individual student, regardless of race, color, creed, sex or level of ability. The district recognizes that equal opportunity education does not imply uniformity and that each student's unique characteristics must be acknowledged through access to equitable programming.

The instructional programs, methods and materials shall not imply, teach or encourage any beliefs or practices reflecting bias or discrimination toward other individuals or groups and shall not deny others their basic human rights.

To help students to become self-actualized, their basic, quality education should enable them to:

1. Find joy in learning;
2. Communicate ideas, knowledge, thoughts, and feelings in a variety of formats and through a variety of media;
3. Reason critically and creatively;
4. Develop personal responsibility;
5. Assume social responsibility;
6. Be effective in a changing world;
7. Learn who they are becoming, and be free to establish and embrace their individual self-identity.

This goal statement and the philosophy found in policy #1514 shall be publicized and be made available to interested citizens. This statement shall be reviewed annually and revised as deemed necessary.

The staff is responsible for apprising the Board of the educational program's current and future status. They should consider the following:

1. Review and Evaluation of present curriculum;
2. Future curriculum and resource needs;
3. Elimination of any sexual, cultural, ethnic, or religious bias that may be present;
4. Implementation of new or revised instructional programs; and
5. Review of present and future facility needs.

Legal Reference 10.55.701. ARM, Board of Trustees

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Time for School**School Calendar**

The Board shall adopt a school calendar annually based upon instructional needs. The calendar will include:

1. The opening and closing classes' dates;
2. Teacher professional development dates;
3. Vacation dates; and
4. Legal school holidays.
5. District observance of Cultural and Community Events

The school calendar may have seven (7) pupil-instruction-related days may be scheduled for the purpose of:

1. Pre-school staff orientation (not to exceed three (3) days);
2. Staff professional development;
3. Parent-teacher conferences.

School Fiscal Year

The school district shall conduct a minimum number of aggregate hour in the school fiscal year at the following rate:

1. 360 aggregate hours for kindergarten;
2. 720 aggregate hours for grades 1 through 3; and
3. 1,080 aggregate hours for grades 4 through 8.

Commemorative Holidays

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

School Closure

The district Superintendent in cooperation with the Board Chair may order the closure of any and all Liberty Elementary District Schools in the event of extreme weather or other emergency, in compliance with established procedures for notifying parents, students and staff. The Trustees may order the emergency closure of school(s) for one school day each year without the need to reschedule the lost pupil instruction time when the closure is the result of an emergency.

Legal References:	§ 20-1-301, MCA	School fiscal year
	§ 20-1-304, MCA	Pupil-instruction-related day
	§ 20-1-306, MCA	Commemorative exercises on certain days
	§ 20-9-801-803, MCA	Emergency school closure
	§ 20-9-806, MCA	Emergency school closure declaration
	10.55.701, ARM	Board of trustees
	10.55.1003 ARM	Program Foundation Standards
	10.65.101-03, ARM	Pupil-instruction-related days

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Accreditation Standards and Curriculum Development**Accreditation Standards**

The Board of Trustees with the assistance of the district Superintendent will review the state accreditation standards annually, utilizing them as a guide for their education program and provide in each school at least one copy of the standards for staff and public review.

Curriculum Development

The Board of Trustees is responsible for establishing a process which ensures the incorporation of all required state student content standards into the District's curriculum; defining and organizing the program area standards into specific curricula and for extending them to help students meet the challenges of the future; introducing the standards when appropriate; implementing them sequentially and developmentally; and building upon previous goals. Student assessment shall be used to examine the program and ensure its effectiveness.

In all program areas and at all levels, the District shall establish curriculum and assessment development processes as a cooperative effort of personnel certified in the program area and trustees, administrators, other teachers, students, specialists, parents, community and, when appropriate, state or third party resource people.

The district may elect to contract with a qualified third party contractor, vendor or consortium provider to secure a curriculum which meets the minimum standards outlined by the Board of Public Education and or Office of Public Instruction.

The District will develop written sequential curricula for each subject area. The curricula shall address state student standards as defined below and District education goals.

The District will establish a curriculum review cycle and timelines for curriculum development and evaluations.

The District will select materials and resources to include supplies, books, technology, other materials and equipment necessary for development and implementation of the curriculum and assessment that are consistent with the goals of the education program. These materials shall be reviewed at least every five (5) years.

Mastery of content standards by students are the rationale for acquiring concepts, skills, and knowledge that students are to be given the opportunity to develop during their K-12 schooling. They are to be developed progressively through three checkpoints. The first is completion of the primary level (at the end of grade 4). The second is completion of the intermediate level (at the end of grade 8). And the third is upon graduation (at the end of the twelfth grade).

Legal Reference:	§ 20-3-324, MCA	Powers and duties
	§ 20-7-602, MCA	Textbook selection and adoption
	10.55.603, ARM	Curriculum Development and Assessment
	10.55.701, ARM, et.seq.	Standards for Accreditation of Montana Schools

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Unit Plan

To ensure proper planning and continuity of instruction, the Board of Trustees requires that each teacher provide evidence of their capacity to prepare comprehensive unit plans for instruction. To facilitate more effective instruction, unit plans must be prepared at least seven (7) school days in advance of the actual class presentation. The format for the unit plan should include:

1. Benchmarks from the state student content standards to be met in specific program areas;
2. Materials and outside resources required;
3. Specific methods and procedures with estimated length of time (class periods, days, etc.)
4. Assessment measures to be utilized to determine success of unit.

The district Superintendent in collaboration with the Board may review these unit plans at any time and must be readily available and clearly marked as to where the teacher is in the unit and expectations of what is to be taught when a substitute teacher is needed.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

District Assessment

In all program areas and at all levels, the District shall assess student progress toward meeting state student performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning. The District will use assessment results to improve the education program and use effective and appropriate tools for assessing both student and program progress. This may include but is not limited to: standardized norm and criterion-referenced tests; teacher-made tests; on-going classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carryover skills to other program areas and outside of school.

Program Evaluation and Diagnostic Tests

The Board strives to achieve efficiency and effectiveness in all facets of its operations. In order to achieve this goal, the Board shall strive to set forth:

1. A clear statement of expectations and purposes for the District's instructional program;
2. A provision for staff, resources and support to achieve the stated expectations and purposes; and,
3. A plan for evaluating instructional programs and services to determine how well expectations and purposes are being met.

Parents who wish to examine any assessment materials may do so by contacting the district Superintendent. Parent approval is necessary before administering an individual intelligence test or a diagnostic personality test. No tests or measurement devices containing any questions about a student's or his/her family's personal beliefs and practices in family life, morality and religion shall be administered unless the parent or guardian gives written permission for the student to take such test, questionnaire or examination.

District-Wide Standardized Testing Program

While standardized norm-referenced tests have limitations, they also have some potential to improve the quality of the instructional program. They can provide some program information at the classroom and school levels. They can be used to identify some of the strengths and weaknesses in the instructional program, to identify instruction improvement priorities, and, when examined over a period of years, they allow the staff to see trends in the effectiveness of lower level skills in the instructional program. A state standardized criterion-referenced test may also be administered in grades 3 through 8 in Reading and Mathematics and in science in grades 4 and 8 to all students except those who's Individual Education Plans specifically prevent them from participating in the instructional programs in these subject areas. The tests, if administered, should be given in the spring in coordination of the Office of Public Instruction.

School and Classroom Assessment Measures

The Liberty Elementary School District recognizes that equally or more important than standardized, norm-reference tests in determining student success in school are classroom assessment measures which provide for a variety of performance assessments, portfolio assessments, criterion reference tests and teacher observation. Unit plans should reflect utilization of these types of district designed and administered assessments and the results should be shared with the student and his/her parent(s)/guardian. Before the revision of any instructional program, the District will review all the assessment processes, procedures and results to determine if the purposes of the program are being accomplished.

Legal Reference:	20 USC 1232h	Protection of Pupil Rights
	10.55.603, ARM	Basic Instructional Program
	10.56.101, ARM	Student Assessment

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Guidance and Counseling

The District recognizes that guidance and counseling can be an important part of the total program of instruction and students should be provided access to such support services in accordance with state laws and regulations, District policies and procedures, and if and where available staff and program support.

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

1. Provide staff with meaningful information that can be utilized to guide and improve the educational services offered to individual students.
2. Provide students with planned opportunities to develop future career and educational plans.
3. Refer students with special needs to appropriate specialists and agencies.
4. Aid students in identifying options and making choices about their educational program.
5. Assist teachers in meeting academic, social and emotional needs of students.
6. Provide for a follow-up of students who further their education and/or move into the world of work.
7. Solicit feedback from students, staff and parents for purposes of program improvement.
8. Assist students in developing a sense of belonging and self-respect.

All staff shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to gender, race, marital status, national origin or handicapping conditions, including reasonable efforts and encouraging students to consider and explore "nontraditional" occupations.

Legal Reference:	10.55.710, ARM 10.55.802, ARM §49-3-203, MCA	Assignment of Guidance Staff Opportunity and Educational Equity Educational, Counseling and Training Programs
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Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Co-Curricular Program

The District recognizes that a co-curricular program is an integral part of school life. As such, this broad-based program should contribute to the intellectual, physical, social and emotional growth of students. When an activity is conducted using the name of a class, organization or school, it shall be coordinated under the general supervision of appropriate school officials with the students' interest and safety of paramount concern.

Students shall be eligible to become involved in approved activities without regard to race, creed, gender, marital status, national origin or handicapping conditions. Activity groups shall not be secretive in nature.

The criteria for selecting co-curricular activities are:

1. The activity should provide learning experiences in the intellectual, physical or social area.
2. The activity should be acceptable to the community.
3. The activity should have carry-over values into lifetime and/or leisure activities.
4. The cost of the activity must not be prohibitive to student or District.
5. The emphasis should be on individual skill developed at different levels of performance;
6. Sportsmanship attitudes shall be emphasized through game experiences; and,
7. Any competitive drive should be allowed to evolve from within the child rather than from external forces by keeping competition "low key".

At this level, activities will emphasize the maximum participation by all students.

Legal Reference: § 49-2-307, MCA Discrimination in education

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Consolidated Plan for ESSA and Federal Programs: Titles I, II, IV

Parent and community involvement are positively linked to student and school success and will be a critical part of the Consolidated Plan for the District.

Under the parent and community involvement provisions of Every Student Succeeds Act, 20 Public Law 114–95, et seq., a local educational agency (LEA) operating any of the above federal programs must develop written policies to ensure that citizens have an adequate opportunity to participate in the design and implementation of these programs.

A committee of a broad cross-section of staff, parents and community members shall provide input into the development of the Comprehensive Plan and continues to be involved on, at least, a semi-annual basis in evaluating the plan and adjusting the programs. The committee represents the required groups for all of the federal programs.

As required by the federal programs, school improvement will be validated through both assessment of student achievement and evaluation of the federal programs successes. Data will be gathered in a consistent, organized manner and will be arranged in an understandable format for the general public.

In recognition of the necessity to report the District's success at improving school performance to the public, the Board of Trustees will report on a regular basis the progress that has been made through:

1. Board Meetings;
2. The District's Annual Report Card;
3. Parent/Teacher Conferences (Included in this area are IEP and Section 504 Team Meetings);
4. Fliers mailed to residents, notes sent home and phone calls to parents;
5. Federal Programming Reporting.

All students, teachers and other beneficiaries of District programs are ensured equal opportunity to participate in these programs. The District will make a systematic effort to guarantee that all teachers equally benefit from professional development opportunities and that there will be high student success through guaranteed access and success among teacher and other beneficiaries and ultimately the students.

Legal Reference: 20 Public Law 114–95, et seq.
20 U.S.C. ch. 28 § 1001 et seq.
20 U.S.C. ch. 70

Policy History:

Adopted on: July 2005

Revised on: September 2018 / November 2022

Special Education

The District shall provide a free, appropriate, public education and necessary related services to all children with disabilities residing within the District, as required under the Individuals with Disabilities Education Act (hereinafter "IDEA") and implement provisions in Montana law, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. It is the intent of the District to ensure that students who are disabled within the definitions of state and federal laws are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act, even though they do not require services pursuant to the IDEA. The District will work with its assigned Special Education Cooperative to develop specific procedures consistent with state and federal laws in alignment with District educational philosophy.

The District will review and approve the policies and standards of the Special Education Cooperative program at a public meeting and the Board Chairperson will sign off on the acceptance of those policies and guiding the Special Education Program of the District.

Child Identification

The District is responsible for ensuring that all children with disabilities within its jurisdiction are identified, located, and evaluated, including children in all public and private agencies and institutions within that jurisdiction. Child find activities shall be conducted in collaboration with the Special Education Cooperative to which the District belongs. Collection and use of data are subject to state and federal confidentiality requirements.

Confidentiality of Personally Identifiable Information

The District, in accordance with the Program Narrative submitted to the Office of Public Instruction, through its Special Education Cooperative, agrees to adhere to the regulations regarding confidentiality found in the Family Educational Rights and Privacy Act (FERPA), as well as in "Guidelines for Student Records," a technical assistance manual of the Office of Public Instruction.

Full Educational Opportunity Goal

It is the goal of the District to provide full educational opportunity to all students with disabilities, aged birth through twenty-one, consistent with the timetable in the Montana State Plan under Part B of the Individuals with Disabilities Education Act.

Personnel Development

Each disabled student is entitled to appropriate instruction and services by professionally trained and competent personnel. All employees with responsibility for the education of disabled students shall be provided opportunities to increase pertinent skills and competence beyond that ordinarily gained through job performance. The Board shall develop a plan for personnel development in cooperation with the District employees, parents and the Special Education Cooperative.

Parent or Legal Guardian Involvement

The District recognizes that cooperation and communication between parent and school is essential to the development and implementation of the education program for disabled students.

This cooperation and communication shall be designed by the District to assure that the rights of disabled children and their parents or guardians are protected and to assess and assure the effectiveness of efforts to educate disabled children.

Participation in Regular Education

A continuum of alternative placements is available which consists of instruction in regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who do not have disabilities. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aides and services cannot be achieved satisfactorily. Educational placement decisions are made in accordance with the policies and principles as identified in the Placement in the Least Restrictive Environment special education technical assistance document published by the Office of Public Instruction.

Protection in Evaluation Procedures

Evaluation and identification of students is conducted in accordance with the following administrative rules (ARMS): 10.16.113 Comprehensive Educational Evaluation Process, 10.16.114 Composition of a Child Study Team, and 10.16.1101 Protection in Evaluation Procedures.

Individualized Education Program

The District has adopted the Individualized Education Program technical assistance manual published by the Office of Public Instruction as the policy and procedures manual for the development of individualized education programs (IEP) for children with disabilities.

Procedural Safeguards

Children with disabilities and their parents will be afforded the procedural safeguards as required in Section 615 of IDEA '97. To that end, the District will provide a copy of the brochure, Parental Rights in Special Education, on request to the parent or guardian within a reasonable time, before the District:

1. Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provisions of free, appropriate public education to the child; or
2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of free, appropriate public education to the child.

Disciplinary Issues for Children with Disabilities

The District recognizes that free, appropriate public education shall be available to all children with disabilities including children with disabilities who have been suspended or are expelled from school. Suspension and expulsion of students with disabilities will be conducted in accordance with the IDEA 1997 amendments and with procedures identified in the Suspension/Expulsion Manual published by O.P.I. The District may place the child in an alternative education setting, another setting, or suspension for not more than 10 days. If the child brings a weapon to school or to a school function or possesses/uses/sells illegal drugs, the appropriate interim for an alternative educational setting can be up to 45 days.

Forms

The District agrees to submit all required forms used to document the provision of free, appropriate public education to children with disabilities, through its Special Education Cooperative, to the Office of Public Instruction.

Legal Reference: Americans with Disabilities Act, 42 U.S.C. § 12101 et seq.
Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.
§ 20-7-Part Four, MCA Special Education for Exceptional Children
10.16.1201, ARM
10.16.2303, ARM

Policy History:

Adopted on: July 2005

Revised on: September 2018 / November 20

Homebound, Hospital and Home Instruction

Homebound, hospital or home instruction may be provided to a student who is physically or emotionally unable to attend school. A student absent from school for more than two consecutive weeks because of health problems will be provided the services of a teacher or an aid in the home or hospital. Appropriate educational services may be begun as soon as eligibility has been established with a written statement from a licensed medical examiner and a written parental or guardian request.

Whereas homebound and hospital instruction is intended for those students who are unable to attend school because of a medical disability, home instruction is designed for able-bodied students who have emotional disturbances and/or severe behavioral difficulties which present a clear and present danger to self and others. Under these circumstances a temporary educational placement outside of the school environment must be provided until an appropriate placement can be found, or until it is determined that the student can be safely returned to the school environment.

Legal Reference: 10.16.1308, ARM Services to Homebound and/or Hospitalized Students

Policy History:

Adopted on: July 2005

Revised on: September 2014/ November 2022

Gifted Program

In accordance with the philosophy to develop the special abilities of each student, the District shall make an identifiable effort to provide educational services to gifted and talented students that are commensurate with their needs and foster a positive self-image.

To help in this effort, the district shall create a plan for such services which includes:

1. Identification of talent areas;
2. Student selection criteria;
3. The unit plans or curriculum will provide strategies to meet identified student needs and provide criteria for formative and summative evaluation;
4. If needed supportive services; and
5. Parental involvement.

Legal References: § 20-7-901 through 904, MCA Gifted and talented children
 10.55.804, ARM Gifted and talented

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Organization, Grouping and Class Size

Grade Organization

The grade organization in the District for instruction purposes shall be Kindergarten through 8th grade.

Instructional programs shall be coordinated between each grade and between levels of school.

Grouping for Instruction

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

The criteria for grouping should be based upon the learning goals and objectives being addressed and the student's ability to achieve those purposes.

Class Size

It is the goal of the District to maintain class size at the optimum level appropriate to student learning needs and maturation levels. Optimum levels of class size shall be defined for these purposes as the number currently mandated by the Board of Public Education.

The Board of Trustees shall have the authority to combine classes, eliminate classes, or make assignments that provide for the most economical but educationally sound classroom environment.

Legal Reference: 10.55.801, ARM, et. seq.
§ 20-6-501, MCA

Accreditation Standards
Definitions of various schools

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Placement

While the curriculum within a classroom should have sufficient breadth to meet the needs of a variety of students, the school should make every effort to place present or new students into a classroom environment where the student may achieve optimum success as a learner. The district Superintendent shall carefully consider physical maturity, social maturity, chronological age, mental maturity and achievement before assigning a student to a specific level.

Credit Transfer/Assessment for Placement

Requests from parents of students in non-accredited, non-public schools for placement in the District school system will be evaluated by the district Superintendent. The assessment will take into account the following in its recommendation for grade placement:

1. Documentation that the non-accredited, non-public school has provided a comparable number of hours as the child would have attended in a public or private school;
2. The child followed a similar curriculum as would have been provided in an accredited public or private school;
3. The result of the end of the year test indicates the student has mastered most prerequisite skills.

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

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

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

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

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Community and Adult Education

Efforts will be made to maximize the use of public school facilities and resources, realizing that education is a lifelong process involving the whole community. The District makes its resources available to adults within the limits of budget, staff, and classroom space. Daytime and/or evening use of classrooms, shops, and labs should be encouraged provided there is no interference with or impairment of the regular school program. Course offerings shall be developed in cooperation with an Adult Education Advisory Council made up of community representatives.

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

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

**Library Materials
Loans**

School District students and staff are provided school library and classroom library books primarily for their use. Students and staff may check out library books. Individuals that check out books are responsible for the care and timely return of those materials. The district Superintendent may assess fines for damaged or unreturned books.

School District residents or parents/guardians of non-resident students attending Liberty Elementary Public Schools may be allowed use of library books. However, such access shall not interfere with regular school use of those books. The intent of allowing public access to library books is for parents/guardians to share a reading/learning experience with their children. Use of the library books outside of the District is prohibited except for inter-library loan agreements with other libraries.

Selection of Library Materials

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

Every child has the right to a variety of learning materials to broaden interests and experiences and to stimulate mental growth. The well-administered school library is the most effective and economical way to provide each child with exploratory experiences, reading guidance, instruction in the use of a variety of materials and curriculum enrichment.

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

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights, endorsed by the American Association of School Librarians in 1969.

Ultimate responsibility for the selection of library materials rests with the Board. However, the Board delegates this responsibility to the Supervising Teacher or the Principal.

The selection of library material is a professional task conducted by the library staff. The selection should be based on:

1. Needs of the curriculum and requests from administrators and teachers.
2. Needs of individual students and requests by parents and students.
3. Provision of a wide range of materials at all levels of difficulty, with a diversity of appeal and presentation of different points of view.
4. Provision of materials that are accurate and objective.
5. Provision of materials that are relevant to today's world.
6. Provision of materials that represent artistic, historic and literary qualities.
7. Provision of materials appropriate for the age maturity level of the students using the libraries.

In selecting library materials, the librarian will evaluate the existing collection; assess curricula needs; examine materials and consult reputable, professionally prepared selection aids.

Weeding

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

Discarded materials will be clearly stamped:
"WITHDRAWAL FROM LIBERTY ELEMENTARY SCHOOL LIBRARY"

Materials will be discarded in compliance with state law.

Gifts

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

Cross Reference: 2314 Learning Materials Review

Legal Reference: § 20-7-203, MCA Trustees' policies for school library
 § 20-7-404, MCA School library book selection

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Selection and Adoption of Instructional Materials

The District is legally responsible to approve and to provide the necessary instructional materials used in the District. Textbooks and instructional materials, except those used as supplemental materials, shall be selected by the Supervising Teacher or Principal and adopted by the Board prior to their use in schools. The district Superintendent may authorize trial-use texts of a pilot nature for a period of no more than one school year prior to Board adoption. Materials approved for trial use shall be restricted to classes specified. The responsibility for preparing student-reading lists and for examining, evaluating and selecting all supplementary materials is delegated to the professional staff of the District. Basic instructional course material in the fundamental skill areas of language arts, mathematics, science and social studies should be reviewed at intervals not exceeding five years. All instructional materials must be sequential and must be compatible with previous and future offerings.

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

Curriculum committees will generally be responsible to recommend textbooks and major instructional materials purchases. Recommendations will be made to the Board. The function of the committee is to ensure that materials are selected in conformance with stated criteria and established District goals and objectives.

Instructional Material Selection, Adoption and Removal

A curriculum committee representing the various staff who will likely be using the materials shall select instructional materials. Each committee should develop, prior to selection, a set of selection criteria against which materials will be evaluated. The criteria should include the following along with other appropriate criteria. Instructional materials shall:

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

Instructional materials may be removed when they no longer meet the criteria for initial selection, when they are worn out, or when they have been judged inappropriate through the Learning Materials Review Process (policy 4311).

Legal Reference: § 20-7-601-603 MCA
 § 20-7-602 MCA
 § 20-7-603 MCA

Free Textbook Provision
Textbook Selection and Adoption
Textbooks Obtained from Licensed
Textbook Dealer

Policy History:

Adopted on: July 2005
Revised on: September 2014 / November 2022

Copyright Restrictions

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

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. While the District encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of District staff to abide by the District's copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for District staff to violate copyright requirements in order to perform their duties properly. The District cannot be responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the District's procedures or is permissible under the law should contact the district Superintendent or their designee. They will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required.

Authorized Reproduction and Use of Copyrighted Material in Print:

In preparing for instruction, a teacher may make or have made a single copy of:

1. A chapter from a book;
2. An article from a newspaper or periodical;
3. A short story, short essay or short poem; or
4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

A teacher may make multiple copies not exceeding more than one per pupil for classroom use or discussion if the copying meets the tests of "brevity, spontaneity and cumulative effect" set by the following guidelines. Each copy must include a notice of copyright.

Legal Reference: 17 USC 101 to 1010 Federal Copyright Law of 1976.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Acceptable Use of Computers

New technologies are shifting the ways that information may be accessed, communicated and transferred. Those changes may also alter instruction and student learning. The Trustees for Liberty Elementary School have adopted very specific and culturally appropriate guidelines for classroom teachers and paraprofessionals with respect to providing students access to the electronic educational programs and digital information and materials.

Rules and Responsibilities

Students are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. Communications on the inter-school network are often public in nature. General school rules for behavior and communications apply.

At the discretion of the Board of Trustees in consultation with the district Superintendent, internet access may be provided for students to conduct research and communicate with others in relation to schoolwork. Access to the Internet is only given to students who agree to act in a considerate and responsible manner. Parent may request in writing that their students not use the Internet.

The Liberty Elementary School District does provide a filter to screen objectionable material on the Internet from student access.

Access is a privilege, not a right. Therefore, based upon the acceptable use guidelines outlined in this document, the system administrators will deem what is inappropriate use and their decisions are final. The system administrators may close an account at any time. The administration, faculty, and staff of Liberty Elementary School may deny, revoke or suspend specific user accounts.

Individual users of computers with Internet access are responsible for their use. Their use must be in support of education and research and must be consistent with academic expectations of Liberty Elementary School. Use of other organizations' networks or computing resources must comply with the rules appropriate for those networks. Transmission of any material in violation of U.S. or state regulations, including copyrighted, threatening, or obscene materials, is prohibited. Use for commercial activities by for-profit organizations, product promotion, political lobbying, or illegal activities is strictly prohibited.

The user is expected to abide by the following rules of etiquette:

- ☞ Be polite. Do not write or send abusive messages.
- ☞ Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- ☞ Transmission of obscene materials is prohibited. Sending or receiving offensive messages or pictures from any source will result in immediate suspension of privileges.
- ☞ Do not reveal the personal address or phone number of yourself or other students.
- ☞ Do not communicate any credit card number, bank account number, or any other financial information.
- ☞ Electronic mail is not guaranteed to be private. People who operate the system do have access to all mail. Inappropriate messages can result in suspension of privileges.
- ☞ Do not use the network in such a way that would disrupt the use of the network by other users.
- ☞ Vandalism - any malicious attempt to harm or destroy data of another user will not be tolerated. Any questionable action will result in cancellation of user privileges.

Violation of any of the above-mentioned rules and responsibilities will result in a loss of access and may result in other disciplinary or legal actions.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Student Agreement and Parent Permission Form

Internet Access User Agreement and Parent Permission Form

After reading the Internet Use Rules and Responsibilities in Policy 2315, please complete this form to indicate that you agree with the terms and conditions outlined. The signatures of both the student and parent/guardian are mandatory before access may be granted to the Internet. This document, which incorporates the Internet Use Procedure, reflects the entire agreement and understanding of all parties.

As a user of the Liberty Elementary School District computer network, I have read and hereby agree to comply with the Internet Use Procedure

Student Signature: _____ Date: _____

Student Name (Please Print): _____

Student's School: _____

Grade: _____ Date of Birth: _____

As parent/legal guardian of the student signing above, I grant permission for my child to access networked computer services such as electronic mail and Internet. I have read and agree to this procedure and I understand that I may be held responsible for violations by my child. I understand that some materials on the Internet may be objectionable; therefore, I agree to accept responsibility for guiding my child, and conveying to him/her appropriate standards for selecting, sharing and/or exploring information and media.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name (Please Print): _____

Street Address: _____

Home Phone: _____ Daytime Phone: _____

Complete and return to your child's school. Thank you.

Field Trips, Excursions and Outdoor Education

The District recognizes that field trips when used as a device for teaching and learning integral to the curriculum are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The District also recognizes that field trips may result in lost learning opportunities in missed classes. Trustees do therefore endorse the use of field trips when the educational objectives achieved by the trip clearly outweigh any lost learning opportunities. The Supervising Teacher or the County Superintendent has the authority to approve day field trips.

Each field trip must be integrated with the curriculum and coordinated with classroom activities, which enhance its usefulness.

No staff member may solicit students during instructional time for any privately-arranged field trip or excursion without Board permission.

Field trips are defined as travel away from school premises, under the supervision of a teacher of an approved course of study, for the purpose of affording students a direct learning experience not available in the classroom. Overnight field trips require Board approval.

The following procedures shall apply:**Day Field Trips**

1. Staff member requesting one-day field trip shall submit a completed field trip request form to the district Superintendent at least three weeks prior to the field trip. This form shall include a list of instructional objectives as well as a list of pre and post learning activities. All field trip requests will be forwarded to the Board for final approval. Decision for approval will be based on weighing the educational benefits, costs and risks.
2. The sponsoring staff member is responsible to coordinate all activities related to the field trip. This includes ordering and confirmation of the bus, contact with the site to insure maximum learning opportunities, assessing all activities related to the site for safety, and for providing adequate supervision.
3. Adequate supervision will typically be defined in the elementary school as one adult supervisor for every ten students. Buses with fewer than 25 students will require one adult supervisor.

Overnight Field Trips

1. Staff members requesting overnight field trips must submit a written plan to the Board, including purposes of the trip, supervision, proposed itinerary, estimated cost, housing and funding sources. This plan must be submitted at least six weeks prior to the proposed date of the trip and before the trip is discussed with students or parents. Failure to have the trip approved by the Board prior to contact with students or parents will result in the trip being disapproved.
2. If students are housed in private homes, they are to be assigned in those homes in pairs or in threes. If any transportation such as to and from a private home is provided by private automobile, such arrangements must be noted on a form signed by the parents that gives permission for the student to travel in these private automobiles.

3. The proposal should be submitted to the Board for approval at least four weeks prior to the date of the trip.
4. The approval of the trip will depend on the amount of school time lost, value of the learning objectives, and planning, organization and supervision of the trip.

Out-of-State Trips

While the District recognizes the importance and value of some out-of-state trips, it also recognizes the necessity of funding the regular and basic instructional programs first. The District believes that, in general, out-of-state trips for organized clubs and activities should not be paid from District funds. Groups may elect to participate in fund-raisers that, with individual student contributions, will cover costs. The District does not fund the attendance of individual students at any out-of-state activity.

Exceptions to the above will be as follows:

1. When a group, individual or organization submits through the regular budget building process, a request for an out-of-state trip, that request will be given consideration as for any other budget item.
2. When an activity group or school club is, through local competition, able to qualify for out-of-state competition, and when there's no possible method that the group could, due to time constraints, raise funds, that activity may be funded from the general fund budget.

The following will be considered in determining the approval of out-of-state trips:

Whether the trip:

- ... is an extension of the academic program or is solely extra-curricular in nature
- ... is the result of successful competition at the local or state level
- ... is a logical stepping stone of local competition
- ... is something directly related to the instructional process
- ... causes minimal loss of school time
- ... costs are within available budgets

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Guest Speakers

The District encourages the extension of instructional experiences through the use of guest speakers. A sound education requires that students face issues and gain access to divergent points of view.

The District establishes the following procedures for the approval of the use of a guest speaker. When an invited speaker expresses opinions that are partisan or considered controversial by a large portion of the community, the school may provide for the presentation of opposing views.

When a teacher believes that a guest speaker will contribute to the curriculum by helping to achieve the goals and objectives of the course, the staff member will follow the procedure set out below:

1. At least two (2) days prior to the proposed visit, the teacher will notify the district Superintendent of the name of the proposed speaker, how the speaker's topic will relate to the curriculum and the proposed date of the visit.
2. In the event the speaker's topic is determined to be controversial, the teacher will notify students beforehand that any student who wishes not to attend the presentation will have an alternative assignment.
3. Approval of a guest speaker will be exercised in a manner consistent with the principles of free inquiry and expression.
4. If the district Superintendent has reason to believe that the appearance of the guest speaker would not contribute to the curriculum or would be harmful to the students, he/she may deny the appearance of the guest speaker. If the teacher disagrees with the denial, he/she may appeal the decision to the Board.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Contests for Students

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

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

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

Contests will not be allowed unless they further the educational goals of the District.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

INSTRUCTION 2330

Academic Freedom and Controversial Issues

Academic Freedom

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

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

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

Controversial Issues

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

Teachers shall guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, importance of fact, value of good judgment, and the virtue of respect for conflicting opinions.

Legal Reference:	Article X Sec.8 § 20-3-324 (16)(17), MCA 10.55.701 ARM	Montana Constitution Powers and duties Accreditation
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Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Religious Beliefs and School

Student Religious Activity at School

In keeping with the United States and Montana constitutions and judicial decisions, Liberty Elementary District Public Schools may not support religion or endorse religious activity. At the same time, the District may not prohibit private religious expression by students. The purpose of this policy is to provide direction to students and staff members about the application of these principles to student religious activity at school.

Student Prayer and Discussion

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

Student Religious Expression and Assignments

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

Staff Members

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

Religion in the Curriculum

Staff members may teach students about religion in the context of culture, history, art, music, literature, and other subjects in which religious influence has been and continues to be felt. However, staff members may not teach religion or advocate religious doctrine or practice. The prohibition against teaching religion extends to curricular decisions that promote religion or religious beliefs. School programs, performances, and celebrations must serve an educational purpose. The inclusion of religious music, symbols, art, or writings is permitted if the religious content has an historical and/or independent educational purpose which contributes to the objectives of the approved curriculum. School programs, performances, and celebrations cannot promote, encourage, discourage, persuade, dissuade, or discriminate against a religion or religious activity and cannot be religious or religious-holiday oriented.

Release Time for Student Religious Instruction

If requested, the Trustees of Liberty Elementary School District shall determine the amount of time a pupil may be released from regular school attendance for the purpose of receiving religious instruction. A uniform policy will be set for all students.

Religious Holidays

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

Legal Reference:	Art XI, Sec. 5, Art X, Sec. 2 § 20-1-308, MCA § 20-7-112, MCA	Montana Constitution - Freedom of religion Montana Constitution - Nondiscrimination in education Religious Instruction released time program Sectarian publications prohibited, and prayer permitted
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Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Health Enhancement

Health, family life, and human reproductive education, including information about normal body physiology, reproduction, and related topics, may be included in the instructional program as appropriate to the grade level and course of study. **The instructional approach with respect to these topics shall be developed after consultation with the Board of Trustees, parents and other community representatives and approval by the Board of Trustees.** Parents may ask to review the materials to be used and may request that their child be excluded from instruction related to human reproduction and class sessions without prejudice.

Chemical Dependency

In acknowledgment that chemical dependency is a treatable health problem, the District is committed to the development of a program that emphasizes prevention, intervention, aftercare support, and disciplinary actions. The District will work with the community to positively address the problem and will be responsible for the development of this program within the existing legal, financial and policy restraints.

Safety Program

As part of the Health Enhancement Program, the school has a responsibility for supervision of students while under the custodianship of the school system. In addition, the school has the responsibility to educate students in regard to home and school safety. For specific procedures to implement a safety education program for the District see Policy #9310.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Grading and Progress Reports

The District believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The issuance of grades and progress reports at regular intervals serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These reports shall be designed to provide information that will be helpful to the student, teacher, counselor and parent.

Report cards will be sent home every nine weeks. These reports will include information relative to the student's academic achievement, days absent, social behavior and attitudes toward school. In addition, parent and teacher conferences will be held once each year for more in depth discussions.

In the first and second grades, "S" will be used to indicate satisfactory performance. "U" will indicate unsatisfactory performance. In the third through eighth grades, letter grades of A, B, C, D and F will be given in all subject areas with:

- A = 90-100
- B = 80-90
- C = 70-80
- D = 60-70
- F = 59 or Below

Plus and minus may be used to show the grades of achievement of each letter grade.

Teachers are encouraged to write additional comments amplifying grades given.

These grades will indicate academic performance only. In addition, conduct and effort grades will be reported quarterly. These grades will reflect the teacher's judgment of the extent to which the student has performed to school expectations as well as to how the student has performed to his/her academic ability. Attendance will also be reported quarterly.

Grades are given as a system of reporting student progress and this policy should be reviewed to reflect knowledge of how students learn. Staff members, parents and teachers shall be involved.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Promotion/Retention

The District recognizes that students of the same age are at many intellectual and developmental levels and that these differences are a normal part of human development. Because of these differences, the administration and teaching staff are directed to make every effort to develop curricula and programs that meet the individual and unique needs of all students and allow them to remain with their age cohorts.

While the research on retention as an instructional strategy is generally very negative, there may on occasion be cases where retention may be warranted. The staff is directed to develop procedures and programs to reduce retentions to a minimum and to ensure that students who are retained have a high likelihood of benefiting from that retention.

If the decision is made to retain, then the child study team must consider constructive support and alternative programs as part of their recommendation. Such support programs as Title I, special education, counseling, peer tutoring, Indian education tutoring, use of aides or adult volunteers, college field experience personnel, rescheduling (different teacher, different approach) and extended time (before school, after school, recesses, etc) are feasible alternatives for assisting the child and must be considered in the decision.

If a parent insists on the child being retained, a notice will be placed in the child's file that the retention was a parent decision and not recommended by the school.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Homework

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

Teachers may give homework to students to aid in the student's educational development. Homework should be an application or adaptation of a classroom experience and should not be assigned as a replacement for classroom instruction nor intended for disciplinary purposes.

Homework may be assigned for one or more of the following purposes:

1. Practice: To help students to master specific skills which have been presented in class.
2. Preparation: To help students gain the maximum benefits from future lessons.
3. Extension: To provide students with opportunities to transfer specific skills or concepts to new situations.
4. Creativity: To require students to integrate many skills and concepts in order to produce original responses.

The purposes of homework assignments, the basis for evaluating the work performed and the guidelines and/or rules should be made clear to the student at the time of the assignment.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Recognition of American Indian Cultural Heritage

The Trustees of Liberty Elementary School District recognize, honor and facilitate the implementation of Article X, Section 1 (2) of the Montana Constitution. To that end the district will incorporate in its educational goals the distinct and unique cultural heritage of American Indians and will include the following instructional programs:

1. Take into account individual and cultural diversity and differences among learners. Cultural and language differences will be viewed as valuable and enriching resources and in developing instruction, the unique needs of American Indian students and other minority groups will be taken into account;
2. Develop an understanding of the values and contributions of Montana's American Indians for all students;
3. Provide learning resources that are culturally relevant, inclusive and current; and
4. Provide books and educational materials that reflect authentic historical and contemporary portrayals of American Indian people, the communities in which they live, traditions, beliefs, culture, etc.

Legal Reference:	Montana Constitution	
	§ 20-1-501-503, MCA	American Indian Studies
	10.55.701 ARM	Accreditation Standards
	10.55.803 ARM	Accreditation Standards

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

School Wellness

The Liberty Elementary School District is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Liberty Elementary School District to include:

1. Community involvement, including input from parents, students, school food service, the school board, educators and the public in the development of the school wellness program.
2. Goals for nutrition education designed to promote student wellness including:
 - a. All students shall receive nutrition education that teaches the knowledge and skills needed to adopt healthy eating behaviors.
 - b. Nutrition education shall be integrated into the curriculum.
 - c. Nutrition information and education shall be offered throughout the school based on the U.S. Dietary Guidelines for Americans.
3. Nutritional guidelines for all foods available at school during the school day with the objective of promoting student health and nutrient-rich meals and snacks including food and beverages used for classroom rewards and fundraising efforts.
4. A plan for measuring implementation of this policy.

Health Enhancement and Physical Activity Opportunities

The District shall offer health enhancement opportunities that include the components of a quality health enhancement program. Health enhancement instruction shall be aligned with the Montana Health Enhancement Content Standards and Benchmarks. All students shall have the opportunity to participate regularly in supervised, organized or unstructured, physical activities, to maintain physical fitness, and to understand the short-and long-term benefits of a physically active and healthy lifestyle.

Maintaining Student Wellness

The School Board shall develop and implement procedures consistent with this policy utilizing community involvement before implementation. The School Board shall measure how well this policy is being implemented, managed, and enforced. The district Superintendent shall report to the Board, as requested on the District's programs and efforts to meet the purpose and intent of this policy.

Legal Reference: PL 108-265 The Child Nutrition and WIC Reauthorization Act of 2004

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

**3000 SERIES
STUDENTS**

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Entrance, Placement and Transfer

Entrance, Date and Age:

No pupil may be enrolled in the kindergarten or first grade whose fifth or sixth birthday does not occur on or before the tenth day of September of the school year in which the child registers to enter school. A birth certificate and an immunization record are required for admission to the Liberty Elementary School District.

School Entrance

1. The district requires that a child's parents, guardian, or legal custodian present to the school, within forty days of enrollment, proof of identity of the child. (Birth certification or certified transcript).
2. If a child's parent, guardian, or legal custodian does not present the proof of identity required within forty days of enrollment or if the school district does not receive the school records of the child within sixty days of enrollment, the school shall notify the missing children information program or a local law enforcement authority of the fact that no proof of identity has been presented for the child.
3. In accordance with the Montana Immunization Law, a student will not be admitted who has not been immunized against diphtheria, pertussis, tetanus, poliomyelitis, rubella, mumps, and measles (except that pertussis vaccination is not required for person 7 years or older). If the student qualifies for conditional attendance or a religious exemption is filed as defined by Montana law, immunization may not be required.

Placement:

The goal of the school shall be to place students at levels and in settings that will enhance the probability of student success. Developmental testing, together with other relevant criteria including, but not limited to health, maturity, emotional stability, and developmental disabilities will be considered in the placement of all students. Final disposition of all placement decisions rest with the district Superintendent and will be subject to review and approval by the Board of Trustees.

Transfer:

Any student transferring into the District will be admitted and placed on a probationary basis for a period of two weeks. Should any doubt exist with the teacher or the district Superintendent as to grade and level placement of the student, the student shall be subject to an educational assessment to determine appropriate grade and level placement. The student will be subject to observation by the classroom teacher and/or district Superintendent.

Legal Reference:	§ 20-5-101, MCA § 20-5-403, MCA	Admittance of child to school Immunization requirement – release and acceptance of immunization records
	§ 20-5-404, MCA § 20-5-405, MCA § 20-5-406, MCA 10.55.601 et seq., ARM	Conditional attendance Medical or religious exemption Immunization record

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Child Abuse and Neglect Reporting Policy**1. Basic Policy**

The Board of Trustees for Liberty Elementary School District supports those sections of Montana law concerned with the reporting of suspected cases of child abuse and neglect perpetrated by persons within or outside District employment.

Realizing the seriousness of child abuse and neglect, this Board requires compliance with Montana law by all schoolteachers and other employees.

2. Laws and Definitions

Montana laws pertaining to reporting and investigating child abuse and neglect are found in Title 41, Chapter 3, Part 2, and MCA. This law provides that all records concerning the reporting of child abuse or neglect are confidential and grant immunity from any liability, civil or criminal, that might otherwise be incurred or imposed, unless the person acted in bad faith or with malicious purpose.

An "abused or neglected child" is a child whose normal physical or mental health or welfare is harmed or threatened with harm by the acts or omissions of his/her parent or other persons responsible for his/her welfare.

"Harm to a child's health or welfare" means the harm that occurs whenever the parent or other person responsible for the child's welfare:

- a. Inflicts or allows to be inflicted upon the child physical or mental injury.
- b. Commits or allows to be committed sexual abuse or exploitation of the child;
- c. Causes failure to thrive or otherwise fails to supply the child with adequate food or fails to supply clothing, shelter, education or health care, though financially able to do so or offered financial or other reasonable means to do so.
- d. Abandons the child by leaving him/her under circumstances that make reasonable the belief that the parent or other parent or other person does not intend to resume care of the child in the future or by willfully surrendering physical custody for a period of 6 months and during that period does not manifest to the child and the person having physical custody of the child a firm intention to resume physical custody or to make permanent legal arrangements for the care of the child; or,
- e. Is unknown and has been unknown for a period of 90 days and reasonable efforts to identify and locate the parents have failed. □ 41-3-102, MCA.

3. Reporting

When a teacher or other employee suspects child abuse, sexual child abuse or neglect, that person must promptly notify the Department of Family Service, or its local affiliate. It is the individual's obligation to see that the situation is reported (reporting concerns to the district Superintendent does not satisfy the reporting requirement). Required information to be reported includes:

- a. The names and addresses of the child and the parents or other persons responsible for the child's care;
- b. To the extent known, the child's age, the nature and extent of the child's injuries, including any violence of previous injuries;
- c. Any other information the reporter believes might be helpful in establishing the cause of the injuries or showing the willful neglect and the identity of the person or persons responsible; and,
- d. The facts that led the person reporting to believe that the child has suffered injury or injuries or willful neglect.

4. Penalty for Failure to Report

Any of the District's employees who fail to report to the Department of Health and Human Services known or suspected cases of child abuse or neglect, or who prevent another person from reasonably doing so, may be civilly liable for the damages proximately caused by such failure or prevention, and are guilty of a misdemeanor (§ 41-3-207, MCA). These persons will also be subject to disciplinary action, including discharge, by the Board of Trustees.

5. Remedial Action and Prevention

The District will take immediate action to protect victims of alleged child abuse or sexual child abuse. The District will also provide whatever remedial action, education, or training is necessary for students, staff, teachers and parents following any incidents of sexual child abuse within the schools of the District. The District will provide annual public awareness programs, parent and teacher/staff training, and programs for students on the prevention of child abuse and neglect.

Legal Reference:	§ 41-3-101, MCA	Declaration of policy
	§ 41-3-102, MCA	Definitions
	§ 41-3-201, MCA	Reports
	§ 41-3-202, MCA	Action on reporting
	§ 41-3-203, MCA	Immunity from liability
	§ 41-3-205, MCA	Confidentiality - disclosure exceptions
	§ 41-3-207, MCA	Penalty for failure to report

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Child Custodial Agreement

Confrontations that occur as parents come to school to enact a change in custody arrangements for their child are disruptive to the school environment as well as upsetting to the child involved. On many occasions the child is unaware of the impending change and is unsettled because of the sudden uprooting from a familiar environment. Occasionally, the parent is a disturbing influence in the school setting. Unfortunately, if a law enforcement officer is involved, it heightens the anxiety of the child involved and other students in the school. This policy will help to alleviate this disruption to the school environment. It is important to emphasize that whenever possible every effort should be made to settle custody disputes outside of the school setting.

1. Parents who come to the school or call the school with information that a child is leaving because of a change in custodial arrangements should be informed that the Liberty County Sheriff's Department oversees the process. The parent will be directed to go to the Sheriff's office.
2. The Sheriff or law enforcement officer will check the custodial decree and also check to see if there is any pertinent restraining orders.
3. If the Officer-in-Charge suspects that a confrontation may occur at the school, he will call the school. After receiving this call, the Supervising Teacher will determine if the child should be removed from the classroom and placed in a safe location until a decision is made.
4. The Sheriff or Officer-in-Charge will notify the school about the custodial change. If the circumstances are questionable, the Supervising Teacher will "call back" to verify that the call came from the Sheriff's office.
5. Whenever possible, the officer will attempt to work around the child's school schedule in order to minimize the disruption for the child, the classroom teacher and students. The Sheriff's Department will decide on the appropriateness of calling the parent or guardian who was the former caretaker of the child.
6. If a custody change is to be made during the school day and the child will be leaving the District, the school Supervising Teacher will be responsible for removing the child from the classroom and/or school. The child may be taken to a neutral location (agreed upon by the deputy and the Supervising Teacher) for "pick up" by the custodial parent.

Caretaker Relative Educational Authorization Affidavit

A properly completed and filed affidavit regarding a caretaker relative is effective only until the end of the school year, the caretaker relative revokes the affidavit, or the child no longer resides with the caretaker relative.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Compulsory Attendance

Parents are responsible for seeing that their children of age 7 or older prior to the first day of school attend school, until the later of the following dates:

1. The child's 16th birthday, and,
2. The date of completion of the work of the eighth grade.

Parents shall enroll the student unless the student is:

1. Provided with supervised correspondence or home study;
2. Excused because of determination by a district judge that attendance is not in the best interests of the child;
3. Enrolled in a non-public or home school.
4. Enrolled in a school of another district or state under the tuition provisions of this title.
5. Excused by the Board of Trustees upon a determination that such attendance by a child who has attained the age of 16 is not in the best interest of the child and the school.

Legal Reference:	§ 20-5-101, MCA	Attendance of child to school
	§ 20-5-103, MCA	Compulsory enrollment and excuses
	§ 20-5-108, MCA	Tribal agreement with District for Indian child attendance
	§ 20-5-104,105, MCA	Attendance Office

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

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.

Average Number Belonging

Definition: Average Number Belonging (ANB) is the enrollment measure used for the State Foundation Program calculations as defined in 20-9-311, MCA. The ANB of one year is based on the attendance records of the preceding year. Funding for districts is based on ANB and must be accurate.

For a child to be counted for ANB purposes, they must:

- a) Meet the definition of pupil as found in 20-1-101 (10) MCA,
- b) Be enrolled for a full school day, namely two hours for kindergarten, four hours for grades one through three and six hours for grades four through 8, and
- c) Not dropped from enrollment for being absent more than 10 consecutive school days.

Attendance Accounting:

Days present and absent for every student are to be recorded in a register approved by the Board or the district Superintendent. The register should be retained with the permanent records that are in the school document digital repository (Infinite Campus) or at the County Superintendent's office. The purpose of the current reporting includes informing parents of a student's attendance record.

First Monday in October and first Monday in February, the number of all enrolled students (whether present or absent) by grade level and class will be recorded on the forms provided by the district. Special education children who are enrolled in special programs 16 hours a week or more will be listed separately.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Attendance Policy - Grades K-8

The District is committed to the tenet that every student should attend school every day; and that poor attendance results, not only in a loss of valuable instruction time, but creates lifelong behavior patterns which could dramatically influence a student's career success.

Regular attendance and promptness are expected and essential for success in school. The law of the State of Montana, Section 20-5-103, MCA, specifies the requirements for compulsory attendance in school. It requires parents and guardians who are responsible for the care of school-age children to enforce attendance to the school in which the child is enrolled.

The District believes that regular attendance is primarily the responsibility of parents and, to a lesser extent, students, depending on their age.

The District recognizes the importance of monitoring all children's attendance and is committed to taking whatever action is necessary, up to and including legal action, to assure that students attend school regularly.

Definitions

Truancy - Absences that take place without the approval of the parent and/or Supervising Teacher.

Excused Absence - Generally, absences will be considered reasonable in cases of illness, bereavement, family vacations, situations resulting from "acts of God" and other emergencies. Other absences will be considered unexcused.

Excessive Absences - Students who miss 10 days of school per semester are considered excessively absent.

Tardiness - All tardiness that extend beyond 9:00 a.m. or 1:15 p.m. will be considered a .5 absence.

Reporting Student Absences

When a student must be absent for illness or other unforeseen emergencies, parents must inform the school of the reasons for the student's absence by 9:00 a.m. on the day of the absence. If the student is not present, and the parent has not notified the school of the absence, the school will attempt to call the parent by 11:00 a.m. the same day. The fact that the school will attempt to call the parent does not relieve the parent of the responsibility to call the school to report their child's absence.

Excused Absences and Tardiness

In cases where doubt occurs concerning the validity of an excuse, the Supervising Teacher may require verification of medical conditions contributing to the absence. In the event the Supervising Teacher determines an absence or tardiness is unnecessary, the absence will be considered unexcused. A permanent record will also be maintained of student absences and tardiness.

Absence/Student Performance

Once the teacher observes that the student's absences or tardiness are having an adverse effect on the student's progress, he/she will make parental contact to express concern and to explain the problem. If the absences have been unavoidable because of illness, bereavement or other reasons, the teacher will request a meeting to develop a plan so that the absenteeism has minimal effect on the student's academic success. In the event that reasons for absences have been questionable, the teacher will explain that the student will not get credit for work missed during those unexcused absences. Additionally, the teacher will not be required to provide make-up work. Absences and excessive tardiness may be a significant factor in decision of retention.

SUMMARY OF RESPONSIBILITIES

Students:

- To attend class regularly, only missing a class when a parent is aware that the absence is due to illness or another emergency;
- To be in class when the tardy bell rings;
- To be knowledgeable of the make-up policy in his/her classes;
- To obtain the make-up work and needed instructional help upon returning after an absence;
- To schedule all medical and other appointments outside of school time whenever possible;

Parents or Legal Guardian:

- To instill in their student the importance of attendance;
- To insure to the best of their ability that their student is in attendance regularly;
- To avoid taking the student out of school for appointments, trips and vacations;
- To call the school (preferably on the day of the absence) when they are aware that their student is absent;
- To work with teachers to promote good attendance patterns for their student.

Teachers:

- To keep daily records of absences and tardiness;
- To make parental contracts regarding excessive absences or tardiness;
- To refer the student to the Supervising Teacher if the parental contact does not solve the problem;
- To communicate in writing to the student, parent or legal guardian, (a) the make-up procedure for the class and (b) the manner in which the grade for the class will be earned.
- To provide opportunities for make-up work when the student is absent unless the absence is due to suspension or truancy.

Administration (District Superintendent):

- To take appropriate disciplinary measures when a student with excessive absences or tardies has been reported by a teacher;
- To monitor attendance reports identifying and conferencing with students whose attendance patterns are cause for concern;
- To work closely with teachers and parents to help the student to develop positive attendance patterns.

Legal Reference: § 20-5-103, MCA Compulsory Attendance

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Student Rights and Responsibilities:

The mission of the District is to assure learning experiences to help all students develop skills, competencies and attitudes fundamental to achieving individual satisfaction as responsible, contributing citizens. Because of the process of education, each student should clarify his/her basic values and develop a commitment to act upon these values within the framework of his/her rights and responsibilities as a participant in the democratic process. Each year, the district Superintendent shall develop and make available to all students, their parents and staff written statements pertaining to student rights, conduct, corrective action and punishment. Such statements shall be developed with the participation of parents and the community. Parents also shall be advised of their right to review classroom materials and to consent to any psychological testing/treating proposed for their child. The district Superintendent and staff shall confer at least annually to develop and/or review student conduct standards and the uniform enforcement of those standards.

All students who attend the District's school shall comply with the written policies, rules and regulations of the school, shall pursue the required course of studies, and shall submit to the authority of the teacher and the district Superintendent.

Rights, Responsibilities, and Authority of Certificated Staff

Certificated staff shall share responsibility for supervising the behavior of students and for maintaining the standards of conduct that have been established within the classroom, building and grounds.

Certificated staff shall have the right to:

1. Expect students to comply with school rules.
2. Develop and/or review building rules relating to student conduct and control at least once each year. These rules shall be consistent with Board Policy.
3. Exclude a student from class for all or any portion of a period of instruction, if the infraction by the students warrants such a response.
4. Receive any complaint or grievance regarding corrective action of students.
5. Shall be given the opportunity to present their version of the incident and to meet with the complaining party in the event that a conference is arranged.

Certificated staff shall have the responsibility to:

1. Distribute to students, parents and staff a publication defining the rights, responsibilities and corrective action or punishment relating to expectations of student behavior.
2. Observe the rights of students.
3. Enforce the rules of student conduct fairly, consistently and without discrimination. Any infractions shall be reported orally and in writing to the Supervising Teacher as soon as possible regardless of any corrective actions taken by the teacher.
4. Maintain good order in the classroom, in the hallways, and on the playgrounds or other common areas of the school, or while riding on school buses including field trips.
5. Maintain accurate attendance records and report all cases of truancy.
6. Set an appropriate example of personal conduct and avoid statements which may be demeaning or personally offensive to any student or group of students.
7. Meet with a parent(s) within five (5) school days upon request to hear a complaint regarding the use of classroom materials and/or teaching strategies that are being employed in the classroom.
8. Conduct their classes in reciting the Pledge of Allegiance at the beginning of school each day, but also informing students of their right not to participate.

Certificated staff shall have the authority to:

1. In exceptional situations which may pose a threat to the teacher, staff or students, use physical restraint, defined as placing of hands on a pupil in a manner that is reasonable and necessary to quell a disturbance, provide self-protection, protect the pupil or others from physical injury, obtain possession of a weapon or other dangerous object on the person of the pupil, maintain the orderly conduct of a pupil including but not limited to relocating a pupil in a waiting line, classroom, lunchroom, or other non-campus facility or within control of the pupil and protect property from serious harm.
2. A teacher has the authority to hold a pupil to strict accountability for disorderly conduct in school, on the way to or from school, or during intermission or recess. However, a person who is employed by the District may not inflict or cause to be inflicted corporal punishment on a pupil.
3. Remove a student from a class session for sufficient cause.
4. Detain a student after school for up to twenty (20) minutes with due consideration for bus transportation.
5. The district Superintendent may recommend suspension and the expulsion of a student to the Board.
6. Not participate in reciting the Pledge of Allegiance.

Legal Reference:

§ 20-4-302, MCA	Discipline and punishment of students
§ 20-5-103, MCA	Compulsory attendance and excuses
§ 20-5-202, MCA	Suspension and expulsion
§ 20-5-201, MCA	Duties and sanctions

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Equal Education and Nondiscrimination

The Liberty Elementary School District #10 is committed to providing all students access to an equitable educational opportunity. Because freedom from discrimination, prejudice and bias are a fundamental right under the Montana Constitution, it is the policy of this District to provide a learning environment free of discrimination, prejudice and bias.

All students can participate in and receive benefits from all programs or activities including, but not limited to, course offering, graduation requirements, athletics, counseling, and other school-related activities.

Discrimination in education because of sex, race, color, creed, religion, national origin, age, and physical or mental disability, and political belief, marital or parental status is prohibited unless based upon reasonable grounds as provided by law. The District is committed to taking any appropriate and feasible remedial action necessary to eliminate existing discrimination and its effects.

Inquiries regarding discrimination or intimidation should be directed to the Liberty Elementary Public Schools Title IX Coordinator (or Title IX/Section 504 Coordinator).

In compliance with federal regulations, the District will notify annually all students, parents, staff, and community members of this policy and the designated coordinator to receive inquiries. Notification should include the name and location of the coordinator and will be carried in all handbooks and published in community newspapers.

Anti-bullying Prevention

The Liberty Elementary School District recognizes that bullying is harmful to the mental health of both the victim and the bully, that the adverse effects on mental health can be extensive and long-lasting and will seek opportunities for the staff to develop and implement research-based bullying prevention programs.

Legal Reference:	20 USC 1681	Discrimination based on sex or blindness
	Art X, Sec 7	Montana Constitution - Non-discrimination in education
	§ 49-2-307, MCA	Discrimination in education
	24.9.1001 to 1011,	ARM Sex discrimination in education

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Uniform Grievance Procedure

All individuals should use this grievance procedure if they believe that the Board, its employees or agents have violated their rights guaranteed by the State or Federal Constitution, State or Federal statute, or Board policy.

This District will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

1. Level 1: Informal

An informal meeting with the parties and the Teacher can solve many problems. An individual with a complaint is encouraged to first discuss it with the teacher involved with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first level that is not involved in the alleged harassment.

2. Level 2: District Superintendent

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance, 2) the remedy requested, and 3) be signed and dated by the grievant. The Level 2 written grievance must be filed with the district Superintendent within sixty (60) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.

If the complaint alleges a violation of Board policy or procedure, the district Superintendent shall investigate and attempt to resolve the complaint. If either party is not satisfied with the decision, the grievance may be advanced to Level 3 by requesting in writing that the Board review the decision. This request must be submitted to the Board within fifteen (15) days of receipt of the Level 2 decision.

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the district Superintendent shall turn the complaint over to the appropriate Montana Office of Public Instruction department who shall have the option to investigate the complaint. The district also retains the option to appoint a Nondiscrimination Coordinator to assist in the handling of discrimination complaints. If and when necessary, the appointed Coordinator will complete the investigation and file the report with the Board within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Board of Trustees agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Board rejects the recommendations of the Coordinator, and/or either party is not satisfied with the recommendation from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

The Coordinator will complete the investigation and file the report with the Board of Trustees within thirty (30) days after receipt of the written grievance. The Coordinator will send a copy of the report to the grievant.

If the Board agrees with the recommendation of the Coordinator, the recommendation will be implemented.

Level 3: The Board of Trustees

If the Board of Trustees rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a full contested case hearing. On receipt of the written appeal, the matter shall be placed on the agenda of the Board for consideration not later than the next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final, unless appealed within the period provided by law.

Level 4: County Superintendent

If the case falls within the jurisdiction of the County Superintendent of Schools, the decision of the Board of Trustees may be appealed to the County Superintendent by filing a written appeal within thirty (30) days after the final decision of the Board pursuant to the Rules of School Controversy (10.6.103, et seq. ARM).

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Freedom of Expression

The free expression of student opinion is an important part of education in a democratic society. Students' verbal and written expression of opinion on school premises is to be encouraged so long as it does not substantially disrupt the operation of the school.

The district Superintendent shall develop guidelines assuring that students are able to enjoy free expression of opinion while maintaining orderly conduct of the school.

Students shall enjoy the privilege of free verbal and written expression providing such expressions are not obscene, libelous or profane; do not violate an individual's rights to privacy; or do not advocate violation of school rules. The district Superintendent shall have the authority to monitor student verbal and written expression. Students who violate the standards for verbal and written expression shall be subject to corrective action or punishment.

Student Publications

Student publications produced as part of the school's curriculum or with the support of student body funds are intended to serve both as vehicles for instruction and student communications. They are operated and substantively financed by the student body and the District.

Material appearing in such publications should reflect all areas of student interest, including topics about which there may be controversy and dissent. Controversial issues may be presented provided they are treated in depth and represent a variety of viewpoints. Such materials may not be libelous, obscene or profane, nor may they cause a substantial disruption of the school, invade the privacy rights of others, demean any race, religion, gender, or ethnic group, or advocate the violation of the law. They may not advertise tobacco, liquor, illicit drugs or drug paraphernalia.

The district Superintendent shall develop guidelines to implement these standards and shall establish procedures for the prompt review of any materials that appear not to comply with the standards.

Legal Reference: Article II, Section 7, 10 and 15, 1972 Montana Constitution

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Student Dress

Students are reminded that their appearance significantly affects the way others respond to them. Matters of dress remain the primary responsibility of students, in consultation with their parents. Student dress shall not be regulated except when there is a reasonable expectation that:

1. A health or safety hazard may be created by the student's dress or appearance;
2. Damage to school property may result from the student's dress; or
3. The student's dress or appearance is immodest and may create a material or substantial disruption of the education process at the school.
4. Dress that contains printed material must conform to the guidelines in Policy #3220.

The district Superintendent shall monitor student dress in school and at activities in accordance with these policies.

If the student's dress or grooming violates the provision of this or Policy #3220, the district Superintendent shall request the student to make appropriate corrections. If the student refuses, the district Superintendent shall notify the parents and request that the parent and the student make the appropriate necessary corrections. If both the student and the parent refuse, the district Superintendent shall take appropriate action.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Hazing, Harassment/Intimidation/Bullying/Menacing of Students

Hazing, harassment, intimidation, bullying, and/or menacing of students by students, staff, or third parties is prohibited and shall not be tolerated.

The terms “hazing,” “harassment,” “intimidating,” “bullying” and “menacing” include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of harassment include, but are not limited to, crude jokes or pictures, teasing related to perceived vulnerabilities, spreading rumors related to them, name-calling and physical abuse. Such behavior may be aimed at victims because of perceived vulnerabilities which often include, but are not limited to race, color, religion, ancestry, national origin, gender, sexual orientation, culture, social origin or condition, political affiliation, mental, physical or sensory disability, and other attributes or abilities.

Students who believe that they may have been harassed or intimidated should contact a counselor, teacher or Title IX coordinator who will assist them in filing a complaint and keep their identity confidential. Supervisors or teachers who knowingly condone or fail to report or assist a student to take action to remedy such behavior of harassment or intimidation may themselves be subject to discipline.

An employee, fellow student or third party who engages in such behavior is subject to discipline. For employees in violation of this policy the discipline could include dismissal. For students the discipline could include expulsion. For third parties whose behavior is in violation of this policy, appropriate sanctions will be determined and imposed by the Board. Individuals may also be referred to law enforcement officials.

Students and parents who believe they have been harassed should report their concerns to the district Superintendent. Teachers or staff who witness bullying should intervene and report continued problems to the above listed officials. No retaliation or reprisals will be made against any person who reports bullying incidents and anyone who does so will be subject to discipline him/herself. The reported incident will be promptly investigated.

The District will make every effort to insure that employees or students accused under the provisions of this policy are given appropriate opportunity to defend themselves against such accusations. Nevertheless, where there is reasonable cause to believe that harassment has taken place, appropriate disciplinary action will be taken.

An individual with a complaint alleging a violation of this policy shall follow the Uniform Grievance Policy.

The Board will strive to provide a positive, productive learning and working environment for all who are in its school.

Cross Reference: Uniform Grievance Policy 3215

Legal Reference: 10.55.701(2)(g) and 10.55.801(1)(d)ARM

Prevent bullying, intimidation, and harassment

Title IX of the Education Amendments 20 U.S.C. 1681 et seq.34 CFP Part 106
Montana Constitution Article X, Section 1:
Montana Human Rights Act 49-2-101, et. seq. MCA;

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Student Privacy and Searches and Seizure**Student Privacy**

The right to privacy is a fundamental tenet of human liberty. Staff shall take particular care to respect students' privacy. At the same time, they must protect the health and safety of all students and promote the effective operation of the schools. The district Superintendent shall have the authority to conduct student searches. He/she shall do so only upon reasonable suspicion and in the manner prescribed by District policy.

Searches and Seizure

A student shall be free from searches of his/her clothing and other personal property unless there is reasonable suspicion to believe that something is concealed that may be of immediate danger to the student or to other students. School officials shall request the student to remove all items from pockets or other personal effects. If the student refuses and there is no immediate danger, school officials shall refrain from a search until the parent or, in the case of possible criminal activity, law enforcement officers are available.

School authorities may inspect, and search school property and equipment owned or controlled by the school, as well as personal effect left there by the students, without notice or consent of the student. The school personnel may request the assistance of law enforcement officials to conduct inspections and searches conducted using specially trained dogs.

Seizure of Property

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

Legal Reference: Article II, Section 10 & 15, 1972 Montana Constitution

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Guidelines of Conduct (K-8)

Each student is expected to strive to take full advantage of his/her educational opportunities and to do his/her best in all areas of school life. Each student has the right to an education in an orderly, safe, and sanitary atmosphere and is expected to contribute to his/her environment by meeting the following responsibilities:

1. Respect and work cooperatively with his/her fellow students and school staff.
2. Be punctual and regular in school attendance.
3. Respond positively and promptly to direction by faculty or staff members.
4. Refrain from fighting or other abusive behavior directed toward any student, faculty or staff member.
5. Refrain from the use of profanity or vulgarity.
6. Avoid encouraging or assisting another student to take action which would subject a student to suspension or expulsion.
7. Refrain from possession or use of explosives, dangerous chemicals, or weapons on school property or at a school function.
8. Refrain from damage to or theft of personal property.
9. Refrain from unauthorized entry into or misuse or damage of school property.
10. Be financially responsible, with his/her parent or guardian, for willful damage or destruction of school property.
11. Refrain from throwing rocks or snowballs.
12. Walk bicycles on to the school ground and walk in the school.
13. Go home immediately after school. The student may return after checking in with his/her parent.
14. Refrain from possession, use, and/or distribution of illicit drugs and alcohol on school premises or as a part of any school sponsored activity.

Compliance with these guidelines of conduct is mandatory. Failure of a student to comply with these regulations constitutes an infringement upon the rights of other students.

Legal Reference:	§ 20-5-201, MCA	Duties and Sanctions
	§ 20-5-203, MCA	Secret Organization Prohibited.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Discipline and Appeals

The district Superintendent has the authority to hold a pupil to strict accountability for disorderly conduct in school, on the way to or from school, or during intermission or recess.

No person who is employed or engaged by the School District may inflict or cause to be inflicted corporal punishment on a pupil.

The methods employed in enforcing the rules of the school involve professional judgment. Such judgment should be:

1. Consistent from day to day and student to student.
2. Balanced against the severity of the misconduct.
3. Appropriate to the student's nature and prior behavior.
4. Fair to the student, parent, other students and others, and
5. Effective.

Since these criteria may be in conflict, established procedures must be followed in correcting misbehavior. Appeal procedures have been established to provide for an opportunity for every corrective action or punishment to be reviewed by someone in authority and to instill confidence among students and parents as to the essential fairness of staff.

To develop an environment conducive to learning, the district Superintendent shall confer with certificated staff at least once per year to develop and/or review rules of conduct to be employed in the school and corrective actions and punishment that may be employed in the event of rule infractions.

A teacher shall have the authority to exclude a student from his/her classroom for all or any part of the period or until the teacher has conferred with the district Superintendent, whichever occurs first. Prior to excluding a student, except in emergency circumstances, the teacher shall have attempted one or more corrective actions.

Corrective Actions and Punishment

All students shall submit to the reasonable rules of the District. Refusal to comply with written rules and regulations established for the governing of the school shall constitute enough cause for discipline, suspension, or expulsion. Corrective action and/or punishment for misconduct must reflect good faith effort on the part of the staff.

For the purposes of the District's policies relating to corrective action or punishment:

1. Discipline constitutes corrective action or punishment, including brief exclusions from a class for not more than the remainder of the class period, including exclusion from any other type of activity conducted by or for the district. Discipline shall not adversely affect academic grades as long as all required work is performed.
2. Suspension is the removal from school or individual classes for a specific period of time, after which the student has the right to return. The district Superintendent has the authority to suspend a student.
3. Expulsion is the removal from school. Only the Board has the authority to expel a student.

Except in extreme cases, students will not be expelled unless other forms of corrective action or punishment have failed, or unless there is good reason to believe that other forms of corrective action or punishment would fail if employed. Suspensions or expulsions shall be used only for instances of serious student misconduct.

Students with disabilities may also be suspended under these same rules if the suspension will not constitute a change of placement. On or before a student with a disabling condition accrues ten (10) days of suspension, the Child Study Team who has knowledge of the student's disabling condition will determine if there is causal relationship between the disabling condition and the student's misconduct through a manifestation determination review. If such a relationship exists, the student's educational placement may not be changed without parental approval or a court order, pending a due process hearing under IDEA.

Before a recommendation on the expulsion of a disabled student is submitted to the Board, the Child Study Team must meet to determine if there is a causal relationship between the disabling condition and the student's misconduct (manifestation determination review).

Students with disabilities may also be suspended under these same rules if the suspension will not constitute a change in placement. On or before a student with a disabling condition accrues ten (10) days of suspension, the Child Study Team who has knowledge of the student's disabling condition will determine if there is causal relationship between the disabling condition and the student's misconduct. If such a relationship exists, the student's educational placement may not be changed without parental approval or a court order, pending a due process hearing under IDEA.

Before a recommendation on the expulsion of a disabled student is submitted to the Board, the Child Study Team must meet to determine if there is a causal relationship between the disabling condition and the student's misconduct. The Board shall consult legal counsel before expelling any disabled student.

When a disabled student is acting in such a way that s/he poses a danger to himself/herself or to another student or property, or substantially disrupts his/her educational program or that of other students, an emergency suspension may take place. Emergency suspensions may not last longer than ten (10) school days. The Special Educational Co-operative shall convene the Child Study Team for reviewing the student's record before the student is readmitted to school and no later than the tenth (10) day of suspension.

No student shall be disciplined, suspended, or expelled in any manner for any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of the educational process.

Reason for Disciplinary Action

Disciplinary action may be taken against any student guilty of gross disobedience or misconduct, including but not limited to:

- Using, possessing, distributing, purchasing, or selling tobacco products;
- Using, possessing, distributing, purchasing, or selling alcoholic beverages; Students who are under the influence are not permitted to attend school and are treated as though they had alcohol in their possession;
- Using, possessing, distributing, purchasing, or selling illegal drugs or controlled substances, look-alike drugs and drug paraphernalia. Students who are under the influence are not permitted to attend school and are treated as though they had drugs in their possession;
- Using, possessing, controlling, or transferring a weapon are in violation of the "Possession of Weapons in a School Building" section of this policy;
- Using, possessing, controlling, or transferring any object that reasonably could be considered or used as a weapon;
- Disobeying directives from staff members or school officials and/or rules and regulations governing student conduct;
- Using violence, force, noise, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging other students to engage in such conduct;
- Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's property;
- Engaging in any activity that constitutes an interference with school purposes or an educational function or any disruptive activity;
- The forging of any signature, or the making of any false entry, or the authorization of any document used or intended to be used in connection with the operation of the school.

These grounds for disciplinary action apply whenever the student's conduct is reasonably related to school or school activities, but not limited to:

- On, or within sight of, school grounds before, during or after school hours or at any other time when the school is being used by a school group;
- Off school grounds at a school sponsored activity or event, or any activity or event which bears a reasonable relationship to school;
- Traveling to and from school or a school activity, function or event; or
- Anywhere, if the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, or an interference with school purposes or an educational function.

Disciplinary Measures

Disciplinary measures include, but are not limited to: loss of privileges, loss of bus privileges, and restitution for damages to school property, detention, suspension, expulsion, and notification to juvenile authorities and/or police.

Weapon-Free Schools

Any person who possesses, controls, carries or stores a weapon in a school building, except as provided below, shall be referred to law enforcement for immediate prosecution. In addition, a parent or guardian of any minor violating this policy shall also be referred for possible prosecution on the grounds of allowing the minor to possess, carry or store a weapon in a school building.

For the purposes of this policy only, the following terms are defined: "school building" shall be defined as all buildings owned or leased by a local school district that are used for instruction or for student activities. "Weapon" shall be defined as any type of firearm, defined as provided in 18 USC 921, a knife with a blade 4 or more inches in length, a sword, a straight razor, a throwing star, nun-chucks or brass or other metal knuckles.

The Board may grant persons and entities advance permission to possess, carry, or store a weapon in a school building. All persons who wish to possess, carry or store a weapon in a school building shall present this request to the Board in a regular meeting. It is solely within the Board's discretion whether to allow a person to possess, carry, or store a weapon in a school building.

This policy does not apply to law enforcement personnel.

Gun-Free Schools

A student who uses, possesses, controls, or transfers a firearm, or any object that can reasonably be considered, or looks like, a firearm, onto school property, except as provided below, shall be expelled for a period of not less than one calendar year unless modified by the Board of Trustees. The Board, however, may modify the expulsion period on a case-by-case basis. The district Superintendent shall notify the criminal justice or juvenile delinquency system of any student who brings a firearm to school.

If a student violating this policy is identified as disabled either under the IDEA or Section 504, a determination must be made whether the student's conduct is related to the disability. If the violation of the policy is due to a disability recognized by the IDEA or Section 504, lawful procedures for changes in placement must be followed.

Any student subject to expulsion shall be entitled to a hearing before the Board in accordance with 20-5-202, MCA. Nothing in this policy shall prevent the Board from making an alternative placement for a student in lieu of expulsion provided that such placement removes the student from the regular school program.

The District shall keep a record of all students disciplined under this policy and the circumstances surrounding their discipline, including the number of students expelled and the types of weapons involved. This information shall be provided to local law enforcement authorities and other governmental agencies as required by law.

Appeal Process for Disciplinary Action

Any parent or student who is aggrieved by the imposition of discipline shall have the right to an informal conference with the Supervising Teacher for the purpose of resolving the grievance. At such conference, the student and parent shall be subject to questioning by the district Superintendent and shall be entitled to question staff involved in the matter being grieved.

Legal Reference:	§ U.S.C 1400, et seq.,	Individuals with Disabilities Education Act
	§ U.S.C. 3351 et seq.,	Gun-Free Schools Act
	§ 29 USC 701	Rehabilitation Act of 1973
	§ 20-4-302, MCA	Power of teacher or principal over pupils
	§ 20-5-105, MCA	Attendance officer powers and duties
	§ 20-5-106, MCA	Truancy
	§ 20-5-201, MCA	Duties and sanctions
	§ 20-5-202, MCA	Suspension and expulsion
	§ 45-8-361, MCA	Possession or allowing possession of weapons in school
	10.16.1105, ARM	Aversive treatment procedures

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Emergency Removal

A student whose behavior poses a possible threat to themselves or others, may be removed immediately from a class or subject by a teacher, provided that the teacher has good and sufficient reason to believe that the student's presence poses an immediate and continuing threat of substantial disruption of the class, subject or educational process of the student's school. The district Superintendent must be notified at the earliest opportunity. The removal shall continue only until:

1. The danger or threat ceases, or
2. The district Superintendent acts to impose discipline impose a short-term or long-term suspension or recommends expulsion.

The district Superintendent shall meet with the student as soon as reasonably possible following the student's removal and take or initiate appropriate corrective action or punishment. In no case shall the student's opportunity for such meeting be delayed beyond commencement of the next school day. The teacher who removed the student shall be notified of the action, which has been taken or initiated.

Legal Reference: § 20-5-202, MCA Suspension and Expulsion

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Emergency Removal

REPEALED/Duplicate

~~A student may be removed immediately from a class or subject by the Supervising Teacher, without first attempting corrective action, provided that the Supervising Teacher has good and sufficient reason to believe that the student's presence poses an immediate and continuing threat of substantial disruption of the class, subject or educational process of the student's school. The Supervising Teacher will already have determined a law enforcement agency to call for emergency assistance. S/he will ask an older student to call that number. The law enforcement agency will come and take the child to another part of the school or, if there is no alternative, to the student's home where the student will be turned over to the parent or guardian. The removal shall continue only until:~~

- ~~1. The danger or threat ceases, or~~
- ~~2. The Supervising Teacher acts to impose discipline, impose a short-term or long-term suspension, or recommends expulsion.~~

~~The Supervising Teacher shall meet with the student as soon as is reasonably possible following the student's removal and take or initiate appropriate corrective action or punishment. In no case shall the student's opportunity for such meeting be delayed beyond commencement of the next school day.~~

Legal Reference: ~~§ 20-5-202, MCA~~ Suspension and Expulsion

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Student Health and Welfare**Student Health**

The Trustees may arrange each year for health services to be provided to all students. Such services may include, but not be limited to:

1. The development of procedures for the isolation and temporary care of students who become ill during the school day.
2. Consulting services of a qualified specialist for staff, students, and parents.
3. Vision and hearing screening.
4. Scoliosis screening.
5. Immunization as provided by the Department of Health & Environmental Sciences.

Student Welfare

The following guidelines are provided to minimize the occurrence of situations in which staff members may incur liability for their acts with relation to students:

1. Never leave a class of students unattended.
2. Accompany a class wherever it is assigned and remain with the class until another responsible person assumes supervision.
3. Do not permit students to use equipment in the classroom that has not been approved for school use.
4. Do not permit students to use equipment until they have received operating instruction and prescribed safety procedures.
5. Do not permit students to work in a shop, kitchen or laboratory without qualified supervision.
6. Report incidents of unsafe conditions and defective equipment to the Supervising Teacher immediately.
7. Ensure that proper safety gear is used wherever specified.

Legal Reference: § 20-3-324(20), MCA Powers and duty

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Student Immunization

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the Board requires all students to present evidence of them having been immunized against the following diseases: diphtheria, pertussis (whooping cough), poliomyelitis, measles (rubella), mumps, and tetanus. Pertussis immunization is not required for students who are seven years or older. Herophilus influenza type "b" Immunization is required for students under the age of five.

Upon initial enrollment, an immunization status form, prescribed by the Montana Department of Health and Environmental Sciences, shall be completed by the student's parent or guardian. The certificate shall be made a part of the student's permanent record.

A pupil who transfers into the District from another district may photocopy immunization records in the possession of the school of origin. The District will accept the photocopy as evidence of immunization. The original records must be presented within thirty (30) days.

The Board may grant exemptions from one or more vaccines for medical reasons upon certification by a physician indicating the specific nature and probable duration of the medical condition for not administering the vaccine(s). Exemptions for religious reasons must be filed annually. The statement for an exemption shall be maintained as part of the student's immunization record. The permanent file of students with exemptions shall be marked for easy identification should the Department of Health order that exempted students be excluded from school temporarily when the risk of contracting or transmitting a disease exists. Exclusion shall not exceed 30 calendar days.

The Board of Trustees may allow the commencement of attendance in school by a student who has not been immunized against each disease listed in § 20-5-403, MCA, if that student has received one or more doses of polio, measles (rubella), mumps, diphtheria, pertussis, and tetanus vaccine, except that pertussis vaccine is not required for a person 7 years of age or older.

The District shall exclude a student for noncompliance with the immunization laws and properly notify the parent or guardian. The local health department may seek an injunction requiring the parent to submit an immunization status form, take action to fully immunize the student or file an exemption for personal or medical reasons.

Legal Reference:	§ 20-3-324(20), MCA	Powers and Duties
	§ 20-5-401 through 410, MCA	Health
	§ 20-5-403, MCA	Immunization required – release and acceptance of immunization records

Policy History:

Adopted on: July 2005

Revised on: September 2104 / November 2022

Administering Medicines to Students

Any school employee authorized in writing by the Board of Trustees:

1. May assist in the self-administration of any drug which may lawfully be sold over the counter without a prescription to a student in compliance with the written instructions if the student's parent or guardian consents in writing.
2. May assist in the self-administration of a prescription drug to a student in compliance with the written instructions of a practitioner, if the student's parent or guardian consents in writing.

No employee except a qualified health care professional may administer a drug or prescription drug to a pupil under this policy except in an emergency or following the dictates of 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 the administration of medication to students in its schools. Pursuant to the written authorization of a physician or dentist, as well as the written authorization of a parent or guardian, the school nurse, (who has successfully completed specific training in administration of medication) 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 the risk of such reaction, a school nurse or delegate may administer emergency oral and/or injectable medication to any student in need thereof on the school grounds, in the school building, or at a school function according to the standing order of the chief medical advisor or the student's private physician.

In the absence of a school nurse, a teacher or classroom assistant who is exempt from the nursing license requirement under \square 37-8-103(1)(c), MCA, if he/she has completed training in administration of medication, may give emergency medication to students orally or by injection. There must be on record a medically diagnosed allergic condition that would require prompt treatment to protect the student from serious harm or death.

Record of the medication administered will be entered in ink on an Individual Student Medication Record and filed in the student's cumulative health folder.

Self-Administration of Medication

Students who are able to self-administer specific medication may do so provided:

1. A physician or dentist provides a written order to self-administration of said medication.
2. There is written authorization for self-administration of medication from the student's parent or guardian.
3. The district Superintendent and appropriate teachers are informed that the student is self-administering prescribed medication.

Any school employee authorized in writing by the Board of Trustees may assist with self-administration of medications provided that only the following acts are used:

1. Verbal suggestions, prompting, reminding, gesturing, or providing a written guide for self-administering medications;
2. Handing a pre-filled, labeled medication holder, labeled unit dose container, syringe, or original marked, labeled container from the pharmacy to the student;
3. Opening the lid of the above container for the student;
4. Guiding the hand of the student to self-administer the medication;
5. Holding and assisting the student in drinking fluid to assist in the swallowing of oral medications.
6. Assisting with removal of a medication from a container for students with a physical disability, which prevents independence in the act.

Self-Administration of Asthma Inhalers and Epinephrine Pens

Students with allergies or asthma may be authorized to possess and self-administer emergency medication from the medication during the school day, at school sponsored events and on a school bus, by the teacher or classroom assistant in consultation with medical personnel. The student may do this if the following conditions have been met:

1. A written and signed authorization from the parent or guardian 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.
2. The student has the prior written approval of his/her primary health care provider which specifies the name and purpose of the medication, the prescribed dosage, frequency with which it may be administered, the circumstances that warrant its use and that the student has demonstrated the skill level necessary to use and administer the epinephrine pen or asthma inhaler.
3. The doctor provides documentation of a written treatment plan for managing asthma or anaphylaxis episodes of the pupil and for medication use by the student during the school hours.

A student's authorization to possess and self-medicate under these provisions shall be valid for the current school year only and must be renewed annually. The district Superintendent may limit or revoke the student's authorization.

The school may keep backup medication in a predetermined location to which the student has access in the event of an emergency if the medication is provided by a parent or guardian.

Administration of Glucagon

School employees may agree to administer glucagon pursuant to Section 20-5-412, MCA only if the district has a current executed "caretaker relative educational authorization affidavit" on file for the student to which the glucagon is to be administered.

Handling and Storage of Medications

All medication, including those approved for keeping by students for self-medication, must first be delivered by the parent or other responsible adult to the employee assisting self-administration of medication. The employee must:

1. Examine any new medication to ensure that it is properly labeled with dates, name of student, medication name, dosage and physician's name.
2. If administration is necessary, medical personnel must develop a medication administration plan for the student before any medication is given by school personnel.
3. Record on the Student's Individual Medication Record the date the medication is delivered, and the amount of medication received.
4. Store medication requiring refrigeration at 36F - 46F.
5. Store prescribed medicinal preparations in a securely locked storage compartment.
6. Store controlled substances will be contained in a separate compartment, secured and locked at all times.

No more than a forty-five (45) school day supply of a medication for a student will be stored at the school. All medication, prescriptions and nonprescription, will be stored in their original containers.

Access to all stored medication will be limited to persons authorized to administer medications or assist in the self-administration of medications. Each school will maintain a current list of those persons authorized by delegation from a licensed nurse to administer medication.

Disposal of Medication

School personnel must either return to parent or destroy (with permission of the parent or guardian) any unused, discontinued or obsolete medication. Medicine that is not repossessed by the parent or guardian within a seven (7) day period of notification by school authorities will be destroyed by the school personnel in the presence of a witness.

Legal Reference: § 20-5-412, MCA Definition – parent designated adult administration of glucagon training
8.32.1701--1712, ARM Delegation and assignment

Policy History:

Adopted on: July 2005

Revised on: September 2014

Montana Authorization to Carry and Self-Administer Asthma Medication

For this student to carry and self-administer asthma medication on school grounds or for school sponsored activities, this form must be fully completed by the prescribing physician/provider and an authorizing parent or legal guardian.

Student's Name: _____ School: _____
Sex: (Please circle) Female/Male Town: _____
Birth Date: ____/____/____ School Year: _____ (Renew each year)

Physician's Authorization:

The above named student has my authorization to carry and self-administer the following medication:

Medication: (1) _____ Dosage: (1) _____
(2) _____ (2) _____

Reason for prescription(s): _____

Medication(s) to be used under the following conditions: _____

I confirm that this student has been instructed in the proper use of this medication and is able to self-administer this medication on his own without school personnel supervision. I have provided a written treatment plan for managing asthma or anaphylaxis episodes and for medication use by the student during school hours and school activities.

Signature of Physician Physician's Phone Number Date

Backup Medication – The law provides that if a child's health care provider prescribes "backup" medication to be kept at the school, it must be kept in a predetermined location, known to the child, parent and school staff.
The following backup medication has been provided for this student

For Completion by Parent or Guardian

As the parent/guardian of the above names student, I confirm that this student has been instructed by his/her health care provider on the proper use of this/these medication(s). He/she has demonstrated to me that he/she understands the proper use of this medication. He/she is physically, mentally, and behaviorally capable to assume this responsibility. He/she understands the need to alert an adult that emergency medical personnel need to be called. If he/she has used his/her inhaler as prescribed and does not have relief from an asthma attack, he/she is to alert an adult.

I also acknowledge that the school district may not incur liability as a result of any injury arising from the self-administration of medication by the pupil and that I shall indemnify and hold harmless the school district and its employees and agents against any claims, except a claim based on an act or omission that is the result of gross negligence, willful and wanton contact, or an intentional tort.

I agree to also work with the school in establishing a plan for use and storage of backup medication if prescribed, as above, by my child's physician. This will include a predetermined location to keep backup medication to which my child has access in the event of an asthma or anaphylaxis emergency.

Authorization is hereby granted to release this information to appropriate school personnel and classroom teachers.

I understand that in the event the medication dosage is altered, a new "self-administration form" must be completed, or the physician may re-write the order on his prescription pad and I, the parent/guardian, will sign the new form and assure the new order is attached.

I understand it is my responsibility to pick up any unused medication at the end of the school year, and the medication that is not picked up will be disposed of.

Parent/Guardian Signature Date

(Original signed authorization to the school; a copy of the signed authorization to the parent/guardian and health care provider.)

Communicable Diseases

The District is required to provide educational services to all school age children who reside within its boundaries. Attendance at school may be denied to any child diagnosed as having a communicable disease that could make the child's attendance harmful to the welfare of other students. In the instance of diseases causing suppressed immunity, attendance may be denied to a child with suppressed immunity to protect the welfare of the child with suppressed immunity when others in the school have an infectious disease which, although not normally life threatening, could be life threatening to the child with suppressed immunity.

The Board recognizes that communicable diseases that may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as human immunodeficiency virus (HIV) infection. This District shall rely on the advice of the public health and medical communities in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff.

Management of common communicable diseases will be in accordance with Montana Department of Health guidelines and communicable diseases control rules (16.28.101, MCA, et seq). A student who exhibits symptoms of a communicable disease that is readily transmitted in the school setting may be temporarily excluded from school attendance.

Students who complain of illness at school may be referred to the school nurse or other responsible person designated by the Board and may be sent home as soon as the parent or person designated on the student's emergency medical authorization form has been notified.

The District reserves the right to require a statement from the student's primary care provider authorizing the student's return to school. In all proceedings related to this policy, the District shall respect the student's right to privacy.

When information is received by a staff member or volunteer that a student is afflicted with a serious communicable disease, the staff member or volunteer shall promptly notify the school nurse or other responsible person designated by the Board to determine appropriate measures to protect student and staff health and safety. The school nurse or other responsible person designated by the Board, after consultation with and on the advice of public health officials, shall determine which additional staff members, if any, have need to know of the affected student's condition.

Only those persons with direct responsibility for the care of the student or for determining appropriate educational accommodation will be informed of the specific nature of the condition if it is determined there is a need for such individuals to know this information due to the threat of the disease to others or the need to protect the child from other communicable diseases which may be life threatening to the child.

Parents of other children attending the school may be notified that their child has been exposed to a communicable disease without identifying the student who has the disease.

Note: For purposes of this policy, the term "communicable disease" refers to the diseases identified in 16.28.202, ARM, Reportable Diseases, except for common colds and flu.

Legal Reference: 16.28.101, et seq, ARM Communicable Disease Control

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Emergency Treatment

The Board recognizes that schools are responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student, but that further medical attention is the responsibility of the parent or guardian.

Each parent or guardian shall be requested to provide an emergency telephone number where the parent or designee of the parent can be reached.

When a student is injured, staff shall provide immediate care and attention until relieved by a superior, a nurse or a doctor. The Teacher or designated staff should immediately contact the parent so that the parent can arrange for care or treatment of the injured.

If a child develops symptoms of illness while at school, the responsible school officials shall do the following:

- a. Isolate the child immediately from other children in a room or area segregated for that purpose.
- b. Inform the parent or guardian as soon as possible about the illness and request him or her to pick up the child.
- c. Report each case of suspected communicable disease the same day by telephone to the local health authority, or as soon as possible thereafter if no contact can be made the same day.

In the event that the parent cannot be reached and in the judgment of the district Superintendent or person in charge immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. When the parent is located, he/she may elect to continue the treatment or make other arrangements.

A person with a currently valid American Red Cross Standard First Aid Card shall be present for all field trips, athletic and other off-campus events.

The district Superintendent shall establish procedures to be followed in any accident, and for providing first aid or emergency treatment to a student who is ill or injured.

Legal Reference: 16.10.1117, ARM Health Supervision and Maintenance.

Policy History:

Adopted on: July 2005

Revised on: September 2017 / November 2022

EMERGENCY INFORMATION

Pupil's Name _____ Birth Date _____ Grade _____

Parent(s) Name(s) _____

Home Address _____ Phone _____

Father's Work Address _____ Phone _____

Mother's Work Address _____ Phone _____

Alternate persons to notify in case of emergency:

_____ Phone _____

_____ Phone _____

Physician of 1st choice _____ Phone _____

Physician of 2nd choice _____ Phone _____

Preferred Hospital _____ Phone _____

Parent or Legal Guardian

Date

Procedure History:
Promulgated on: July 2005
Revised on: September 2014 / November 2022

Removal of Student during School Hours

The Board recognizes its responsibility for the proper care of students during school hours. Students shall not be removed from school grounds, any school building or school function during school hours except by a person duly authorized in accordance with District procedures. Before a student is removed or excused, the person seeking to remove the student must present to the satisfaction of the teacher or district Superintendent evidence of his/her proper authority to remove the student. A teacher should not excuse a student from class to confer with anyone unless the request is approved by district Superintendent.

The removal of a student during the school day may be authorized in accordance with the following procedures:

1. Law enforcement officers, upon proper identification, may remove a student from school as provided in Policy #2441 or #4410.
2. Any other agencies must have a written administrative or court order directing the District to give custody to them. However, employees of the Department of Family Services may take custody of a student under provisions of § 41-3-301, MCA, without a court order. Proper identification is required before the student shall be released.
3. A student shall be released to the custodial parent. When in doubt as to who has custodial rights, school enrollment records must be relied upon as the parents (or guardians) have the burden of furnishing schools with accurate, up-to-date information.
4. The school should always check with the custodial parent before releasing the student to a non-custodial parent.
5. Prior written authorization from the custodial parent or guardian is required before releasing a student into someone else's custody unless an emergency situation justifies a waiver.
6. Police should be called if a visitor becomes disruptive or abusive.

Cross Reference: #4401 Relations with Law Enforcement and Child Protective Agencies

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Student Activities

1. Student Organizations:
 - a. The Board must approve all student organizations. New organizations and activities must have prior approval of the Board. Secret or clandestine organizations or groups will not be permitted.
 - b. By-laws and rules of student organizations must not be contrary to board policy or to administrative rules and regulations.
 - c. Procedures in student organizations must follow generally accepted democratic practices in the acceptance of members, nomination and election of officers, and in organization rules and by-laws.
2. Social Events
 - a. Social events must have prior approval of the administration.
 - b. Social events must be held in school facilities unless prior approval of the Board is obtained.
 - c. Social events must be chaperoned at all times.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Student Fees, Fines and Charges

Within the concept of free public education, the District shall provide an educational program for the students as free of costs as possible.

A student may be charged a reasonable fee for any course or activity not reasonably related to a recognized academic and educational goal of the District or any course or activity held outside normal school functions. The Board may waive the fee in cases of financial hardship.

The Board will establish appropriate fees and procedures governing the collection of fees.

A student shall be responsible for the cost of replacing materials or property that are lost or damaged due to negligence. The student and his/her parents shall be notified regarding the nature of the violation or damage, how restitution may be made, and how an appeal may be instituted. The student or his/her parents may appeal the imposition of a charge for damages to the Board.

Legal reference:

§ 20-5-201, MCA	Duties and sanctions
§ 20-7-703, MCA	Free textbook provisions
§ 20-9-214, MCA	Fees

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Student Fund Raising Activities

The Board acknowledges that the solicitations of funds from students, staff and citizens must be limited since students are a captive audience and since solicitation can disrupt the program of the schools. Solicitation and collection of money by students for any purpose including the collection of money by students or the collection of money in exchange for tickets, papers, magazine subscriptions, or for any other goods or services for the benefit of an approved school organization may be permitted by the Board providing that the instructional program is not adversely affected.

The district Superintendent shall distribute the following guidelines to each organization granted permission to solicit funds:

1. Student participation must be voluntary.
2. The fund-raising activity must be such that it is not likely to create a poor public relations image.
3. Fund raising activity efforts must not interfere with the educational program.
4. Fund raising activities conducted by outside groups (including parent groups) must not involve the official student body organizations and must not utilize district materials, supplies, facilities or staff unless reimbursement is made. If student body organization involvement occurs, any moneys become student body moneys and are subject to student body accounting requirements.
5. Fund raising activities in excess of \$100 must be submitted by the Supervising Teacher to the Board for approval. Application for approval must include:
 - a. The sponsoring group;
 - b. The proposed activity;
 - c. The manner in which the money is to be collected; and
 - d. The purpose.
6. Any outside group other than an official school-parent group must have Board approval before conducting fund raising activities within a school or schools. Such outside organizations or persons seeking to raise funds from or through students:
 - a. Must work through established official parent organizations and not with or through student body organizations or administration.
 - b. May not use school materials, supplies, facilities, or staff without proper reimbursement. Request or access to students for purposes of fund raising should be referred to the appropriate parent organization, which shall have the option of permitting the outside group to utilize the parent organization's normal method of communicating to transmit information concerning the fund raising.
 - c. Shall not collect money in school buildings as part of fund raising activities. Fund collections must be made by other means in other locations under the supervision of the official parent groups, except that each school may permit the official parent organization to maintain one box in the school for deposit of envelopes containing funds, and,
 - d. May display a sign announcing a fund-raising activity. Brochures explaining the program may be made available to students.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Missing Children

- I. Responsibility of School District:
 - A. Pursuant to 44-2-506, MCA, it shall be the responsibility of the Board of Trustees to distribute the list of missing school children provided by the State Superintendent of Public Instruction to each school building within the District. This list will be placed on an appropriate bulletin board accessible to faculty and other staff members.
 - B. In the event staff members suspect that a missing child is enrolled in the school, they shall notify the Supervising Teacher or Principal immediately.
 - C. The district Superintendent shall notify the county attorney's office and the sheriff's department.

- II. Responsibility of Parent/Guardian:
 - A. Parents, guardians, or legal custodians of school children must report the following information to the district Superintendent.
 1. In the event the child will be absent from school, the parent shall report that absence to the Supervising Teacher by 9:00 a.m. on the day the child is absent.
 2. The parent shall report the absence of the child every day the child is absent from school.
 3. Parents, guardians, or legal custodians will provide a telephone number where they may be contacted in the event of an emergency or when the child is absent from school.
 4. In the event the parent does not maintain a home telephone, he/she shall provide an alternative telephone number where they may be contacted if their child is absent from school.

- III. Responsibility of District Superintendent:
 - A. When a parent, guardian, or legal custodian notifies a school that a child will be absent from school, the Teacher shall log the date and person from whom the call came.
 - B. In the event a parent, guardian, or legal custodian fails to notify the school of the child's absence, the Teacher shall attempt to contact the parent, guardian, or legal custodian as follows:
 1. The Teacher will attempt to telephone the parent, guardian, or legal custodian at the residential or alternative telephone number provided under II, A, 3 or 4 above.
 2. If the school official is unable to make telephone contact with the parent, guardian, or legal custodian after three school days, he/she shall mail a written notice to the parent, guardian or legal custodian indicating the child's absence from school on those dates. The letter will indicate that an attempt was made to make telephone contact during the days the child was absent from school.
 3. If the school official suspects foul play, he/she shall immediately notify the Board of district Superintendent and or Trustees and/or appropriate law enforcement agency.
 4. If a child is present for part of a school day and absent for the remainder of the school day, and if the parent has not reported that partial day absence, the school official shall follow the procedures outlined as if the child were absent from school the entire day.
 5. In the event a school official cannot determine the appropriate procedure in a particular case, he/she shall notify the district Superintendent or Board of Trustees who may consult with the district's legal adviser, and/or county attorney for direction.

Legal Reference: § 44-2-501, et seq., MCA Missing Children Act of 1985

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Student Records and Transfer of Student Records**Student Records**

School student records are confidential and information from them shall not be released other than as provided by law. State and Federal law grant students and parent(s)/guardian(s) certain rights, including the right to inspect, copy, and challenge their or their child's school records. The information contained in school student records shall be kept current, accurate, clear and relevant. All information, maintained concerning a student receiving special education services, shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but parent(s)/guardian(s) shall have the right to object to the release of information regarding their child.

The Board of Trustees shall implement this policy and State and federal law with administrative procedures. The Board shall inform staff members of this policy and shall inform students and their parent(s)/guardian(s) of it, as well as their rights regarding student school records.

Transfer of Student Records

A certified copy of the permanent, or cumulative, file of any student and the file containing special education records of any student shall be forwarded by mail, or electronically, to a local educational agency or accredited school in which the student seeks to or intends to enroll within 5 working days after receipt of a written or electronic request. The files that are forwarded must include education records in the permanent file (as defined by the Board), special education records, and any disciplinary actions taken against the student that are educationally related.

If the records cannot be transferred within 5 days, the District shall notify the requestor in writing or electronically providing the reasons why the District is unable to comply with the 5-day time frame. The District shall also include in that notice the date by which the requested records will be transferred. A request for the transfer of records shall not be refused because the student owes fines or fees.

Legal Reference: § 20-1-213, MCA Transfer of school records

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Maintenance of School Student Records

The District maintains two (2) sets of school records for each student. The permanent record may include:

- Basic identifying information
- Academic transcripts
- Attendance record
- Accident and health reports
- The cumulative record may include:
 - Intelligence and aptitude scores
 - Psychological reports
 - Achievement test results
 - Participation in extracurricular activities
 - Honors and awards
 - Teacher anecdotal records
 - Special education files
 - Verified reports or information from non-educational persons
 - Verified information of clear relevance to the student's education
 - Information pertaining to the release of this record
 - Disciplinary information

Information in the permanent record will indicate authorship and date. Cumulative records which may be of continued assistance to the student with disabilities who graduates or permanently withdraws from the District, may, after five years, be transferred to the parent(s)/guardian(s) or to the student, if the student has succeeded to the rights of the parent(s)/guardian(s).

The district Superintendent shall be responsible for the maintenance, retention, or destruction of a student's permanent or cumulative records in accordance with the District's procedure established by the Board.

Access to Student Records

The District shall grant access to student records as follows:

1. The District or any District employee shall not release, disclose, or grant access to information found in any student record except under the conditions set forth in this document.
2. The parent(s)/guardian(s) of a student under 18 years of age, or designee, shall be entitled to inspect and copy information in the child's school records. Such requests shall be made in writing and directed to the records custodian. Access to the records shall be granted within 5 days of the District's receipt of such a request.

Where the parents/guardians are divorced or separated, both shall be permitted to inspect and copy the student's school records unless a court order indicates otherwise. The District shall send copies of the following to both parents/guardians at either one's request, unless a court order indicates otherwise:

- a. Academic progress reports or records;
- b. Health reports;
- c. Notices of parent-teacher conferences;
- d. School calendars distributed to parents/guardians; and
- e. Notices about open houses, graduations, and other major school events including pupil-Parent/guardian(s) interaction.

When the student reaches 18 years of age, graduates from high school, marries, or enters military service all rights and privileges accorded to a parent(s)/guardian(s) become exclusively those of the student.

Access shall not be granted the parent(s)/guardian(s) or the student to confidential letters and recommendations concerning the admission to a post-secondary educational institution, applications for employment or the receipt of an honor or award if the student has waived his or her right of access after being advised of his or her right to obtain the names of all persons making such confidential letters or statements.

3. The District may grant access to, or release information from, student records to employees or officials of the District or the Montana State Board of Education provided a current, demonstrable, educational or administrative need is shown, without parental/guardian consent or notification. Access in such cases shall be limited to the satisfaction of that need.
4. The District may grant access to, or release information from, student records without parental/guardian consent or notification to any person for the purpose of research, statistical reporting, or planning, provided that no student or parent(s)/guardian(s) can be identified from the information released, the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records.
5. The District shall grant access to or release information from a student's records pursuant to a court order, provided that the parent(s)/guardian(s) shall be given prompt written notice upon receipt of such order of its terms, the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents.
6. The District shall grant access to or release information from any student record as specifically required by federal or state statute.
7. The District shall grant access to or release information from student records to any person possessing a written, dated consent, signed by the parent(s)/guardian(s) or eligible student with particularity as to whom the records may be released, the information or record to be released, and the reason for the release. One copy of the consent form will be kept in the records and one copy shall be mailed to the parent(s) / guardian(s) by the district Superintendent. Whenever the District requests the consent to release certain records, the records custodian shall inform the parent(s)/guardian(s) or eligible student of the right to limit such consent to specific portions of information in the records.
8. The district may release student records to the appropriate official in a school in which the student has enrolled or intends to enroll, upon written request from such official.
9. Prior to the release of any records or information under items 5, 6, 7 and 8 above, the District shall provide prompt written notice to the parent(s)/guardian(s) of this intended action. This notification shall include a statement concerning the nature and substance of the records to be released and the right to inspect, copy, and challenge the contents.
10. The District may release student records or information in connection with an emergency without parental consent if the knowledge of such information is necessary to protect the health or safety of the student or other persons. The records custodian shall make this decision taking into consideration the nature of the emergency, the seriousness of the threat to the health and safety of the student or other persons, the need for such records to meet the emergency, and whether the persons to whom such records are released are in a position to deal with the emergency. The District shall notify the parent(s)/guardian(s) or eligible student as soon as possible of the information released, the date of the release, the person, agency or organization to whom the release was made, and the purpose of the release.
11. The District charges .30 cents per page for copying information in the student's records. No parent(s)/guardian(s) or student shall be precluded from copying information because of financial hardship.

12. A record of all releases of information from student records (including all instances of access granted whether records were copied) shall be kept and maintained as part of such records. This record shall be maintained for the life of the student record and shall be accessible only to the parent(s)/guardian(s) or eligible student, records custodian, or another person. The record of release shall include:
- a. Information released or made accessible.
 - b. The name and signature of the records custodian.
 - c. The name and position of the person obtaining the release or access.
 - d. The date of the release or grant of access.
 - e. A copy of any consent to such release.

Directory Information

The District may release certain directory information regarding students, except that parent(s)/guardian(s) may prohibit such a release. Directory information shall be limited to: name, address, gender, grade level, birth date and place, parents/guardians, names and addresses, academic awards and honors, information in relation to school-sponsored activities, organizations, and athletics, and period of attendance in school. Parent(s)/guardian(s) and students will have the right to object to the release of directory information.

Student Record Challenges

The parent(s)/guardian(s) may challenge the accuracy, relevancy or propriety of the records, except (1) grades, and (2) references to expulsions or out-of-school suspensions, if the challenge is made when the student's school records are being forwarded to another school. They have the right to request a hearing at which each party has:

- the right to present evidence and to call witnesses;
- the right to cross-examine witnesses;
- the right to counsel;
- the right to a written statement of any decision and the reasons therefore;
- the right to appeal an adverse decision to an administrative tribunal or official to be established or designated by the State Board.

The parent(s)/guardian(s) may insert a written statement of reasonable length describing their position on disputed information. The school will include a statement in any release of the information in dispute.

Legal Reference:	Family Education Rights and Privacy Act, 20 U.S.C. § 1232g; 34 C.F.R. 99
§ 20-5-201, MCA	Duties and sanctions
§ 40-4-225, MCA	Access to records by non-custodial parents
10.55.2002, ARM	Student records

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Student Records**Notification to Parents and Students of Rights Concerning a Student's School Records**

This notification may be distributed by any means likely to reach the parent(s)/guardian(s).

The District maintains two (2) sets of school records for each student. The permanent record may include:

- Basic identifying information
- Academic transcripts
- Attendance record
- Accident and health reports
- The cumulative record may include:
 - Intelligence and aptitude scores
 - Psychological reports
 - Achievement test results
 - Participation in extracurricular activities
 - Honors and awards
 - Teacher anecdotal records
 - Special education files
 - Verified reports or information from non-educational persons
 - Verified information of clear relevance to the student's education
 - Information pertaining to the release of this record
 - Disciplinary information

The Family Education Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and copy the student's education records within a reasonable time of the day the District receives a request for access.

Students less than 18 years of age have the right to inspect and copy their permanent record. Parents/guardians or students should submit to the district Superintendent in written request that identifies the record(s) they wish to inspect. The school personnel will make arrangements for access and notify the parent(s)/guardian(s) or eligible student of the time and place where the records may be inspected. The District charges a nominal fee for copying, but no one will be denied their rights to copies of their records for inability to pay this cost.

The rights contained in this section are denied to any person against whom an order of protection as been entered concerning a student.

2. The right to request the amendment of the student's education records that the parent(s)/guardian(s) or eligible student believes are inaccurate, misleading, irrelevant, or improper.

Parents/guardians or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, irrelevant, or improper. They should write the appropriate school personnel, clearly identifying the part of the record they want changed and specify the reason.

If the District decides not to amend the record as requested by the parents/guardians or eligible student, the District will notify them of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parents/guardians or eligible student when notified of the right to a hearing.

3. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA or state law authorizes disclosure without consent.

Disclosure is permitted without consent to school officials with legitimate educational or administrative interest. A school official is a person employed by the District in education or a support position; a Trustee; a person with whom the District has contracted to perform a special task, or a parent/guardian or student serving on an official committee, such as a discipline or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll as well as to any person as specifically required by state or federal law. Before information is released to individuals described in this section, the parents/guardians will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge the records. The right to challenge school student records does not apply to: (1) academic grades of their child, and (2) references to expulsion or out-of-school suspensions, if the challenge is made at the time the student's school records are forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parents/guardians can be identified; any person named in a court order; and appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

4. The right to a copy of any school student record proposed to be destroyed or deleted.
5. The right to prohibit the release of directory information concerning the parent/guardian's child.

Throughout the school year, the District may release directory information regarding students, limited to: name, address, gender, grade level, birth date and place, parents/guardians' names and addresses, academic awards and honors, information in relation to school-sponsored activities and organizations, and period of attendance in school.

Any parent(s)/guardian(s) or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the district Superintendent within 30 days of the date of this notice. No directory information will be released within this time period. Unless the parent(s)/guardian(s) or eligible student is specifically informed otherwise.

6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Receipt of Confidential Records

Under § 41-3-405, MCA, the District is eligible to receive the case records of the department of public health and human services and its local affiliate, the county welfare department, the county attorney, and the court concerning actions taken and all records concerning reports of child abuse and neglect. These records shall not be included in the student's permanent file and shall be kept confidential as required by law.

The following individuals are authorized by the Trustees to receive information with respect to a student of the District who is a client of the department:

1. Chairman, Board of Trustees
2. District Superintendent
3. School Nurse, School Counselor or Special Education Specialist

When the District receives information pursuant to 41-3-405, MCA, it is the responsibility of the authorized individual to prevent the unauthorized dissemination of that information.

Cross Reference: #3600 Student Records

Legal Reference: § 41-3-405 MCA Confidential Records

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

**4000 SERIES
COMMUNITY RELATIONS
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Public Information Program

The District shall strive to maintain effective two-way communication channels with the public. Such channels shall enable the Board and staff to interpret the schools' needs to the community and provide a means for citizens to express their needs and expectations to the Board and staff.

Community opinion may be solicited through parent organizations, parent-teacher conferences, open houses and other such events or activities which may bring staff and citizens together. Survey instruments and/or questionnaires may be developed to gain a broad perspective of community opinion.

The Board of Trustees has the authority to judge whether information shall be considered public or confidential. Information considered public will be provided or available to the press via news releases, interview or other appropriate methods. Confidential information that might infringe on the privacy rights of individuals will not be made public.

Legal Information Sources

Schools shall operate in compliance with local, state and federal laws and regulations. The school will have available a copy of the District's policy and procedure manual. Rules and regulations of the Board of Public Education (Title 10 ARM) and the School Laws of Montana (MCA) shall be available from the District's Board of Trustees and also from the County Superintendent's office. These publications shall be made available for use by staff, students, and interested citizens.

The Board is a nonpartisan public body and as such shall not endorse political candidates. Neither staff nor students shall be asked to disseminate candidate's campaign materials from the schools nor shall any of the District's facilities or communications services be used to disseminate such material. The Board may take positions of support or opposition on ballot issues affecting schools.

Legal Reference: §Article II, Sec. 10 Montana Constitution

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

School Support Organizations and Fund Raising by These Groups**School Support Organizations**

The Board encourages the formation of a parent-; teacher-; (student-, as appropriate) association at the school for the purpose of providing an opportunity through which parents, teachers, and students may unite their efforts and interests to enhance the school program. In schools where no such organization exists, the Board of Trustees can recognize another parent group as the official body through which parents, staff and students may unite their efforts for similar purposes. Booster clubs and/or special interest organizations may be formed to support and strengthen specific activities conducted within the school. All such groups must receive the approval of the Board in order to be recognized as a booster organization. Staff participation, cooperation and support are encouraged in such recognized organizations.

Fund-Raising by School Support Groups

Fund-raising by school support groups such as booster clubs, parent councils, and the like are considered a usual and desirable part of the function of such groups. The specific fund-raising activities must be approved in advance by the Board of Trustees and must be consistent with Policy #3530 pertaining to student fund-raising.

The Board of Trustees shall approve all expenditures of such funds. All such funds raised by school adjunct groups are to be used for the 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.

These fund-raising activities must conform to the following guidelines:

1. If the fund-raising activity involves students or the school, the fund raising must be approved by the Board of Trustees.
2. The fund-raising activity must not interfere with the educational program.
3. Any student participation must be purely voluntary. Door-to-door solicitation by students is discouraged but the District recognizes that parents have the responsibility for directing the behavior of their children in non-school hours.
4. The number of fund-raising activities in any school should be limited to a few each year.
5. The purpose of the fund-raising effort must be well publicized to parents and other citizens.
6. The fund-raising activity must be such that it is not likely to create a poor image for the school support group or the District.
7. If local or state agencies require a license or permit for the fund-raising activity, the license or permit must be obtained in advance by the school support group.

Cross Reference: 3530 Student fundraising activities

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Citizen Study/Advisory Committees

The intent of this policy is to provide a method for the Board to gather public input to be used in the decision-making process. The Board may appoint a citizens' committee as is necessary to establish interaction with the community about selected issues.

The committee shall study specific school matters and submit its findings or recommendations to the Board. The committee shall be dissolved following the presentation of its findings/recommendations.

Appointed committees serve in an advisory capacity only and the Board reserves all decision-making authority.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Parental Involvement

The Board of Trustees of Liberty Elementary School District encourages:

1. Regular, two-way and meaningful communication between home and school;
2. Promotion and support of good parenting skills;
3. That parents play an integral role in assisting student learning;
4. That parents are welcome in the school, and that their support and assistance is sought;
5. Parents as full partners in the decisions that affect children and families; and
6. Using community resources to strengthen schools, families and student learning.

Legal Reference: 10.55.701 ARM, Accreditation Standards

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Contacts with Staff and Visitors to the School**Contacts with Staff**

The learning environment and the staff's time for students shall be free from interruption. Except in emergencies, staff shall not be interrupted in their work. Brief messages shall be recorded so as to permit the staff member to return the call when free.

Visitors

The Board welcomes and encourages visits to school by parents, other adult residents of the community and interested educators. In all buildings the visitor must first check in with the Teacher or the designated local community education contact.

A visitor wishing to observe in a classroom shall schedule that observation in advance with the classroom teacher.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Review of Program, Curriculum or Learning Materials

Constructive criticism can be helpful to the District. At the same time, the Board has confidence in its staff, curriculum and programs and shall act to minimize unwarranted criticism or disruptive interference of its staff and programs.

Complaints received by an individual Board member shall be referred to the Board Chair who will then determine if the complaint warrants review and possible investigation by the full Board.

Residents, parent(s) of student(s) or students in the school district who have a complaint must comply with procedural requirements a set out in District policy. Forms will be available from the district clerk or the district Superintendent's office.

Unless otherwise indicated in these policies or otherwise provided for by law, no appeal may be taken from any decision of the Board.

Legal Reference: § 20-3-210 MCA Controversy Appeals and Hearings
 10.6.101 ARM, Controversy Hearings

Policy History:
Adopted on: July 2005
Revised on: September 2014 / November 2022

Review of Learning Materials

The District may appoint a materials Reconsideration Committee which will consist of members as outlined in the policy. Ex-officio members may include the district Superintendent and, if the challenged material is library material, a librarian of a nearby school.

When a citizen of the district or parent/guardian of a student attending school questions the appropriateness of textbooks, library books, instructional materials or supplementary materials being used, the district Superintendent shall first investigate the matter. If the district Superintendent agrees that the material should be withdrawn, no further action is required. If the problem is not resolved through this investigation, the complainant shall submit a Request for Reconsideration of Learning Materials on the attached forms.

During the process, the challenged material will remain in use unless the committee determines that, if the material in question were to remain in use, it would render the committee's decision moot.

Upon receipt of the request, the Board of Trustees will direct the Reconsideration Committee to take the following steps:

1. Inform the Board of the challenge and dates of the review committee's meetings;
2. Read, view or listen to the material in its entirety;
3. Check general acceptance of the material by reading reviews and consulting recommended lists;
4. Determine the extent to which the material supports the curriculum.

The Reconsideration Committee will complete its deliberation with all possible dispatch and submit its written report to the Board of Trustees, the complainant, and other appropriate staff. A majority vote or consensus of the total committee will be required to determine its recommendation.

If the complainant is not satisfied with the decision of the committee, he/she may request, in writing, a review by the Board. The request will be submitted to the board as an information item at the next regularly scheduled Board meeting. Subsequent to reviewing the request, any Board member/s may place the matter on the next meeting agenda as an action item, at which time the matter will be discussed and a decision given to the complainant. This discussion will be held in executive session if the Board Chair determines the complaint, in whole or in part, is evaluative of a District employee's performance and that individual's right of privacy exceeds the public's right to know.

Procedure History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

COMMUNITY RELATIONS

TO: (Parent or Citizen Initiating a Complaint)

FROM: (Chair of the Board of Trustees)

RE: Review of Program, Curriculum or Learning Materials Complaint

It is usually best to deal with complaints at the local school level. Before you file a request to process your complaint, we suggest you meet with the teacher or the district Superintendent to discuss the issue. In most cases, a problem can be solved through such a meeting. If the problem is not solved at that level, it can then be appealed to the Board, if necessary.

We urge you, therefore, to first discuss this with the individuals involved. Then, if you are not satisfied, complete the attached form and return it to me, thereby advancing your complaint to me.

It is the District's desire to process public complaints as fairly and expeditiously as possible. The procedure provides the public with a simple and effective way to deal with problems. It also allows for the due process rights of employees to be protected.

If you wish any additional information before initiating this process, we will be glad to assist you.

Liberty Elementary School District No. 10

Review of Program, Curriculum Complaints

This form is to be prepared by any citizen of the District or parent/guardian of a student attending school to process a concern about a program or curriculum of the District.

I wish to have the District process my concern about:

_____ Program/Curriculum

_____ (Date)(Signature)

(Telephone)

(Address)

1. These are my specific concerns: It is my opinion that...

2. I have reviewed/discussed these concerns with the following District employees:

3. My recommendation for improving the program or curriculum:

4. I have observed the situation myself: ___ (Yes) ___ (No)

Request for Reconsideration of Learning Materials

Author _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____

Complaint represents: _____ (self)

1. What, in your opinion, is objectionable about this book/material? (Please be specific: cite pages)
2. What do you think might be the result of reading this book/using this material?
3. What brought the book/material to your attention?
4. For what age group would you recommend this book/material?
5. Do you think there is anything good about this book/material?
6. Did you read the entire book or review the material completely? If not, what parts did you read?
7. Are you aware of the judgment to this book/material by literary critics or the curriculum committee?
8. What do you believe is the theme of this book/material?
9. What would you like your library/school to do about this book/material?
 - _____ Do not assign it to my child
 - _____ Withdraw it from all students as well as from my child
 - _____ Withdraw it for re-evaluation
10. In its place, what book/material would you recommend?

SIGNATURE

DATE

SIGNATURE

DATE

Review of Services of Staff

Constructive criticism can be helpful to the District. At the same time, the Board has confidence in its staff and shall act to minimize unwarranted criticism or disruptive interference.

When the Board or an individual Board member receives a complaint, it shall be referred to the full Board for investigation.

The Board will utilize the procedures and forms in 4312F and 4312P following this document to handle complaints received from residents, parent(s) of student(s) or student(s) in the District.

The Board Chair may determine the staff member's right to privacy exceeds the public's right to know and close the hearing to the public. No further appeal of a Board decision may be taken except as provided by law.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Review of Services of Staff

These procedures are intended to resolve concerns of a citizen of the District or the parent/guardian of any student attending Liberty Elementary Primary School or one of the attendance centers under the authority and oversight of the District. They are not to be used by persons who are not citizens in the Liberty Elementary School District, nor are they available as procedures to resolve employee grievances.

Most problems can be resolved by an informal meeting between the citizen and the staff member. If the problem is not solved at that level, it can be appealed to the Board, if necessary. Complaints should be filed within twenty-one (21) school days from the date of the incident.

The following steps apply to the processing of a complaint that cannot be solved through informal means. This resolution process should be completed within 30 working days and each step should be completed within 10 working days.

Step 1: The Board Chair shall attempt to settle the complaint at the level closest to the problem to be resolved.

- A) If a settlement is reached, the Board Chair shall send a copy of the process used to resolve the complaint and a short report describing the settlement (signed by a party) to the full Board.
- B) If the complaint is not resolved, the Board Chair will forward the complaint back to the full Board for further action.

Step 2: If circumstances warrant, the Board may use an independent outside adjudicator to review the complaint.

Step 3: The adjudication process to be used by the Board or outside adjudicator shall result in a written report and will normally involve most of these components:

- A) Clarification of the complaint with the originator;
- B) Written response to the complaint by the employee;
- C) One or more hearings to gain information and insight;
- D) Review of all documents and testimony;
- E) Preparation of a written adjudication report (copies provide to the originator of the complaint, the affected employee and the full Board).

Step 4: If either of the two principal parties to the complaint disagrees with the decision of the adjudication report, it may be appealed to the Board of Trustees. The Board shall hear and rule on the appeal at the next regularly scheduled meeting of the Board.

Procedure History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Review of Services of Staff

TO: (Parent or Citizen Initiating a Complaint)

FROM: (Chair of the Board of Trustees)

RE: REVIEW OF SERVICES OF STAFF

It is usually best to deal with complaints at the school level. Before you file a request to process your complaint, we suggest you meet with the staff member to discuss the issue. In most cases, a problem can be solved through such a meeting. If the problem is not solved at the level, it can then be appealed to the Supervising Teacher or Principal and then the Board if necessary.

We urge you, therefore, to first discuss this with the individuals involved. Then, if you are not satisfied, complete the attached form and return it to me, thereby advancing your complaint to the Board.

It is the District's desire to process public complaints as fairly and expeditiously as possible. The procedure provides the public with a simple and effective way to deal with problems. It also allows for the due process rights of employees to be protected.

If you wish any additional information before initiating this process, we will be glad to assist you.

Review of Services of Staff Complaint

This form is to be prepared by any citizen of the District or parent/guardian or a student attending any school within the Liberty Elementary School District to process a concern about an employee of the District.

I wish to have the District process my concern about the services of:

_____ (Individual)
_____ (Signature) _____ (Date)
_____ (Phone) _____ (Address)

1. These are my specific concerns: It is my opinion that

2. I have reviewed/discussed these concerns with the following District employees:

3. My recommendation for improving the performance of the individual:

4. I have observed the situation myself: _____(Yes)_____(No)

Disruption of School Operations

If any person disrupts or obstructs any school program, activity, or meeting, or threatens to do so, or commits, threatens to imminently commit or incites another to commit any act that will disturb or interfere with or obstruct any lawful task, function, process or procedure, or any student, official employee or invitee of the District, the staff member in charge shall immediately notify the local law enforcement authorities of the incident.

The staff member in charge shall make a written report detailing the incident as soon as possible. A copy of the report shall be given to the Board Chair.

In the event of the disruption of school operations by any individual, the district Superintendent shall:

1. With the assistance of appropriate staff, attempt to curtail the disruption; physical force will not be used except in emergency situations where the safety of students, employees, or other persons is in jeopardy;
2. Call for assistance from local law enforcement authorities, if needed;
3. Remove or have removed the individual or individuals responsible for the disruption from the scene of the activity;
 - a. Take steps to remove the individual or individuals responsible for the disruption from the school

These steps may include:

- a. contacting parents to remove the juvenile(s),
 - b. contacting local law enforcement to assist;
4. Prepare a written report detailing the facts related to the incident;
 5. Forward a copy of the report to the Board Chair; for more serious incidents of disruption, copies of the report will be forwarded to:
 - a. local law enforcement
 - b. if the individual involved is a juvenile, to the Chief Probation Officer.

Potential Disruption of School Operations

In the event the district Superintendent learns of the possibility of a school disruption, he/she shall consult with his/her Board members and/or the district staff regarding appropriate preparatory or preventative measures.

THE DISTRICT SUPERINTENDENT SHALL BE RESPONSIBLE FOR ESTABLISHING A “CODE” OR SIGNAL THAT WILL ALERT STAFF, (E.G., “PAYCHECKS WILL NOT BE DELIVERED”.) TEACHERS ARE TO LOCK STUDENTS AND THEMSELVES IN THEIR CLASSROOM AND AWAIT THE “ALL-CLEAR” SIGNAL.

Legal Reference:	§ 20-1-206, MCA	Disturbance of school- penalty
	§ 48-8-101, MCA	Disorderly conduct
	§ 20-4-303, MCA	Abuse of Teachers

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Contact with Students

Students are entrusted to the schools for educational purposes. Although educational purposes encompass a broad range of experiences, school officials must not assume license to allow unapproved contact with students by persons who are not employed by the District for educational purposes. Teachers may arrange guest speakers on appropriate topics relative to the curriculum. The district Superintendent may approve school assemblies on specific educational topics of interest and relevance to the school program. Other types of contact by non-school personnel will normally not be permitted. Outside organizations desiring to use the captive audience in a school for information, sales material, or special interest curricula will not be allowed access to the schools.

Distribution of Fund Drive Literature through Students

It is the policy of this District to refrain from having the students, as student body members, used for collection or dissemination purposes.

Exceptions to this policy will be considered when recognized or student or school-affiliated organizations of the District request permission to participate in such activity.

Use of School Property for Posting Notices

Individuals and organizations are prohibited from posting or causing to be posted on or in any District property any information that:

- 1) Has not been approved by the district Superintendent.
- 2) Fails to identify the sponsoring agency; and/or,
- 3) Exceeds dimensions of 11" x 17".

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Use of School Facilities

District-sponsored activities, including curricular and extra/co-curricular functions, retain priority in use of facilities.

The Board may develop procedures for use of school facilities, including rental rates, supervisory requirements, restrictions, security, etc. The Board will ensure equal access to all groups of the same class and requires all activities to be open to all who may wish to participate.

Authorization for use of school facilities shall not be considered as endorsement of or approval of the activity, group or organization nor for the purposes represented. The group or organization responsible for payment of the rental will, at the time of the rental of a school facility and as a part of the rental agreement, be advised they are required to utilize a disclaimer for all advertising relating to the activity for which the facility is to be used. This requirement is to ensure there will be no implied or inferred sponsorship or endorsement by the Board of the purpose or activity for which the facility is to be used.

All activities, including practices and rehearsals, must always be adequately supervised. Children and adults are to confine themselves to the rented area and not access other areas of the building.

No alcoholic beverages, tobacco, nicotine products, or other drugs shall be sold or consumed on the premises by the requesting organization, individual or any of its employees, patrons, agents or members.

Waiver of Liability

There shall be no liability assumed on the part of the Liberty Elementary School District, Liberty County, Montana, or its Trustees or agents, either officially or personally to the user for any damage occurring from the use of the District facilities. All users must sign a waiver holding the District, its trustees and agents free and harmless from all claims or liability for damages of any person or persons for injury to person or loss or damages to property caused by or in connection with the use of the premises or any other source.

Use of School Facilities:

Required Insurance Coverage for School Facility Use

Renters: General District liability insurance coverage is included in the rental fee.

Free of Charge: Any group or individual who qualifies to use the District facilities free of charge must provide written proof of adequate liability insurance to hold the District harmless in case of accident. Written proof must be on file in the District Clerk's office prior to usage of the facility.

Legal Reference: § 20-7-805, MCA Public recreation

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Conduct on School Property

In addition to prohibitions stated on other District policies, no person on school property shall:

1. Injure or threaten to injure another person;
2. Damage another's property or that of the District;
3. Violate any provision of the criminal law of the state of Montana or town or county ordinance.
4. Smoke or otherwise use tobacco **or nicotine** products;
5. Consume, possess, or distribute alcoholic beverages, illegal drugs, or possess dangerous weapons at any time;
6. Impede, delay, or otherwise interfere with the orderly conduct of the District's educational program or any other activity occurring on school property;
7. Enter upon any portion of the school premises at any time for purposes other than those which are lawful and authorized by the Board; or
8. Willfully violate other District rules and regulations.

"School property" means within school buildings, in vehicles used for school purposes, or on owned or leased school grounds. As circumstances warrant, the district Superintendent will take appropriate action.

Legal Reference:	Pro-Children Act of 1994, 20 U.S.C. § 6081
	§20-5-410, MCA Civil Penalty
	§20-5-411, MCA Use of tobacco product in public school building or property prohibited
	Smoke Free School Act of 1994

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Community School's Program

As a method of extending educational opportunities to the entire community through a fuller utilization of school facilities, a community schools' program may be established to provide adult education, adult basic education and public recreation. The program shall be financed by federal, state and local funds available for this purpose. The use of school facilities for these purposes shall be secondary.

Legal Reference: §20-7-700, et seq., MCA Adult Education
 §20-7-800, et seq., MCA Public Recreation

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Public Access to District Records

Mindful of the right of individuals to privacy and of the desirability of efficient administration of the District, full access to information concerning the administration and operations of the District shall be afforded to the public. Public access to District records shall be afforded according to appropriate administrative procedures.

"School District records" include any writing, printing, copying, photographing, etc., that has been made or received by the school, in connection with the transaction of official business and presented for informative value or as evidence of a transaction and all other records required by law to be filed with the District. "School District records" do not include the personal notes and memoranda of staff that remain in the sole possession of the maker and which are not generally accessible or revealed to other persons.

The Clerk shall serve as "public records coordinator" with responsibility and authority for ensuring compliance with the display, indexing, availability, inspection, and copying requirements of state law and this policy. As coordinator, he/she shall authorize the inspection and copying of the District's records only in accordance with the criteria set forth in this policy.

In accordance with Title 2, Chapter 4, MCA, the District shall make available for public inspection and copying all District records, or portions, except those that contain the following information:

1. Personal information from any file maintained for students. Information from student records shall be disclosed only in accordance with the requirements of the Family Educational Rights and Privacy Act of 1974 and adopted District policy.
2. Personal information in files maintained for staff to the extent that disclosure will violate their right to privacy.
3. Test questions, scoring keys, or other examination data used to administer academic tests.
4. The contents of real estate appraisals, made for or by the District relative to the acquisition of property, until the project is abandoned or until such time as all of the property has been acquired, but in no event shall disclosure be denied for more than three years after the appraisal;
5. Preliminary drafts, notes, recommendations and intra-District memoranda in which opinions are expressed or policies formulated or recommended except that a specific record shall not be exempt when publicly cited by the District in connection with any District action;
6. Records that are relevant to a controversy to which the District is a party, but which records would not be available to another party under the rules of pre-trial discovery for cases pending resolution;
7. Records or portions of records, the disclosure of which would violate personal rights of privacy; and
8. Records or portions of records, the disclosure of which would violate governmental interests.

If the District denies any request, in whole or in part, for inspection and copying of records, the District shall provide the requesting party with reasons for the denial. If the record requested for inspection and/or copying contains both information exempted from disclosure and non-exempt information, the District shall, to the extent practicable, produce the record with the exempt portion deleted and shall provide a written explanation for the deletion. The District shall not provide access to lists of individuals for a requesting party that intends to use the lists for commercial purposes or which the District reasonably believes shall be used for commercial purposes if such access is provided.

The Clerk is authorized to seek an injunction to prevent the disclosure of records otherwise available when he/she determines that there is a reasonable cause to believe that the disclosure would clearly not be in the public interest and would substantially and irreparably damage any person or would substantially or irreparably damage vital governmental functions.

Legal Reference:	§Title 2, Chapter 6, MCA	School districts
	§2-6-109, MCA	Prohibition in distribution or sale of mailing lists – penalty

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Relations with the Law Enforcement and Child Protective Agencies

The primary responsibility for maintaining proper order and conduct in the school is that of staff. Staff shall be responsible for holding students accountable for infractions of school rules, which may include minor violations of the law occurring during school hours or at school activities. Where there is substantial threat to the health and safety of students or others such as in the case of bomb threats, individual threats of substantial bodily harm or trafficking in prohibited drugs, the law enforcement agency shall be called upon for assistance. Information regarding major violations of the law shall be communicated to the appropriate law enforcement agency.

The District shall strive to develop and maintain cooperative working relationships with the law enforcement agencies. Procedures for cooperation between law enforcement, child protective and school authorities shall be established. Such procedures shall be made available to affected staff and periodically revised.

Cross Reference: 3421 Child Abuse and Neglect
 4314 Disruption of School Operations

Legal Reference: §20-1-206, MCA Disturbance of school – penalty

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Relations with Law Enforcement Agencies

1. In non-emergency situations, local law enforcement personnel shall contact the district Superintendent prior to being authorized to enter a school building.
2. An officer may request and be granted such student information as address, telephone number, parents' names, date of birth and attendance information. Information contained in the student's cumulative folder and any supplementary records shall be available for inspection in compliance with a judicial order, or pursuant to any lawfully issued subpoena, upon condition that parents and students are notified of all such orders or subpoenas in advance of compliance. The District may release records to law enforcement officers without a subpoena provided that a written release is received from the parent in advance of releasing the information.
3. It shall be the policy of the District to notify parents of a student prior to any interview/interrogation by law enforcement. If, upon initial contact by a law enforcement agency, the district Superintendent is directed by the agency not to attempt to notify the student's parent or obtain the parent's attendance during any interview or interrogation, the district Superintendent shall immediately prepare a written statement that the District has been directed to make the student available for interview or interrogation without notice to the parent, and should request that the investigating officer sign the statement. If the officer refuses, the district Superintendent shall record the time, date, the officer's name, title and badge number and that the officer refused to sign the statement.
4. If a student is under legal age, the school shall require signed, written parental notification before allowing any interrogation to take place unless law enforcement presents a signed written statement to the district indicating that parental notification is not advisable.
5. An officer not in "hot pursuit" is required to have a warrant in order for the school to release the student into law enforcement custody. Prior to a student being taken into custody by a law enforcement officer, the school will notify the parent or guardian.

Relations with Child Protective Agencies

1. Social services workers shall contact the district Superintendent prior to them being authorized to enter a school building.
2. A social worker may request and be granted such information as address, telephone number, parents' names, date of birth and attendance information. Information contained in the student's cumulative folder and any supplementary records shall be available for inspection on evidence that a student is a ward of the state or with a court order stating that the student is the subject of an investigation involving child abuse or neglect and that the social worker has access to student records.
3. While the District encourages interviews of a student to take place off school premises, the district Superintendent shall permit a social worker to conduct any questioning when child abuse or neglect is involved. The teacher and school staff shall cooperate fully during such investigations. Interviews shall be conducted in the presence of a professional staff member unless specifically requested otherwise by the social worker.
4. A social worker is required to have a warrant for the school to release custody of a student unless the custody by the social worker is deemed necessary for the emergency protection of the child (41-3-301, MCA). In the event a student is taken into custody, the school shall inform the social worker of his/her obligation to notify the parent or guardian.

Legal Reference:

41-3-101 et. seq., MCA

Child Abuse and Neglect

Procedural History:

Adopted on: July 2005/ Revised on: September 2014 / November 2022

Cooperative Programs**Independent Schools**

The District shall cooperate with home, private and parochial schools, including day care agencies, both in federally assisted programs and other aspects of District operations in ways that are required by law. The primary obligation of the District shall be to its students, and such cooperation shall not interfere with or diminish the quality of services offered to its students.

Cooperative Programs with Other Districts and Public Agencies

Whenever it appears to the economic, administrative and educational advantage of the District to participate in cooperative programs with other units of local government, the County Superintendent shall prepare and present for the Board's consideration an analysis of each cooperative proposal.

When formal cooperative agreements are developed, such agreements shall comply with the requirements of the Inter-local Cooperation Act, with assurances that all parties to the agreement have the legal authority to engage in the activities contemplated by the agreement.

Cooperative Programs with Business and the Business Community

The Board believes that cooperation and support between the District and the business community is mutually beneficial. In addition, the school system has a major role in the economic life of the business community. Therefore, the District will:

1. Strive to achieve and maintain a philosophy of partnership with the local business community;
2. Seek to promote cooperative projects that will be beneficial to the education of young people in the District;
3. Strive to recognize contributions from the business community;
4. Join and participate in those major organizations representing the business community and identified as appropriate for District membership by the County Superintendent;
5. Evaluate business requests/proposals on an individual basis.

Legal Reference:	§20-7-451 through 456, MCA §20-7-800, et seq., MCA §7-11-100, et seq., MCA	Authorization to create full service special education cooperative Public recreation Inter-local Agreements
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Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

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Accommodating Individuals with Disabilities

Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities on an equal basis to those without disabilities and will not be subject to illegal discrimination. The District will provide auxiliary aids and services where necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity.

Each service, program, or activity operated in existing facilities shall be readily accessible to, and useable by, individuals with disabilities. New construction and alterations to facilities existing before January 26, 1992, will be accessible when viewed in their entirety.

The Board will designate the Americans With Disabilities Act, Title IX Coordinator and, in that capacity, the person is directed to:

1. Oversee the District's compliance efforts, recommend necessary modifications to the Board, and maintain the District's final Title II self-evaluation document and keep it available for public inspection.
2. Institute plans to make information regarding Title II protection available to any interested party.

Individuals with disabilities should notify the Board of Trustees if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far as possible before the school-sponsored function, program, or meeting.

Cross Reference: 5240P Uniform Grievance Procedure

Legal Reference: Americans with Disabilities Act, 42 U.S.C. §§ 1211 et seq. and 12131 et seq; 28 C.F.R. Part 35

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Equal Employment Opportunity and Non-Discrimination

The District shall provide equal employment opportunities to all persons, regardless of their race, color, creed, religion, 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 the essential functions of the job with reasonable accommodations, and other legally protected categories.

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

Inquiries regarding discrimination should be directed to the Board of Trustees. Specific written complaints should be directed to the district Superintendent. There is recourse external to the organization such as the Montana Human Rights Commission or the Office of Civil Rights.

Cross Reference: 5240P Uniform Grievance Procedure

Legal Reference:	Age Discrimination in Employment Act, 29 U.S.C. §§ 621 <u>et.seq.</u> Americans with Disabilities Act, Title I, 42 U.S.C. § 12111, <u>et.seq.</u> Act of Equal Pay Act, 29 U.S.C. § 206(d) Montana Constitution, Article X, Section 1 Immigration Reform and Control Act, 8 U.S.C. § 1324 (a), <u>et.seq.</u> Rehabilitation Act of 1973, 29 U.S.C. §§ 791, <u>et.seq.</u> Title VII of Civil Rights Act, 42 U.S.C. §§ 2000(e), <u>et. seq.</u> , 29 C.F.R., Part 1601 Title IX of the Education Amendments, 20 U.S.C. §§ 1681, <u>et.seq.</u> , 34 C.F.R., Part 106 § 49-2-101, et. al., MCA § 49-3-102, MCA § 49-3-201, MCA § 49-3-205, MCA § 39-3-104, MCA	Human Rights Act Freedom from Discrimination Employment of State and Local Government Personnel Governmental Services Equal Pay for Women for Equivalent Service
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Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Sexual Harassment/Sexual Intimidation in the Workplace

The District shall do everything in its power to provide employees an employment environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct, or communications constituting sexual harassment, as defined and otherwise prohibited by state and federal law.

District employees shall not make sexual advances or request sexual favors or engage in any conduct of a sexual nature when:

Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment prohibited by this policy includes verbal or physical conduct. The terms "intimidating", "hostile", or "offensive" include, but are not limited to, conduct which has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all of the circumstances.

A violation of this policy may result in discipline, up to and including discharge. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action, up to and including discharge.

Aggrieved persons, who feel comfortable doing so, should directly inform the person engaging in sexually harassing conduct or communication, that such conduct or communication is offensive and must stop.

Employees who believe they may have been sexually harassed or intimidated should contact the district Superintendent, who will assist them in filing a complaint. An individual with a complaint alleging a violation of this policy shall follow the Uniform Grievance Procedure.

Cross-Reference: Uniform Grievance Procedure, 3215

Legal Reference: Title VII of the Civil Rights Act, 42 U.S.C. §§ 2000(e), et seq., 29 C.F.R. 1604.11

Title IX of Education Amendments, 20 U.S.C. §§ 1681, et seq.
 Montana Constitution, Art. X, § 1
 § 49-2-101, MCA - Human Rights Act
Harris v. Fork Lift Systems, 114 S.Ct. 367 (1993)

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Hiring Procedures and Criteria

All staff members make important contributions to a successful education program. The District shall hire the best-qualified personnel, consistent with budget and staffing requirements, and shall comply with Board policy on equal employment opportunities. All applicants must complete a District application form in order to be considered for employment.

Each applicant must provide a written authorization for a criminal background investigation. The district Superintendent will keep a conviction record confidential as required by law and District policy. Each newly hired employee must complete an Immigration and Naturalization Service form, as required by federal law.

Contracts, as required by law, for certificated staff, shall not exceed one (1) year and shall be executed in duplicate by the Chair of the Board and the Business Manager/Clerk of the District, and by the teacher or specialist.

Vacancies

When the District determines that a vacancy exists, that vacancy may be posted in each school building. Vacancies may be advertised in-District only or they may be advertised in-District and through Career Services at a college or university, local public advertising and, where appropriate, if time permits, through a broader regional and/or national basis.

Certification

The district shall require that its contracted certificated staff hold a valid Montana Teacher Certificate endorsed for the role 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 the staff member unless a valid certificate for the role to which he/she has been assigned has been registered with the County Superintendent of Schools within 60 calendar days after the term of service begins.**

All contracted teachers shall bring their current, valid certificates, at the time of each renewal of certification, as well as at the time of initial employment, to the district Superintendent.

Legal Reference:	§20-3-205(3), MCA	Powers and Duties
	§20-4-201, MCA	Employment of Teachers and Specialists by Contract
	§20-4-202, MCA	Teacher & Specialist Certification Registration
	§20-4-205(2), MCA	Notification of Tenure Teacher Reelection
	§20-4-206(2), MCA	Notification of Non-tenure Teacher Reelection
	10.55.302, ARM	Certificates

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Criminal Background Investigations

It is the policy of the Board that all employees hired who care for or supervise students; or have access to students in schools will submit to a background investigation conducted by the appropriate law enforcement agency. The Board is charged with the responsibility for carrying out the intent of this policy. Since all Montana licensed educators are required to have a background check as a condition of receiving their licenses, this policy does not require a further background check of those professionals.

The following applicants for employment, as a condition for employment, will authorize in writing, a background investigation to determine if he or she has been convicted of certain criminal or drug offenses:

- An educational support personnel employee seeking full-time employment within the district;
- An educational support personnel employee seeking concurrent part-time employment positions with one or more school districts;
- An employee of a person or firm holding a contract with more than one school district and the employee is assigned to more than one school district;
- A volunteer assigned within the district who has access to students.

An applicant must be of good character. If he/she has any prior record of arrest or conviction by any local, state, or federal law enforcement agency for an offense other than a minor traffic violation, the Board must be notified of the arrest or conviction, and the Board and his/her supervisors will review the facts and decide whether the applicant shall be declared eligible for appointment.

A record of conviction resulting from the background check will be held as confidential and shared only with the Board, the district Superintendent, the Superintendent of Public Instruction, the State Board of Public Education, or any other person necessary to the hiring decision.

A copy of the record of convictions obtained from the Department of Justice will be provided to the applicant.

Legal Reference:	§ 10-57-201, MCA	Criminal history background check
	§ 44-5-301, MCA	Dissemination of public criminal justice information
	§ 44-5-302, MCA	Dissemination of criminal history record information that is not public criminal justice information
	§ 44-5-303, MCA	Dissemination of confidential criminal justice information

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

AUTHORIZATION TO RELEASE INFORMATION

TO WHOM IT MAY CONCERN:

I, _____, am seeking employment or volunteer status with the Liberty Elementary School District. I acknowledge that a complete investigation into my background is necessary to protect the safety and welfare of the children in the Liberty Elementary School District. I hereby expressly and voluntarily give the Liberty Elementary School District the right to make a thorough investigation of my past employment, education, and activities. I specifically authorize the release of any and all information of a confidential or privileged nature, **including confidential criminal justice information as defined in Section 44-5-103(3), MCA**, to the staff or agent acting on behalf of the Liberty Elementary School District. I understand that the Board of Trustees of Liberty Elementary School District reserves the right to use any lawful method of investigation that, in its sole discretion, it deems reasonable and necessary.

I hereby release the Liberty Elementary School District and any organization, company, institution, or person furnishing information to the District and its agents as expressly authorized above, from any liability for damage which may result from any dissemination of the information requested, subject to the provisions of Title 44, Chapter 5, Part 3, MCA.

This document is effective until revoked in writing by me.

SIGNATURE

DATE

Print Full Name: _____

Print Full Address: _____

City: _____ State: _____ Zip: _____

Birth Date: _____ Social Security Number: _____

STATE OF MONTANA)

: ss.

County of _____)

On this ____ day of _____, 20__, before me, a notary public of the State of Montana, personally appeared _____, known to me to be the person named in the foregoing Release, and acknowledged to me that _____ executed the same as _____ free act and deed, for the uses and purposes therein mentioned.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my notarial seal the day and year in this certificate first above written.

Notary Public, State of Montana

County of _____

My commission expires _____

Classified Personnel - Definition of

The term "classified personnel" is defined for the purpose of this Board policy as those employees of the Public School whose positions of employment do not require professional certification under the provisions of Montana School Law, but who are employed for hourly work. Classified positions of employment shall include but are not limited to secretaries, bus drivers, bookkeepers, classroom instructional/library aides, custodians (other than those with stationary engineer's license) and any position that does not require certification or licensure under Montana School Law, and which is otherwise non-exempt under the Fair Labor Standards Act. When an employee is retained in both a classified and certified position during the course of a year, the provisions of the classified personnel policies shall apply to the employee's performance of duties in the classified employee's position.

All employees retained in a classified position (classified employee), shall be defined as "classified personnel" for the purpose of these Board policies.

The Board of Trustees will assure that "Classified" policy will provide for an impartial treatment of all employees, consistent with good personnel practices. All rules and regulations, Board policies and administrative procedures shall be available to employees in the school.

Classified personnel will be categorized on the basis of the conditions of the employment agreement. These categories are:

1. Full time/full year: 40 hours per week/52 weeks per year.
2. Full-time/part year: 40 hours per week but less than twelve months.
3. Part time: Normally works less than full time as defined by Montana law.
4. Temporary (as needed): Employed on any basis but duration of employment is indefinite.
5. Generally paid on an hourly rate basis; being "on-call."
6. Seasonal, short term and temporary: As needed as defined by law.

The board will set a beginning and ending date in each classified contract.

A job or position description shall be developed for all ongoing regular positions filled by a classified employee.

Classified Employment and Assignment

Each permanent classified employee shall receive a letter of initial notification of employment signed by the Chair of the Board of Trustees and thereafter shall receive a Change of Status Form for any substantial and significant changes in employment conditions affecting the employee's hours, assignment, or wages.

The employment of classified staff shall be on an at-will basis commencing from the first day of work.

Legal Reference: § 2-18-101, 601,MCA Definition of employees
 § 39-2-503, MCA Termination at will
 Bowden v. The Anaconda Co. 38 St. Rep. 1974 (D.C. Mont. 1981).
 Scott v. Eagle Watch Inv., Inc., 251 Mont. 191, 828 P2d 1346 (1991)
 Prout v. Sears, Roebuck & Co., 236 Mont. 152, 722 P2d 288 (1989).

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Placement of Substitute Teachers

All teachers shall use the following procedures with regard to normal temporary replacement of certified teachers:

- A. Placement of substitute teachers shall be done exclusively through the district Superintendent.
- B. Any teacher who becomes ill or who must be absent for some other reason shall request a substitute, from the district Superintendent, as soon as possible (no later than 7 a.m.) The teacher shall also call the German School teacher at each school site, or the Chair of the Board of Trustees.
- C. Teachers who are absent on a particular day shall notify of their intent to return or not to return to the classroom by the following day by 7 a.m. The district Superintendent shall then notify substitutes before departure of the fact that they will or will not be needed in the same assignment the following day.
- D. Should a teacher have declared his/her intent to return to duties after an absence but subsequently finds that there is a reoccurrence of the illness or a deteriorating condition which requires continued absence, it shall be the teacher's responsibility to re-call the district Superintendent and re-request a substitute.
- E. Except when notified to the contrary, each substitute teacher shall be released from duty at the close of the school day on Friday or on the last school day before the start of any vacation.
- F. In the event that the returning teacher has failed to notify the school of his/her intent to return to duty the next day, and the substitute and the teacher both appear for duty on the ensuing day, the regular teacher will be expected to perform the classroom duties, but the substitute shall be compensated for one-half (1/2) day.

The teacher shall also leave written instructions, appropriate lesson plan, and related instructional materials and resources for the substitute, clearly outlining daily activities and any books or papers to be utilized. In return, the substitute will leave written comments or suggestions for the teacher.

The Board has clearly established a daily rate of pay for substitute teachers. No fringe benefits are given substitutes. The hours for a substitute shall be the same as the regular school day. A substitute shall report to the district Superintendent, upon arrival, for special instructions.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Job-Sharing Staff Members

A job-sharing assignment is the sharing of one full-time or nearly full-time regular position between two persons. The Board of Trustees will determine those positions and persons where job-sharing would best meet the needs of the District.

The District reserves the right to:

1. Determine the number, if any, of job-sharing positions within the District;
2. Require job-sharers to attend staff meetings, professional development, in-service and other meetings as expected of their non-job-sharing colleagues;
3. Abolish any job-sharing position at any time;
4. Change a job-sharing position to a non-job-sharing position at the sole discretion of the District;
5. Deny any staff member's request to change a job-sharing position to a non-job-sharing position or vice versa.
6. Require job-sharing staff members to work full-time in the event of the termination or resignation of one of the job-sharing staff members or until such time as such staff member can be replaced according to the District's satisfaction and sole discretion.
7. Require one job-sharer to assume leadership and administrative responsibility for the position to ensure that the rules, functions and responsibilities of the position are fulfilled.

Those contingencies that may arise during the course of employment such as, but not limited to, the absence or resignation of one of the job-sharers, the computation of employment benefits, and the responsibilities to participate in staff meetings and on committees shall be discussed with and set forth in writing for the benefit of the employee's job-sharing and the Board. The purpose of such a statement is to resolve potential conflicts in an equitable fashion before they arise.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Work Day

Length of Workday - Certified

The length of a normal workday for a certified employee shall be 8 hours for a full-time certified employee. Arrival time shall generally be one-half hour before classes begin.

Length of Workday - Classified

The length of a classified workday is governed by the number of hours for which the employee is assigned. The workday is exclusive of lunch but inclusive of breaks unless otherwise and specifically provided for by the individual contract. The appropriate supervisor will establish each employee's schedule.

Breaks

A daily morning and afternoon rest period of fifteen (15) minutes shall usually be available to all full-time, classified employees. Hourly personnel may usually take one fifteen (15) minute rest period for each four (4) hours that are worked in a day.

Breaks will normally be taken approximately in mid-morning and mid-afternoon and should be scheduled in accordance with the flow of work and with the approval of the employee's supervisor.

Legal Reference:

29 USC 201 to 219
29 CFR 516, et seq.
§ 39-4-107, MCA
School Districts
§ 39-3-405, MCA
10.55.209, ARM
10.65.103(2), ARM
Related Days
24.16.102, et seq., ARM

Fair Labor Standards Act of 1985
FLSA Regulations
State and Municipal Governments,
Overtime Compensation
Standard School Day
Program of Approved Pupil Instruction-
Wages and hours

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Annual Performance Evaluation**Certified Staff**

The Board of Trustees with the assistance of either the district Superintendent or a third-party agent acting on behalf of the district shall develop evaluation procedures for certified teachers employed by the district. All teachers newly hired by the district shall be observed according to the schedule (days, times, duration and frequency) outlined in the evaluation procedure process adopted by the Board of Trustees. All non-tenured teachers shall be observed according to the schedule (days, times, duration and frequency) outlined in the evaluation procedure process adopted by the Board of Trustees. All tenured teachers shall be evaluated according to the schedule (days, times, duration and frequency) outlined in the evaluation procedure process adopted by the Board of Trustees.

Classified Staff

Each classified employee shall be evaluated according to an “as needed” basis, but no less than once for every three years of consecutive service. Procedures for the evaluation of Classified staff shall be in accordance with the schedule (days, times, duration and frequency) outlined in the evaluation procedure process adopted by the Board of Trustees

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Personal Conduct

Employees are expected to maintain high standards of honesty, integrity and impartiality in the conduct of District business.

In accordance with state law, an employee should not dispense or utilize any information gained from employment with the District, accept gifts or benefits, or participate in business enterprises or employment which creates a conflict of interest with the faithful and impartial discharge of his or her District duties. A District employee may, prior to acting in a manner, which may impinge on his/her fiduciary duty, disclose in writing the nature of his/her private interest which creates a potential conflict to the Board of Trustees. Care should be taken to avoid using, or avoid the appearance of using, official positions and confidential information for personal advantage or gain.

Further, employees must hold confidential all information deemed to be not for public consumption as determined by state law and board policy. Employees shall also respect the confidentiality of people served in the course of the employee's duties and use information gained in a responsible manner. Discretion must be employed even within the school system's own network of communication.

Employees shall be courteous, considerate and prompt in dealing with and serving the students, parents or the public.

Administration and supervisors may set forth specific rules and regulations governing employee's conduct on the job within a particular building.

See Appendix E - Code of Ethics for Teachers

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Tobacco-Free and Drug-Free Workplace**Tobacco Free**

The District maintains tobacco-free buildings and grounds. Use of tobacco will not be allowed in any buildings or grounds, nor will employees be allowed to use tobacco while on duty. New employees of the District will be hired with the understanding they will be directed not to use tobacco in school buildings or grounds. Limitations or prohibitions on tobacco use are applicable to all hours of service as outlined in the employment contract.

Drug and Alcohol Free

All District workplaces are drug- and alcohol-free workplaces. All employees are prohibited from:

- Unlawful manufacture, dispensing, distribution, possession, use, or being under the influence of a controlled substance while on District premises or while performing work for the District.
- Distribution, consumption, use, possession, or being under the influence of alcohol while on District premises or while performing work for the District.

For purposes of this policy, a controlled substance is one that is:

- not legally obtainable;
- being used in a manner different than prescribed;
- legally obtainable, but has not been legally obtained; or
- referenced in federal or state-controlled substance acts.

As a condition of employment, each employee shall:

- abide by the terms of the District policy respecting a drug- and alcohol-free workplace; and
- notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than five (5) days after such a conviction.

In order to make employees aware of dangers of drug and alcohol abuse, the District will endeavor to:

- provide each employee with a copy of the District Drug- and Alcohol-Free Workplace policy;
- post notice of the District Drug- and Alcohol-Free Workplace policy in a place where other information for employees is posted;
- enlist the aid of community and state agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees; and
- inform employees of available drug and alcohol counseling, rehabilitation, re-entry and any employee assistance programs. (Reference: Policy #5257)

District Action upon Violation of Policy

An employee who is suspected of having violated this policy may be subject to immediate administrative suspension, pending an investigation by the District resulting in disciplinary action, including termination. Alternatively, the Board, as a possible remedy to the findings of its investigation, may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within 30 days after receiving notice of the conviction from the appropriate local, county or state agency.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a state contract or grant of \$5,000 or more, the Board of Trustees shall notify the appropriate state or federal agency from which the District receives contract or grant monies of the employees' conviction with 10 days after receiving notice of the conviction.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Staff Health and Communicable Diseases

Through its overall safety program and various policies pertaining to school personnel, the Board shall promote the safety of employees during working hours and assist them in the maintenance of good health. It shall encourage all its employees to maintain optimum health through the practice of good health habits.

Under the circumstances defined below, the Board may require physical examinations of its employees. The District shall pay for all such physical examinations. Results of such physical examinations shall be maintained in separate medical files and not in the employee's personnel file and may be released only as permitted by law.

Physical Examinations

If the work is of a physically demanding nature, subsequent to a conditional offer of employment and prior to a commencement of work, the District may require an applicant to have a medical examination and to meet any other health requirements that may be imposed by the state. The District may condition an offer of employment on the results of such examination if all entering employees in the applicable job category are subject to such examination. If approved by personnel services, a 30-day grace period beginning from the date of employment may be allowed for the employee to obtain the required medical examination.

All bus drivers, including full-time, regular part-time or temporary part-time drivers are required by state law to have a satisfactory medical examination prior to employment.

Communicable Diseases

If a staff person has a communicable disease and has knowledge that a person with compromised or suppressed immunity attends the school, the staff person must notify the school nurse or other responsible person designated by the Board that they have a communicable disease which could be life threatening to an immune compromised person. The school nurse or other responsible person designated by the Board must determine, after consultation with and on the advice of public health, if the immune compromised person needs appropriate accommodation to protect their health and safety.

An employee with a communicable disease shall not report to work during the period of time in which she/he is contagious/infectious. An employee afflicted with a communicable disease capable of being readily transmitted in the school setting (e.g., airborne transmission of tuberculosis) shall be encouraged to report the existence of the illness in case there are precautions that must be taken to protect the health of others. The district reserves the right to require a statement from the employee's primary care provider prior to the employee's return to work.

Confidentiality

In all instances, District personnel shall respect the individual's right to privacy and treat any medical diagnosis as confidential information. Any information obtained regarding the medical condition or history of any employee shall be collected and maintained on separate forms and in separate medical files and be treated as confidential (i.e., those persons with a direct responsibility for the care of or for determining work place accommodation for the staff person will be provided with necessary medical information).

Supervisors may be informed of the necessary restrictions on the work or duties of the employee and necessary accommodations. First aid and safety personnel may be informed, when appropriate, if the disability might require emergency treatment.

Legal Reference:

29 U.S.C. 794, Section 504 of the Rehabilitation Act
 29 CFR, Section 1630.14(c)(1)(2)(3)
 41 U.S.C. 12101 et seq., Americans with Disabilities Act
 Title 49, Chapter 4, MCA, Rights of the Handicapped
 Title 49, Chapter 2, MCA, Illegal Discrimination § 20-10-103(4), MCA
 24.9.1401, et seq, ARM
 16.28.101, et seq, ARM

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Prevention of Disease Transmission

All District personnel shall be advised of routine procedures to follow in handling body fluids. These procedures shall provide simple and effective precautions against transmission of diseases to persons exposed to the blood or body fluids of another. These procedures shall be standard health and safety practices. No distinction shall be made between body fluids from individuals with a known disease or infection and from individuals without symptoms or with an undiagnosed disease.

The Board of Trustees shall develop, in consultation with public health and medical personnel, procedures to be followed by all staff. The procedures shall be distributed to all staff and training on the procedures shall occur on a regular basis. Training and appropriate supplies shall be available to all personnel, including those involved in transportation and custodial services.

In addition to insuring that these health and safety procedures are carried out on a District-wide basis, special emphasis shall be placed on those areas of school district operation that present a greater need for these precautions.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Personnel Records

The District maintains a complete personnel record for every current employee and former employee. The employee's personnel record shall be maintained in the County Superintendent's office. An employee will be given access to his or her personnel records, according to the guidelines developed by the Board. Members of the Board, when authorized through Board action, may have access to cumulative personnel files. Counsel retained by the Board or the employee shall also have access to cumulative personnel file, when specifically authorized by the Board.

Payroll and Employee Benefit Plans

The public shall, upon request and with approval of the district Superintendent, have access to payroll records and benefit plans for any or all employees of the district.

How an individual chooses to allocate compensation shall be a private concern.

Employee Job Applications, Qualifications and Status Information

The names of applicants for advertised vacancies may be released to the public upon request unless an applicant requests otherwise at the time of submitting an application. Statistical information that would normally be released to governmental agencies monitoring compliance will be made available upon request.

Regarding employee records or specific job applications, qualifications and status, the following information shall be privileged (not made public):

1. Past and present performance evaluations, employer criticism and observations
2. Military record
3. Health and medical status
4. I.Q. scores and performance tests
5. Convictions and/or prison records
6. Disabilities (including chemical dependency problems)
7. Family status or problems
8. Discussion of other employees, which occur during a performance evaluation
9. Information compiled to explain absence from work or poor work performance
10. Other information most individuals would not willingly disclose publicly

Personnel Files

The Clerk shall maintain cumulative personnel files (employee records). Access to personnel files shall be limited to the Board, and/or the district Superintendent, to the Board's legal counsel, and to the employee, the employee's signed designee, or the employee's legal counsel. A record by name and date of any party reviewing a file shall be maintained in that file, and those who have access to the files shall be required to maintain the confidentiality of the files and their contents.

An employee shall have the right, with prior arrangement, during normal business hours, to review the contents of his/her personnel file in the presence of the Clerk or other authorized staff member.

Processed grievances shall not be a part of an employee's personnel file but shall be kept apart from the personnel file.

Legal Reference: 10.55.701, ARM Board of Trustees

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Resolution of Staff Complaints

As circumstances allow, the District will attempt to provide the best working conditions for its employees. Part of this commitment is encouraging an open and transparent atmosphere in which any problem, complaint, suggestion, or question is answered quickly and accurately by supervisors or the Board.

To fulfill this commitment, the following policy has been established:

- The District will endeavor to promote fair and honest treatment of all employees. All employees are expected to treat each other with mutual respect.
- Each employee has the right to express his or her views concerning policies or practices to the Board in a business-like manner, without fear of retaliation. Employees are encouraged to offer positive and constructive criticism.
- Each employee is expected to follow established rules of conduct, policies, and practices. Should an employee disagree with a policy or practice, the employee can express his or her disagreement according to policy procedures established for such purposes by the Board.
- No employee shall be penalized, formally or informally, for voicing a disagreement with the District in a reasonable, business-like manner.
- Employees who voluntarily choose to ignore the established policies and procedures established by the Board of Trustees for expressing concerns with District policies or practices will be held accountable for said violations of the District's Code of Ethics and Confidentiality Policies.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Uniform Grievance Procedure

All individuals should use this grievance procedure if they believe that the Board, its employees or agents have violated their rights guaranteed by the State or Federal constitution, State or Federal statute, or Board policy.

The District will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

Level 1: Informal: An individual with a complaint is encouraged to first discuss it with the teacher, or staff member involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed directly with the district Superintendent or the Board designee and notice of said discussion provided immediately to the Board of Trustees.

Level 2: District Superintendent or the Board Designee If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1.) the nature of the grievance and 2.) The remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the district Superintendent or the Board designee within sixty (60) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.

If the complaint alleges a violation of Board policy or procedure, the district Superintendent or the Board designee shall investigate and informally attempt to resolve the complaint. If either party is not satisfied with the district Superintendent or the Board designee's decision, the grievance may be advanced to Level 3 by requesting in writing that the Board review the district Superintendent or the Board designee's decision. This request must be submitted to the Board within fifteen (15) days of the district Superintendent or the Board designee's decision.

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the district Superintendent or the Board designee shall turn the complaint over to a third party, independent Nondiscrimination Coordinator who shall investigate the complaint. The District may retain the assistance of a Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The coordinator will complete the investigation and file the report with the district Superintendent or the Board designee within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the County Superintendent agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the County Superintendent rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

Level 3: The Board: If either party is not satisfied with the decision of the County Superintendent, the Board is the next avenue for appeal. A written appeal must be submitted to the Board within fifteen (15) days of receiving the County Superintendent's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the County Superintendent to the Board bears the burden of proving a failure to follow Board policy.

Upon receipt of a written appeal of the decision of the district Superintendent or the Board designee, and assuming the individual alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final, unless appealed within the period provided by law.

Level 4: County Superintendent: If the case falls within the jurisdiction of the County Superintendent of Schools, the decision of the Board may be appealed to the County Superintendent, who shall appoint an impartial County Superintendent from outside of Liberty County, by filing a written appeal within thirty (30) days after the final decision of the Board, pursuant to the Rules of School Controversy.

Procedure History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Non-Renewal of Employment/Dismissal from Employment

The non-renewal, termination or dismissal of certificated and classified staff shall be at the sole discretion and determined by the Board. All Board decisions related to non-renewal or dismissal of either certified or classified staff shall take place only after having received and reviewed the recommendation(s) of the district Superintendent, in the case of classified employees, the district Superintendent in conformity with state statutes and applicable district policy.

Resignations

Certified personnel will generally be expected to fulfill the terms of their contract unless (1) there are clearly compelling, mitigating circumstances which prevent the certified individual from doing so; and (2) until such time as the Board through public action releases the certified individual from the terms of his/her contract.

Classified employees (i.e. non-certified employees) are expected to give due written notice that will permit the district to conduct a search for a suitable replacement. The Board of Trustees expects a two-week notice.

All resignations must be in writing. The immediate supervisor shall be informed in writing of the resignation and a copy of the resignation shall be delivered to the Chair of the Board of Trustees.

Retirement Programs for Employees

All employees of the Liberty Elementary Public-School District shall participate in the retirement programs under the Federal Social Security Act and either the Teachers' Retirement System or the Public Employees' Retirement System as designated in state retirement regulations.

Certified employees who intend to retire at the end of the current school year should notify the Board of Trustees in writing prior to March 1 of that year.

Those employees intending to retire who are not contractually obligated to complete the school year should notice the Board of Trustees as early as possible and no less than sixty (60) days prior to their retirement date.

The Board of Trustees directs the Clerk to develop procedures and will review them, by which contributions shall be determined for previously unclaimed prior service.

Legal Reference:

Title 19, Chapter 1, MCA
 Title 19, Chapter 3, MCA
 Title 19, Chapter 20, MCA
 § 20-3-3244, MCA
 § 20-4-204, MCA
 § 20-4-206, MCA

§ 20-4-207, MCA

Social Security
 Public Employees' Retirement System
 Teachers' Retirement System
 Duties and powers of Trustees
 Termination of tenure teacher services
 Notification of non-tenure teacher
 reelection - acceptance - termination and
 statement of reasons.
 Dismissal of teacher under contract

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Disciplinary Action - Employees

District employees who fail to fulfill their job responsibilities or follow the reasonable directions of their supervisors or who conduct themselves on or off the job in ways that affect their effectiveness on the job or in other such ways that the law determines to be good cause shall be subject to discipline. Behavior conduct or action which may institute disciplinary action or dismissal may include, but is not limited to, insubordination, fraud, theft, violation of District policies, breach of employment contract and other reasonable job-related grounds based on a failure to satisfactorily perform job duties, disruption of the District's operation, or other legitimate business reason.

Discipline shall be reasonably appropriate to the circumstance and shall include, but is not limited to, the supervisor's or Board of Trustees right to reprimand and to suspend with or without pay or impose other appropriate disciplinary sanctions. In accordance with Montana law, only the Board of Trustees may terminate or non-renew an employee.

Legal Reference:

§ 20-3-324, MCA	Powers and Duties
§ 20-4-207, MCA	Dismissal of Teacher Under Contract
§ 20-3-210, MCA	Controversy Appeals and Hearings
§ 39-2-903, MCA	Definition of good cause

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Reduction in Force

The Board has the exclusive authority to determine the appropriate number of certified and classified employees. A reduction of either certified or classified employees may occur as a result of, but not be limited to, changes in the education program, staff realignment, changes in the size or nature of the student population, financial situation considerations, or other reasons deemed relevant by the Board.

The reduction in certified employees will be done through normal attrition if possible. If normal attrition does not meet the necessary reduction in force required, the Board may terminate certified and classified employees.

It shall be the responsibility of the district Superintendent to provide a recommendation for possible termination to the Board. The district Superintendent may consider, but are not limited to, the following criteria, in making their recommendations:

- Endorsements and educational preparation within the grade level and subject areas in which the employee is now performing;
- Relative skills, aptitude, ability and demonstrated performance measures; and
- Number of continuous years of service to the School District. This will be considered only when the foregoing factors are relatively equal between certified or classified employees and shall not alone constitute the sole basis for retention or dismissal under a Reduction in Force action.

Cross Reference: #5254 Non-renewal or Termination of Contract

Legal Reference: § 20-4-206(4), MCA Notification of Non-tenure Teacher Reelection

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Employee Assistance Program (Optional)

The Liberty Elementary School District may elect to provide an Employee Assistance Program (EAP) that will assist employees and their dependents in dealing with the personal problems that pose a threat to their health, well-being and/or possibly their jobs. The EAP may help with a wide range of problems employees face such as alcoholism, drug abuse, emotional problems or other personal concerns. The scope of assistance may include (1) initial assessment and referral; (2) up to three short-term counseling sessions with the District's external EAP coordinator; and (3) awareness/education services on the effects of drug/alcohol and other addictions, stress management and/or other areas of personal problems. Subsequent services, which may be indicated, may be partially covered by applicable provision of health insurance, with the employee being responsible for any remainder of services provided. The District may make confidential assistance available through special arrangements by the District with a confidential external EAP coordinator. The external EAP coordinator may coordinate with the Personnel Services Department of the School District. No services, beyond the three listed in this policy as the scope of this program, may be provided to employees except in those specifically covered in the District's employee benefit plan.

Implementation of this program will not require or result in any special regulations, privileges or exceptions from the standard administrative practices applicable to job performance, except as may be outlined in a labor/management agreement. The EAP is complimentary to, but not a substitute for, adequate job performance.

The Liberty Elementary Public-School District will to the best of its ability provide a safe environment for all students, patrons and employees of the District. Therefore, when and where applicable precautions will be taken to ensure that an employee's condition does not present a health and/or safety threat to students, patrons or other employees in any instance.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Leaves

Sick Leave - Policy and Objectives

It is the policy of the Liberty Elementary Public-School District to grant its classified employees sick leave benefits in accordance with Section 2-18-618, MCA. Teachers shall be granted sick leave in accordance with the provisions of their teaching contracts/Board policy.

Sick leave means a leave of absences with pay for a sickness suffered by an employee or his/her immediate family. Immediate family shall mean the employee's spouse and children residing in the employee's household.

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

The objectives of this policy are to establish functional uniform procedures for calculating and granting sick leave benefits in accordance with Section 2-18-618, MCA.

Further, it is an objective of this policy to assure compliance with the maternity leave requirements specified in the Civil Rights Act of 1964 and the Montana Maternity Leave Act. Sick leave will be available for pregnancy, miscarriage, childbirth, and recovery there from.

Abuse of sick leave policy by any employee of the District is cause for disciplinary action by the Board of Trustees including suspension without pay pending an investigation, termination and or discharge.

Civic Duties Leave (For Certified Only)

Employees can request pay for absences for Jury Duty or other appearances in court in response to a duly served subpoena, except where the employee is a litigant in the case. The pay for subpoena leave shall be the regular rate of pay for the employee, less any payment received from the court exclusive of reimbursement for travel, meals and lodging.

1. The employee requesting pay must file a copy of the subpoena with the clerk and inform the immediate supervisor prior to the absence. The employee shall keep the supervisor informed of the length of absence.
2. The employee must complete a "Request for Leave" form, prior to the leave if possible.

Personal Leave (For Certified Only)

The District may provide up to two (2) days of Personal Leave per year to each contracted, full-time certified employee. In the event of part time employees, two pro-rated days shall be provided.

One day shall be at regular salary, unless it extends a school vacation or holiday, and the additional day will result in a deduction in any event from the employee's salary at a rate equal to the current cost of a substitute subject to the following conditions:

1. Any extensions of vacations or holidays by use of contiguous working days, shall result in a deduction from the employee's salary at a rate equal to the current cost of a substitute. Should more than one personal leave day be used to extend a vacation or holiday, whether on either end or by use of contiguous working days, there shall be a deduction for both days.
2. In the case of emergencies generated in conjunction with a scheduled School District vacation or holiday precludes the return of a staff member, application for Personal Leave may be made on return. If granted, this day will result in a deduction from the employee's salary at a rate equal to the current cost of a substitute.
3. Personal Leave days will not be granted during the first two nor the last two days of any school semester, nor during any Pupil Instruction Related Day by teachers unless approved by the Board for compelling reasons.
4. Exceptions to this policy may be made during periods of emergency, such as when there is an inadequate supply of substitutes. The Board reserves the right to grant Personal Leave days upon petition for extraordinary or emergency reasons; the granting of Personal Leave in such instances will not constitute a precedent binding upon the District in its administration of Personal Leave policies.
5. Personal Leave is not cumulative.

Extended and/or General Leave Requests (Discretionary)

The Board of Trustees reserves final approval of all discretionary extended leave requests, whether with or without pay. This shall include those leaves under the Voluntary Career Development Plan, as well as discretionary leaves without pay. All such leave requests must come before the Board of Trustees for its approval.

Long-Term Illness/Temporary Disability/Maternity Leave

It is the policy of the Liberty Elementary Public-School District to enable its employees to use sick leave for long-term illness or temporary disability, and upon the expiration of sick leave to grant eligible employees leave without pay if requested.

Medical certification or documentary evidence detailing the occurrence 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 there from. 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 after-math of miscarriage or other pregnancy-related complications. Such leave shall not exceed six 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 there from 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 Board of Trustees 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.

Cross Reference: #5328 Family Medical Leave Act

Legal Reference:	42 USC 2000e § 2-18-601(10), MCA § 2-18-618, MCA § 2-18-619, MCA § 49-2-311, MCA	Equal Employment Opportunities Definitions Sick Leave Jury Duty - Service as Witness □ 49-2-310, MCA Maternity leave Reinstatement to job following pregnancy - related to leave of absence
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Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Family Medical Leave

In accordance with the provisions of the Family Medical Leave Act of 1993, a leave of absence of up to 12 weeks during a 12 month period may be granted to an eligible employee for the following reasons: 1) the birth of a child; 2) the placement of a son or daughter for adoption or foster care; 3) because of a serious health condition that make the employee unable to perform the functions of his or her job; or 4) to care for employee's spouse, child or parent with a serious health condition.

An employee is eligible to take FMLA leave if s/he has been employed for at least 12 months and has worked at least 1,250 hours during the 12 months immediately prior to the date when the leave is requested and if there have been at least 50 District employees within 75 miles for each working day during 20 or more workweeks in the current or proceeding calendar year. Employees will (not) be required to use appropriate paid leave while on FMLA Leave. Workers Compensation absences will (not) be designated FMLA Leave.

The Board has determined that the 12 month period during which an employee may take FMLA Leave is: 1) July 1 to June 30 or other specific dates; 2) the calendar year; 3) 12 months forward from the date of a particular employees first FMLA Leave; or 4) 12 months backward from the date of FMLA Leave.

At the discretion of the Board medical certification may be required to determine FMLA initial or continued eligibility as well as fitness for duty.

Legal Reference: 29 CFR 825, 29 USC 2601 et seq., 2-18-600 et seq. MCA, 49-2-300 et seq. MCA

NOTE: This provision ONLY applies to School Districts with 50 or more employees. Those Districts with less than 50 employees must comply with FMLA notice and record retention but are not obligated to provide the leave as a benefit of any employee's employment.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Insurance Benefits for Employees

It is the policy of the Liberty Elementary Public-School District that newly hired employees may be eligible for insurance benefits, if offered by the District, with the exceptions noted below:

1. Classified employees who are less than half time (that is, who are regularly scheduled to work less than 20 hours per week) will not be eligible for group health, dental and life insurance, and will not be considered to be a member of the defined employee insurance benefit groups.
2. Any permanent employee who works half time or more is eligible for group health and/or dental insurance. All medical and dental insurance premiums shall be pro-rated in the amount of the full contract in terms of full-time equivalency times the district's maximum contribution as prescribed by the applicable collective bargaining agreement or Board policy. Life insurance benefits, if offered shall accord with Board policy or if applicable, the CBA.
3. An employee who does not work during the summer, but who has been employed during the previous academic year, shall be eligible at his/her election to continue group health, dental and life insurance coverage during the summer months. For certified personnel, the District will pay the District's portion of the premium during the summer if the certified employee has worked at least 135 days during the preceding school year. A classified employee who works less than 12 months shall have his/her premium paid for summer months (in the same proration as existed during the academic year) if the employee has worked at least 180 days during in the preceding school year.
4. An employee who has not completed the required number of days must pay the total premium (employee and employer portion) for June, July and August by the last day of school. This payment is made to the District's clerk.

If an eligible employee wishes to discontinue or change health insurance coverage, it is incumbent upon the employee to initiate the action by contacting the personnel office and completing the appropriate forms. A medical examination at the expense of the employee may be required if the employee elects to join the District health insurance program after initially refusing coverage during the "open season" (September).

Anniversary dates of the health and dental insurance policies for the District shall be September 1 through August 31.

Legal Reference: § 2-18-702, MCA Group insurance for public employees and officers
 § 2-18-703, MCA Contributions

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Workers' Compensation Benefits

All employees of the District are covered by Worker's Compensation benefits.

In the event of an industrial accident, an employee should:

1. Attend to first aid and/or medical treatment if emergency prevails.
2. Correct or report as needing correction the hazardous situation as soon as possible after the emergency is stabilized.
3. Report the injury or disabling condition (whether actual or possible) to the district Superintendent within 48 hours on the Employers First Report of Occupational Injury or Disease; and
4. Call or visit the district Superintendent after medical treatment if needed to complete the necessary report of accident and injury, the Occupational Injury or Disease Form.

The district Superintendent shall notify the Board of the report and shall be in communication with the Board in completing the report as required.

An employee who is injured in an industrial accident may be eligible for Worker's Compensation benefits. By law, use of sick leave must be coordinated with receipt of Worker's Compensation benefits on a case-by-case basis by contacting the Worker's Compensation Division, Department of Labor and Industry.

The District will not automatically and simply defer to a report of industrial accident. The District shall investigate, as it deems appropriate, to determine (1) whether continuing hazardous conditions exist that need to be eliminated, and (2) whether in fact an accident attributable to the District's working environment did occur as reported. The District may require the employee to authorize his/her physician to release pertinent medical information to the District's personnel office or to a physician of the District's choice should an actual claim be filed against the Worker's Compensation Division that could result in additional fees levied against the District.

An employee who elects to receive Worker's Compensation benefits shall, upon commencement of the benefits, be considered in a Leave Without Pay status, and shall no longer be eligible for District group insurance benefits except as may be required by the Family Medical Leave Act and to the extent provided for all employees on Leave Without pay status, i.e., that all premiums are due in advance on a monthly basis for the duration of the Leave without Pay. The District will discontinue its contributions for group insurance on behalf of any employee on a Leave without Pay status at the end of the month in which Leave Without Pay commences.

Legal Reference: § 39-71-101, et seq., MCA Workers' Compensation

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Reporting Workers Compensation Claims

Liberty Elementary School District requires that all employees follow the guidelines and regulations outlined by the Montana Department of Labor and Industry, Employment Relations Division, Workers' Compensation Claims Assistance Bureau when reporting any and all suspected work place related incidents resulting in an injury.

Responsibilities of the Employee:

Liberty School District employees must report all on-the-job injuries or occupational diseases to their supervisor, insurer or employer as soon as possible. Liberty School District employees must give notice to their employer within 30 days after the occurrence of any and all work place related accidents (one year from the date you knew or should have known your condition from an occupational disease.) The notice must include time and place where the alleged accident occurred and the nature of the injury. Liberty School District employees are encouraged to report any minor injuries to their employer whether or not they receive medical treatment.

Liberty School District employees must submit a written and signed First Report of Injury (FROI) within 12 months from the date of any accident or occupational disease. Liberty Elementary District Employees can submit this form to their employer, the workers' compensation insurer or the Department of Labor and Industry.

Responsibilities of the Employer:

Montana law requires employers to respond to all FROI reports submitted by District employees within six days after notice of every on-the-job accident, injury and/or occupational disease (OD) by a worker.

Upon receipt of the Liberty School District employee's signed FROI, the insurer has 30 days to accept or deny your claim.

The United States Department of Labor, OSHA, requires employers to maintain a record of all employee occupational injury claims in the employer's place of business.

Contact information for filing of claims:

Liberty Elementary School District
Attn: Board of Trustees
333 2100 Road South / P.O. Box 78
Galata, Montana 59444
(406) 432-2581 Ph
(406) 432-2582 Fax
sec.ec@colomy.mt
norsmangroup@gmail.com

Department of Labor & Industry
Employment Relations Division
Workers' Compensation Claims Assistance Bureau
PO Box 8011
Helena MT 59604-8011
(406) 444-6543
<http://erd.dli.mt.gov>

Policy History:

Adopted: August 2017

Revised: September 2018 / November 2022

Professional Development

The District recognizes that additional training and study are advantageous for the continued growth and ability of District employees. As part of a continuous program of instructional and administrative improvement, the District shall provide a minimum of three days of professional development annually for certified employees. A day of professional development is defined as six hours of actual contact time. Professional development time may be divided into no less than two-hour increments to facilitate delivery of professional development programs. By April 15 of each year, the District shall formulate a professional development plan that includes:

1. Goals and objectives appropriate to the professional development needs of teachers, school trustees, and all other school personnel;
2. Acceptable activities; and
3. Evaluation methods required for each activity in the plan.

The Board of Trustees shall establish an advisory committee to develop and evaluate the plan. The committee shall include but not be limited to teachers, district Superintendent, Trustees and third-party consultants or specialists. A majority of the committee shall be teachers and administrative staff. For independent, multi-grade elementary districts without a district Superintendent, the County Superintendent may establish one committee to develop the plan for all of these schools in the county. The plan shall be on file with the County Superintendent or the District Clerk or Board of Trustees. It shall be available for review by all employees and the public.

Release Time for Professional Development

During a year, there are often professionally-related activities such as conventions, committee meetings, workshops, seminars, institutes, visitations and other activities that are related to the education profession in a general sense. The Board of Trustees recognizes that the professional personnel of the District will occasionally want to attend these activities.

Consultation by Certified Employees

Occasionally professional staff asks for release in order to consult outside the District. On limited basis this type of professional activity may be permitted. A professional who is absent a few times during the year for this purpose may be contributing to the profession and to the District. On the other hand, if a teacher were absent from his/her classroom duties many times during the year, the loss of instruction for the students would likely not be offset by the other benefits. The guidelines to be used relative to these requests are:

1. A professional staff member may use his/her personal leave days as per the Public Schools/contract.
2. Such an individual may use professional leave for consulting work if they have received prior approval by the Board. In making its decision the Board will consider such factors as the total number of absences of the teacher for all purposes during the year; the professional value of the consulting services to be provided by the teachers; maintenance of program effectiveness in the teacher's absence; availability of competent substitutes; and arrangements for substitute pay (see No. 3 below).
3. The beneficiary of the staff member's consultation service will reimburse the District for the cost of the substitute's pay. These arrangements are the responsibility of the consulting professional and must be made with the business office.
4. Where a certified employee elects to use vacation days for consultation, they shall be the sole concern of the employee and will not be entitled to reimbursement of any costs associated there with.

Salary Schedule Advancement

Professional employees shall advance on the District's salary schedule as agreed in the most current contract. Unless otherwise specified, courses and in-service programs conducted or sponsored by the District shall not be accepted for advancement on the District's salary schedule; nor shall in-service activities during school hours as an integral part of the employee's employment be considered for advancement on the salary schedule. District professional employees who wish to secure credit toward salary advancement shall submit a record and description of the course(s) to the district business manager, district Superintendent and or the Board of Trustees in advance of registration.

Legal Reference:	§ 20-1-304, MCA	Pupil-Instruction-Related Day
	10.55.714, ARM	Professional Development

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Classroom Assistants (Classroom, Library, Etc.)

Classroom Assistants are under the supervision of the classroom teacher and the district Superintendent. Also, by job description, the nature of the work accomplished by classroom assistants will encompass a variety of tasks that may be inclusive of "limited instructional duties."

Section 20-3-324(2), MCA, gives the Trustees the sole power and duty to "employ and dismiss . . . teachers' aides . . . and any other personnel considered necessary to carry out the various services of the district."

Classroom assistants are employed by the Liberty Elementary Public-School District mainly to assist the teacher. A classroom assistant 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.

It is the responsibility of the teacher and or district Superintendent to recommend to the Board adequate training for a classroom assistant. This training should take into account the unique situations in which an classroom assistant works and should be designed to cover the general contingencies that might be expected to pertain to that situation.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Volunteers

The Liberty Elementary Public School recognizes the valuable contributions made to the total school program by members of the community who act as volunteers. A volunteer by law is an individual who:

1. Has not entered into an express or implied compensation agreement with the District;
2. Is excluded from the definition of "employee" under the appropriate state and federal statutes;
3. May be paid expenses, reasonable benefits and/or nominal fees in some situations; and
4. Is not employed by the District in the same or similar capacity for which he/she is volunteering (e.g. a teacher cannot volunteer to teach although he/she could volunteer to type or file), as prescribed by the Federal Fair Labor Standards Act.

District employees who work with volunteers shall clearly explain duties for supervising children in school, on the playground and on field trips; and an appropriate degree of training and/or supervision of each volunteer shall be administered commensurate with the responsibility undertaken.

The Board of Trustees shall develop and implement procedures for the utilization of volunteers within the District.

Volunteers who are formally acting on behalf of and are assisting in school projects shall be covered by the District's liability insurance. This does not alleviate a volunteer, as is the case with an employee, from exercising appropriate judgment and responsibility in the discharge of all duties in accordance with the policies of the Board of Trustees of the School District.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Student Teachers/Interns

The Liberty Elementary School District recognizes its obligation to assist in the development of members of the teaching profession. The district shall make an effort to cooperate with accredited institutions of higher learning in the education of student teachers and other professionals in training (such as interns) by providing a reasonable number of classroom and other real-life situations each year.

The District and the respective training institutions shall enter into mutually satisfactory agreements whereby the rules, regulations and guidelines of the practical experiences shall be established.

The district Superintendent shall coordinate all requests from cooperating institutions for placement so that excessive concentrations of student teachers and interns shall be avoided. As a general rule:

- (1) A student teacher shall be assigned to a teacher or other professional who has agreed to cooperate and who has no less than three (3) years of experience in the profession;
- (2) A supervising professional shall be assigned no more than one student teacher/intern per school year;
- (3) The supervising professional shall remain responsible for the class; and
- (4) The student teacher shall assume the same conditions of employment as a regular teacher with regards to meeting the health examination requirements, length of school day, staff meetings and in-service training.

Legal Reference: § 20-4-101(2,3), MCA System of Teacher and Specialist Certification

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Employee Electronic Mail and On-Line Services Usage

Electronic mail ("e-mail") is defined as a communications tool whereby electronic messages are prepared, sent and retrieved on computers. On-line services (i.e., the Internet) are defined as a communications tool whereby information, reference material and messages are sent and retrieved electronically on computers.

Because of the unique nature of e-mail/Internet and because of the Liberty Elementary School District's desire to protect its interest with regard to its electronic records, the following rules have been established to address e-mail/Internet usage by all employees.

The School District e-mail and Internet system is intended to be used ONLY by classroom teachers for educational purposes only; use for informal or personal purposes is permissible only within reasonable limits, and with the approval of the employees' immediate supervisor. All e-mail/Internet records are considered School District records and should be transmitted only to individuals who have a need to receive them. Additionally, district records, e-mail/Internet records are subject to disclosure to law enforcement or government officials or to other third parties through subpoena or other process. Consequently, employees should always ensure that the educational information contained in e-mail/Internet messages is accurate, appropriate and lawful. E-mail/Internet messages by employees may not necessarily reflect the views of the School District. Abuse of the e-mail or Internet systems, through excessive personal use, or use in violation of the law or School District policies, will result in disciplinary action, up to and including termination of employment.

While the School District does not intend to regularly review employees' e-mail/Internet records, employees have no right or expectation of privacy in e-mail or the Internet. The School District owns the computer and software making up the e-mail and Internet system and permits employees to use them in the performance of their duties. E-mail messages and Internet records are to be treated with the expectation that anything in them is available for review by Board.

Network Acceptable Use Policy

The District recognizes the need for its staff to have access to a global information network. We believe that responsible use of this global information network by the classroom teacher is imperative.

Accordingly, the District shall operate an information network to enhance and expand its educational mission. The network is an information system owned by the District as well as other information systems to which the District provides intentional or unintentional access.

The District is not responsible for information available from third parties solely for providing access or connection to or from a facility, system or network over which it has no control. An orientation session on appropriate use of the Information Network shall be provided for each user prior to the issuance of a system account. The use of this system shall be consistent with the District's educational mission, district policy, state laws and federal laws.

Internet Information Privacy (Required if the District has a Web site)

Liberty Elementary School District will not collect personally identifiable information online from its Web site users unless the Web site:

1. Identifies who operates the Web site;
2. Provides the address and telephone number where the operator may be contacted as well as an electronic means of contacting the operator, and
3. Generally describes the operator's information practices, including how it protects the privacy of the user and the steps taken to protect the security of the collected information.

If the personally identifiable information may be used for a purpose other than the express purpose of the Web site or may be given or sold to a third party, then the Web site must include:

1. A clear notice to the user that the information collected could be used for purposes other than the purposes of the Web site;
2. A general description of the types of third parties that may obtain the information; and
3. A clear procedure requiring an affirmative expression of the user's permission before the information is collected.

Personally, identifiable information is defined as including: a first and last name, a physical address, an e-mail address, a telephone number, social security number, or unique identifying information that an Internet service provider or a government Web site operator collects and combines with any other parts of the definition.

Legal Reference: § 2-17-550, MCA Government Internet Information Privacy
 § 2-17-551, MCA
 § 2-17-552, MCA
 § 17-553, MCA

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

APPENDIX E

Professional Educators of Montana Code of Ethics

Preamble

The professional conduct of every educator affects attitudes toward the profession and toward education. Aware of the importance of maintaining the confidence of students, parents, colleagues and the public, Montana educators strive to sustain the highest degree of ethical conduct.

Montana educators value the worth and dignity of every person and the pursuit of truth, knowledge and excellence. While the freedom to learn and the freedom to teach are essential to education in a democracy, educators in Montana balance these freedoms with their own adherence to this ethical code.

Members of the Profession of Education in Montana:

- Make the well-being of students the fundamental value in all decisions and actions.
- Fulfill professional responsibilities with diligence and integrity.
- Protect the civil and human rights of students and colleagues.
- Know the policies, regulations, rules, and laws governing the professional conduct of educators.
- Pursue appropriate measures to change those policies, regulations, rules, and laws which are inconsistent with sound educational goals.
- Recognize parents and the public as integral parts of the school community and encourage their involvement in education.
- Maintain professional standards and seek to improve the effectiveness of the profession.
- Exemplify and foster a philosophy of education, which encourages a lifelong pursuit of learning.

Created by the Certification Standards and Practices Advisory Council to the Montana Board of Public Education

**6000 SERIES
ADMINISTRATION**

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Appendix F-2	Duties of the Supervising Teacher or Principal as Stated in These Policies

Role of the County Superintendent of Schools

The Board of Trustees recognizes that the Liberty County Superintendent of Schools may, at the discretion of the Board, assist it with the general supervisory responsibility of the school district, in the absence of a certified school administrator, unless the Trustees choose to contract with another school administrator, educational specialist or educational consultant to provide those services.

Specifically, in accordance with the statutory provisions provided in MCA 20-3-205 the County Superintendent will, within the limitations prescribed by said statute, act:

1. In accordance with Montana Code Annotated Administer the oath of office to incoming Board of Trustee members.
2. Compute the annual district budgeting in revenues realized from tax levies;
3. In the absence of a district administrator or supervising teacher, may at the direction of the Board of Trustees provide the Board with appropriate teacher supervision and annual written evaluation in accordance with the State of Montana Office of Public Instruction (OPI) EPAS Guidelines as well as annual curriculum review and recommended revisions in alignment with State of Montana Office of Public Instruction (OPI) Standards.

In addition, the County Superintendent may, at the discretion and direction of the Board of Trustees:

1. Assist with the interviewing and/or hiring of teachers;
2. Organize professional development for the district’s classified and certified staff;
3. Coordinate ongoing curriculum review and assessment;
4. Coordinate the receipt of special funds from grants and federal sources;
5. Provide opportunities for group purchasing of educational material and supplies.
6. Other duties as agreed to by Resolution of the Board of Trustees.

(For a complete list of the duties as stated in these policies of the County Superintendent and/or Principal, see Appendix E -1.)

Legal Reference:	§20-3-207 MCA	Assist Trustees with School Supervision
	§20-3-208 MCA	Authority to Request, Accept & Disburse Money
	§20-3-210 MCA	Controversy Appeals & Hearings

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Administration in Policy Absence

In the absence of a policy where immediate action is required, the district Superintendent is authorized to act in accordance with the best-established practices consistent with law. However, it the district Superintendent's duty to inform the Board of Trustees, at the next regularly scheduled Board meeting, if there is a need for an official policy action.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

District Superintendent Stipend and Benefits

The Board will establish the terms and conditions of employment including if and when appropriate, an additional stipend for the district Superintendent. Where and when there is a certified administrator, educational specialist or educational consultant hired by the district, the Board of Trustees will establish a specific salary or contract for services amount appropriate to the individual's education, experience and expected responsibilities. The Board of Trustees may also provide at its sole discretion, benefits such as longevity with the district or mileage reimbursement as it sees fit. Financial incentives as a means to award excellence may also be incorporated into the salary system for the district Superintendent.

Professional Growth and Development

The Board of Trustees recognizes that training and study for the district Superintendent contributes to skill development necessary to better serve the needs of the District. Professional development shall be based on the needs of the District, as well as in consideration of the needs of the individual classroom teacher.

Professional Association Memberships

The district Superintendent is encouraged to be a member of and participate in professional associations that have as their purposes the continued improvement of education in general. The cost of any such memberships shall be the sole financial responsibility of the individual administrator, unless expressly provided for in writing by the District with approval by the Board of Trustees.

Cross Reference: 5340 Staff development

Legal Reference: §20-1-304, MCA Pupil-instruction-related day

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Duties and Evaluation of the District Superintendent

The day-to-day operation of the school shall be under the supervision of the classroom teachers working in cooperation with the district Superintendent. They are governed by the policies of the District and are responsible for implementing the administrative procedures that relate to his/her assigned responsibilities.

The district Superintendent's duties shall include but not be limited to:

1. Planning for the improvement of the program for which s/he is responsible;
2. Evaluating that program regularly;
3. Recommending to the Board of Trustees budgetary, program, staff and other changes that will enhance the program;
4. Advising the Board of Trustees of the impact of proposed policies or other administrative actions on the programs for which he/she is responsible;
5. Assisting his/her subordinates to improve their performance;
6. Promoting effective working relationships with students, staff and patrons of the District;
7. Maintaining a progressive community/staff relations program within his/her building or assigned area.
8. Providing leadership for the function of the school in addition to his/her teaching duties;
9. Keeping and depositing of student and program records;
10. Acting as purchasing agent of the board for the purchase and management of instructional and program materials;
11. Acting as the agent of the board and carrying out its dictates.

(For a complete list of the duties as stated in these policies of the district Superintendent, see Appendix F-2.)

Evaluation of the District Superintendent

It is the goal of the Board that the district Superintendent be evaluated annually in order to provide guidance and direction to him/her in the performance of his/her assignment. Such evaluation shall be based on his/her job description, accomplishment of annual goals and performance objectives set by the Board, and established evaluative criteria including staff, student and parent comments.

The Board of Trustees shall establish procedures for the conduct of the evaluation of the district Superintendent. The Trustees may ask for assistance from the district Superintendent in establishing these procedures. Near the beginning of the school year, the district Superintendent should be informed of the criteria to be used for evaluation purposes, including the adopted goals for the District.

Those involved in the evaluation conference shall sign the written report and retain a copy for their records. The person being evaluated may have the right to submit and attach a written statement to his/her evaluation following the conference.

Cross Reference: 5254 Non-renewal
 5255 Disciplinary action or dismissal

Legal Reference: 10.55.701, ARM Board of Trustees

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

APPENDIX F-1

Duties of the District Superintendent Stated in these Policies

The following is a list of policies from this handbook that involve responsibilities of the County Superintendent of Schools: This reference list is provided for quick access to the appropriate policy.

1000s	The Board of Trustees
1513	Management Rights
2000s	Instruction
2123	Unit Plans
5000s	Personnel
5222	Evaluation
5231	Personnel Records
5250	Non-Renewal of Employment/Dismissal from Employment
5256	Reduction in Force
5340	Professional Development
7000s	Finance
7110	Budget and Program Planning

APPENDIX F-2

Duties of the District Superintendent as Stated in These Policies

The following is a list of policies from this handbook that involve responsibilities of the district Superintendent: This reference list is provided for quick access to the appropriate policy.

1000s The Board of Trustees

1420 Meeting, Procedure, Agenda, Quorum and Conduct

2000s Instruction

2100 Time for School

2130 District Assessment

2232 Placement

2310 Library Materials

2311 Selection and Adoption of Instructional Materials

2312 Copyright Restrictions

2320 Field Trips, Excursions and Outdoor Education

2321 Guest Speakers

2322 Contests for Students

2421 Promotion/Retention

3000s Students

3110 Entrance, Placement and Transfer

3115 Child Abuse and Neglect Reporting Policy

3118 Child Custodial Agreement

3122 Attendance Policy - Grades K-8

3200 Student Rights and Responsibilities

3215 Uniform Grievance Procedure

3220 Freedom of Expression and Student Publications

3224 Student Dress

3230 Student Privacy and Searches of Students and Their Property

3310 Student Discipline and Appeal Process

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3331 Emergency Removal

3400 Student Welfare

3416 Administering Medicines to Students

3417 Communicable Diseases

3431 Emergency Treatment

3440 Removal of Student During School Days

3530 Student Fund Raising Activities

3540 Missing Children

3600 Student Records

4000s Community Relations

4301 Contact with Staff and Visitors

4310 Review of Program, Curriculum, or Learning Materials

4313 Disruption of School Operations

4320 Contact with Students

4332 Conduct on School Property

4410 Relations with Law Enforcement and Child Protective Agencies

5000s Personnel

5420 Aides

5440 Student Teachers/Interns

6000s Administration

6111 Administration in Policy Absence

6160 Duties of the district Superintendent

7000s Financial Management

7320 Purchasing: Authorization and Control.

7500 Property Records

8000s Non-instructional Operations

8110 Bus Routes, Schedules, Eligibility and Safety

8111 Transportation of Students with Disabilities

8121 District-Owned Vehicles

8124 Student Conduct on Buses

8131 Private Vehicle Transportation

8200 Food Services

8300 Risk Management, Liability Insurance and Property Damage

8340 Privately-Owned Property

9000s Facilities

9300 Operation and Maintenance of District Facilities

9310 Student Safety, Staff Safety and Safety Program

9313 Emergency School Evacuation

9315 Power Outage

9320 Security

**7000 SERIES
FINANCIAL MANAGEMENT**

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7110	Budget and Program Planning
7142	Adoption of Budget Amendments
7210	Revenues, Tuition, Endowments and Gifts
7260	Financial Management
7310	Budget Implementation and Execution
7320	Purchasing: Authorization, Control, Bids and Contracts
7430	Financial Reporting and Audits
7500	Property Records

Budget and Program Planning

A District's annual budget is evidence of the Board of Trustees commitment to the objectives of the instruction programs. The budget supports the immediate and long-range goals and established priorities within all areas of the instructional and non-instructional programs.

Prior to presentation of the proposed budget for adoption, the district Superintendent , if there is no district administrator, shall prepare, for the Board of Trustees consideration, recommendations (with supporting documentation) that shall be designed to meet the needs of students within the limits of anticipated revenues.

Program planning and budget development shall provide for staff participation and the sharing of information with patrons prior to action by the Board.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Revenues

The District will seek and utilize all available sources of revenue for financing its educational programs. This includes revenues from non-tax, local, state and federal sources. All revenues received for the District will be properly credited to the appropriate fund and account as specified by federal and state statute and the accounting and reporting regulations for Montana school districts.

Tuition

The collection of the tuition obligations applying to non-resident students of the District shall be in accordance and compliance with Montana law.

Tuition rates shall be determined consistent with Montana law.

Endowments and Gifts

The Board of Trustees may accept gifts, endowments, legacies, and devices subject to the lawful conditions imposed by the donor. Endowments received by the District will be deposited to an endowment fund as an expendable or non-expendable trust. The Board of Trustees will not approve any gifts that are inappropriate.

The Board will establish procedures for determining the suitability or appropriateness of all gifts to be received and accepted by the District.

Legal Reference:	§20-5-301, et seq., MCA §20-6-601, MCA §20-7-803, MCA §20-9-604, MCA §20-9-212, MCA §20-9-213(4), MCA §20-9-303, MCA	Attendance outside school district Power to accept gifts Authority to accept gifts Gifts, legacies, devises, and administration of endowment fund Duties of County Treasurer Duties of Trustees Definition of Foundation
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Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Endowments, Gifts, and Investments

The Board may accept gifts, endowments, legacies, and devises subject to the lawful conditions imposed by the donor. Endowments received by the District will be deposited to an endowment fund as an expendable or nonexpendable trust subject to the donor’s conditions. The Board will not approve any gifts that are inappropriate. Unless conditions of an endowment instrument require immediate or specific disbursement, the Board will invest money deposited in the endowment fund according to the provisions of the Uniform Management of Institutional Funds Act (Title 72, chapter 30, MCA).

The Board retains the sole responsibility for establishing procedures for determining the suitability or appropriateness of all gifts received and accepted by the District.

Educational foundations which seek to promote, enhance, and enable educational opportunities and school improvement activities in the District may solicit and receive tax-deductible funds from donors. Educational foundations may be sanctioned by the Board but not managed or directed by it. The Board may appoint nonvoting advisors to the foundation board, if the bylaws of the foundation permit that action.

The Board directs that all school funds be invested in a prudent manner so as to achieve maximum economic benefit to the District. Funds not needed for current obligations may be invested in investment options as set out in Montana statutes, whenever it is deemed advantageous for the District to do so.

Legal Reference:	§ 20-6-601, MCA	Power to accept gifts
	§ 20-7-803, MCA	Authority to accept gifts
	§ 20-9-212, MCA	Duties of county treasurer
	§ 20-9-213(4), MCA	Duties of trustees
	§ 20-9-604, MCA	Gifts, legacies, devises, and administration of endowment fund
	§ 72-30-209, MCA	Appropriation for expenditure or accumulation of endowment fund – rules of construction

Policy History:

Adopted: June 2016

Revised: November 2022

Budget Implementation and Execution

Once adopted by the Board of Trustees, the Business Manager, working in cooperation with the District Superintendent, shall administer the operating budget. All actions of the Business Manager / Superintendent in executing the programs and/or activities delineated in that budget are authorized according to these provisions:

1. Expenditure of funds for the employment and assignment of staff shall meet the legal requirements of the state of Montana and adopted Board policies.
2. Funds held for contingencies may not be expended without approval from the Board of Trustees.
3. A listing of warrants describing goods and/or services for which payment has been made must be presented for Board of Trustees ratification each month.
4. Purchases shall be made according to the legal requirements of the state of Montana and adopted Board policy.

Legal Reference: §20-9-213, MCA Duties of Trustees
 §20-3-332, MCA Personal Immunity and Liability of Trustees

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Purchasing: Authorization and Control

The District Business Manager/Clerk in consultation with the District Superintendent are authorized to direct expenditures and purchases within the limits of the detailed annual budget for the school year. Board of Trustees approval for purchase of capital outlay items is required when the aggregate total of a requisition exceeds \$5,000, except the District Superintendent shall have the authority to make capital outlay purchases without advance approval, not to exceed \$5,000, when it is necessary to protect the interests of the district or the health and safety of the staff or students. The District Business Manager/Clerk shall establish requisition and purchase order procedures as a means of controlling and maintaining proper accounting of the expenditure of funds. Staff who obligate the district without proper authorization shall be held personally responsible for payment of such obligations.

Purchasing: Bids and Contracts

Whenever the cost of any supplies, equipment or work shall exceed \$50,000, formal bids shall be called for by issuing public notice as specified in 320-9-304, MCA. Specifications shall be prepared and be made available to all vendors interested in submitting a bid.

The District Business Manager/Clerk shall establish bidding and contract awarding procedures for all purchases of furniture, equipment, supplies (except for books), or public works projects, the cost of which is estimated to be in excess of \$50,000.

Bid procedures shall be waived only as specified in statute.

Legal Reference: § 20-9-204, MCA
§18-1-101, et seq., MCA
§18-1-201, et seq., MCA
§37-71-203, MCA
§49-3-207, MCA

Conflicts of Interest, Letting Contracts and Calling for Bids
Public Contracts
Bid Security
Bids to Show Bidder is Licensed and Not Beyond a Contract Time.
Nondiscrimination Provision in all Public Contracts

Policy History:

Adopted on: July 2005
Revised on: September 2014, November 2022

REVENUE ENHANCEMENT

7332

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

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

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Financial Reporting

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

Appropriate interim financial statements and reports of financial position, operating results and other pertinent information will be prepared, at the request of the Board, to facilitate management control of financial operations.

Audits

The Board of Trustees directs that District financial review (audit) shall be conducted in accordance with Montana law. Each financial review shall be a comprehensive review of the affairs of the School District and the District funds. The financial review shall comply with all statutory provisions and generally accepted governmental standards. Each financial review may be made at least every four (4) years and cover the immediately preceding four (4) fiscal years, or at the discretion of the Board, it may be conducted annually.

Legal Reference: §2-7-501 et seq., MCA
 §20-9-212, MCA
 §20-9-213, MCA

Definitions
Duties of county treasurer
Duties of trustees

Policy History:
Adopted on: July 2005
Revised on: September 2014 / November 2022

Property Records

Property records and inventory records shall be maintained on all land, buildings and physical property under the control of the District. Such records shall be updated annually.

For purpose of this policy, "equipment" shall mean a unit of furniture or furnishings, an instrument, a machine, equipment, technology, an apparatus or a set of devices which retains its shape and appearance with use, is nonexpendable and does not lose its identity when incorporated into a more complex unit. The District Clerk or the District Superintendent shall ensure that inventories of equipment are systematically and accurately recorded, updated and adjusted annually and be referenced to purchase orders and withdrawal reports. Property records of facilities and other fixed assets shall be maintained on an ongoing basis. No equipment shall be removed for personal or non-school use except according to Board policy. (See Policy #9320.)

Property records shall show, appropriate to the item recorded, the:

1. Description and identification
2. Manufacturer (if available)
3. Date of purchase
4. Initial cost
5. Location
6. Serial number, (if available)
7. Model number, (if available)

Equipment may be identified with a permanent tag that provides appropriate District and equipment identification.

Legal Reference: §20-6-602, MCA
 §20-6-608, MCA

Trustees Power over Property
Authority and Duty of Trustees to Insure District
Property

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

**8000 SERIES
NONINSTRUCTIONAL OPERATIONS**

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8301P	Fire Drills
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Rural Transportation

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

1. Resides three or more miles, over the shortest practical route, from the nearest operating public elementary 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 type of transportation provided by the District may be by a school bus; or by such individual transportation as paying the parent or guardian for individually transporting the pupil; or, providing supervised home study. The District may transport and charge for an ineligible public-school student provided that the parent or guardian pays a proportionate share of transportation services. Fees that are collected for the 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.

Legal Reference: <input type="checkbox"/>	§20-7-441, MCA §20-10-101, MCA §20-10-121, MCA §20-10-122, MCA §20-10-123, MCA 10.7.101, et seq., ARM 10.64.101 through 700, et seq., ARM	Special education child eligibility for transportation Definitions Duty of trustees to provide transportation - types of transportation - bus riding time limitation Discretionary provision of transportation and payment for this transportation Provision of transportation for nonpublic school children Pupil transportation Transportation
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Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Bus Routes, Schedules, Eligibility and Safety**Bus Routes and Schedules**

The Board of Trustees or the district Superintendent shall be responsible for scheduling bus transportation, including determination of routes and bus stops. Such routes are subject to the approval of the County Transportation Committee. The purpose of bus scheduling and routing is to achieve maximum service with a minimum fleet of buses insofar as this is consistent with rendering safe and reasonable equal service to all bus students.

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

1. A school bus route shall be established with due consideration of the sum total of local conditions affecting the safety, economic soundness and convenience of its operation, including road conditions, condition of bridges and culverts, hazardous crossings, presence of railroad tracks and arterial highways, extreme weather conditions and variations, length of route, number of families and children to be serviced, availability of turn-around points, capacity of bus, and other related factors.
2. The district may extend a bus route across another transportation service area if it is necessary in order to provide transportation to pupils in the district's own transportation service area. The district may not transport pupils from outside its transportation service area.
3. No school child attending an elementary school shall be required to ride the school bus under average road conditions more than one hour without consent of the child's parent or guardian.
4. School bus drivers are encouraged to make recommendations in regard to establishing or changing routes.
5. Parents should be referred to the Board of Trustees for any request of change in routes, stops, or schedules.

The Trustees reserve the right to change, alter, add or delete any route at such time that such changes are deemed in the best interest of the District subject to approval by the County Transportation Committee.

Bus Stops

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

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

School loading and unloading zones are to be established and marked to provide safe and orderly loading and unloading of students. The Supervising Teacher or Principal is responsible for the conduct of students waiting in loading zones.

Delay in Schedule

The Driver is to notify the Supervising Teacher or the Principal (most senior professional) of a delay in schedule. The administration will notify parents on routes and radio station, if necessary.

Responsibilities - Pupils

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

Responsibilities - Parents

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

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

Out-of-District: Students who reside outside the boundaries of the District may have a transportation fee in addition to a tuition fee as established in the Attendance Agreement. However, bus routes will not be extended outside of the District to accommodate these students.

Within the boundary limit (provided room is available): Students residing within the boundary limit may ride on the bus on a fee basis as established by the Trustees.

Safety

The Board of Trustees or the district Superintendent shall develop written rules establishing the procedures for bus safety and emergency exit drills, and for student conduct while riding on buses.

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

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

The system must be used with judgment and courtesy. Its abuse causes resentment on the part of the public. A driver should allow approaching vehicles time to stop or pass before the flashing lights are used.

Inclement Weather

The Board recognizes the unpredictability and resulting dangers associated with the weather in Montana. To achieve the maximum safety for children and efficiency of operation, the district Superintendent is empowered to make decisions as to the emergency operation of buses, the cancellation of bus routes and the closing of school in accordance with his/her best judgment. The Board may develop guidelines in cooperation with the administration to assist him/her in making such decisions.

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

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

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

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Transportation of Students with Disabilities

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

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

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

Mode of Transportation

If the District has an appropriate vehicle it will be the preferred mode of transportation. Other arrangements such as an individual transportation contract may be arranged with the parents. Such voluntary agreement shall stipulate in writing the terms of reimbursement.

Legal Reference:	§20 U.S.C 1401 (17) §20-7-442, MCA 10.16.2107, ARM	Out-of-state placement of children with disabilities - payment of costs Transportation for special education children
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Policy History:
Adopted on: July 2005
Revised on: September 2014 / November 2022

District-Owned Vehicles

The District may own and maintain certain vehicles. These are for use by properly authorized personnel of the District for District business purposes. Any driver who receives a citation for a driving violation shall personally pay all fines levied. All citations received while operating a District vehicle shall be reported to the driver's supervisor. Failure to report any violation or the violation itself may result in disciplinary action.

Bus and Vehicle Maintenance, District

Buses used in the District's transportation program shall be in safe and legal operating condition. All buses shall be inspected by the Department of Justice, Montana Highway Patrol, before the beginning of each semester. The Board of Trustees or the Administration shall establish a specific list of tasks that bus drivers shall perform on a daily basis. All other District vehicles shall be maintained following established programs as developed by the Board of Trustees.

Driver Training and Responsibility

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

Each bus driver shall meet the qualifications established by the Superintendent of Public Instruction, including a valid Montana commercial driver's license and a (Department of Transportation approved physical) physician's certification that he/she is medically qualified for employment as a bus driver. The bus driver shall also secure a valid standard first aid certificate from an authorized instructor within two months after being employed and maintain the certificate throughout employment as a bus driver. The bus driver must have five years driving experience.

When a teacher or other certified staff member is assigned to accompany students on a bus, such person shall be primarily responsible for the behavior of the students in his/her charge. The bus driver shall have final authority and responsibility for the bus.

Legal Reference:	§20-10-103, MCA §61-8-351, MCA 10.7.111, ARM 10.64.201, ARM	School bus driver qualifications Meeting or passing school bus Qualification of bus driver Driver qualifications
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Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Student Conduct on Buses

The Board of Trustees or the district Superintendent shall establish written rules of conduct for students riding school buses. Such rules shall be reviewed annually by the Board of Trustees and revised if necessary.

A copy of the rules of conduct for students riding buses shall be provided to students at the beginning of the year. The classroom teacher and bus driver shall review the rules with the students at the beginning of each school year. A copy of the rules shall be posted in each bus and shall be available upon request at the school.

The bus driver shall be responsible for enforcing the rules and shall work closely with the parents and building principal to modify a student's behavior. The rules shall include consistent consequences for student misbehavior.

Recommendations for permanent termination of bus privileges will be referred to the Board of Trustees for final determination. No further appeal shall be allowed.

A recommendation to terminate bus privileges shall be accompanied by a written record of the incident(s) that led to the recommendation.

Emergencies

In the event of an accident or other emergency, the bus driver shall follow the emergency procedures developed by the Board of Trustees or the district Superintendent. A copy of the emergency procedures shall be located in each bus. To ensure the success of such emergency procedures, each bus driver shall conduct an emergency evacuation drill within the first six weeks of each school semester. The District shall conduct such other drills and procedures as may be necessary. Accident forms (T-8) will be sent to OPI.

Legal Reference: § 20-4-302, MCA Power of teacher or principal over pupils
 §20-5-210, MCA Duties and sanctions

Policy History:
Adopted on: July 2005
Revised on: September 2014 / November 2022

Private Vehicle Transportation

The Board of Trustees authorizes the use of private vehicles under the following circumstances:

1. The District may request parents to provide transportation for their children to school in their own vehicles on a per-mile cost reimbursement basis. The district Superintendent will determine when "in-lieu" transportation would be advantageous to the District and arranges its implementation.
2. In an emergency, staff may appropriately transport students when a student's welfare is involved, or when due care dictates prompt action.
3. For field trips, the district Superintendent will determine the transportation of students.
4. The owner of any private vehicle must provide proof of sufficient liability insurance.

Cross Reference: #2320 Field Trips

Legal Reference: § 20-10-121(2)(3), MCA
 §20-10-124, MCA
 §20-10-142, MCA
 10.7.106, ARM
 10.7.113, ARM
 10.7.116, ARM

Duty of Trustees to Provide Transportation
 Private Party Contract for Transportation
 Schedule of maximum reimbursement for individual transportation
 Contracts with Individual Families
 "Two Contract Amount" Regulation
 Guide for Determining Degree of Isolation

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Food Services

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

Meals provided by the District include breakfast and lunch.

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

Commodities

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

Free and Reduced-Price Food Services

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

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

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

Legal Reference:	§ 20-10-204, MCA §20-10-207, MCA §20-10-205, MCA	Duties of trustees Food services fund Allocation of federal funds to school fund services fund
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Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Tobacco Free Policy

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

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

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

Public land, fixtures, buildings or other property owned or occupied by an institution for the teaching of minor children, established and maintained under the laws of the state of Montana at public expense; and

Includes playgrounds, school steps, parking lots, administration buildings, athletic facilities, gymnasiums, locker rooms and school vehicles

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

Legal Reference:	20-1-220 MCA	Use of tobacco products in public school building prohibited
	50-40-101 MCA ARM 37.111.825	Montana Clean Indoor Air Act of 1979

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

The District shall provide school meals that meet or exceed the nutritional standards required by state and federal school lunch programs.

The Board of Trustees or the district Superintendent shall establish rules for the sale of foods during the school day. To encourage the eating of nutritious lunches, competitive food services shall not be permitted to operate anywhere on school premises during or for the period of one hour before and after the lunch period.

Any food sales of an occasional nature must have the prior approval of the Supervising Teacher or the Principal.

The following guidelines shall be in effect:

1. Food served in the lunch program shall meet the nutrition guidelines of the National School Lunch Program. Menus will be planned to include as many fresh fruits and vegetables as possible within financial guidelines. Food shall be purchased and prepared in such a manner to provide low fat and low sodium levels to meet program guidelines.
2. Food sales may be conducted providing such sales occur at least one hour prior to the beginning of the lunch period, and at any time following the last lunch period. These sales must not compete with the school lunch program.
4. Food that is sold must meet the health department standard for storage, preparation, and service.

Legal Reference:

§ 20-10-204, MCA

Duties of trustees

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Risk Management, Liability Insurance and Property Damage

Risk Management

The Board of Trustees believes it must identify and measure risks of loss due to the damage or destruction of District property or to claims against the District by others claiming to have been harmed by the action or inaction of the District or staff. A risk management program shall be implemented to reduce or eliminate risks where possible, and to determine which risks the District can afford to assume. Such a program shall consider the benefits, if any, of joining with other units of local government for joint purchasing of insurance or joint self-insuring. The Board of Trustees shall review the status of the risk management program each year.

The District may purchase and pay for surety bonds for the district Superintendent, the Business Manager/Clerk and such other staff and in such amounts as the Board shall from time to time determine to be necessary for honest performance of the staff in the conduct of the District's financial operations.

Liability Insurance

The Board of Trustees and its agents are immune from suit for their legislative acts as defined in § 2-9-111, MCA. The Board shall maintain sufficient liability insurance to protect itself against claims for the negligent or wrongful acts of its staff or agents. The amount and terms of such insurance protection shall be regularly reviewed as part of the District's risk management program.

The Board of Trustees shall hold individual Board members, staff or agents of the District harmless and defend them from any financial loss, including reasonable attorneys' fees, arising out of any act or failure to act, provided that at the time the individual was acting within the scope of his/her responsibilities and in compliance with the policies and procedures of the District.

Property Damage

The District shall maintain a comprehensive insurance program which shall provide adequate coverage, as determined by the Board of Trustees, in the event of loss or damage to school buildings and/or equipment, including motor vehicles. The comprehensive insurance program shall maximize the District's protection and coverage while minimizing the costs for insurance.

Legal Reference: § 2-9-100, et seq., MCA
§2-9-211, MCA
§2-9-502, MCA
§20-3-331, MCA
§20-6-608, MCA

Liability exposure
Political subdivision insurance
General provisions related to official bonds
Purchase of liability insurance
Authority and duty of trustees to insure district property

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

School Safety

The Board of Trustees recognizes that safety and health standards should be incorporated into all aspects of the operations of the school and directs the district Superintendent to develop and post rules for safety and the prevention of accidents. These rules shall provide for:

1. Instruction of students and staff in safety and accident prevention;
2. Protective devices where they are required for the safety of students; and
3. Suitable and safe equipment where such equipment is necessary for the conduct of the educational program and the operation of the schools.

These rules for safety and prevention of accidents shall be posted in compliance with Occupational Safety and Health Act (OSHA) requirements as outlined in the District Wide Safety Plan (see attached). Injuries and accidents shall be reported to the District office.

Safety Program

Surveillance, supervision and training are the key factors in accident prevention. This is true both as it relates to staff and students. The following is presented to assist and improve the safety record of the district:

Responsibilities of Supervising Teacher or County Superintendent

The district Superintendent has the primary responsibility to identify safety hazards which may occur between periodic safety inspections, to include safety education as a part of the educational program as outlined in the District Wide Safety Plan, and to assure the proper supervision of students. More specifically:

1. Student supervision should start one half hour before school begins and end one half hour after school ends in the afternoon and is to be provided at noon, morning and afternoon recesses
2. Annually, campus and playground safety rules will be communicated to the staff, the students and the parents.
3. The district Superintendent is responsible to see that accident reports on the appropriate forms are submitted to the Board of Trustees.
4. The district Superintendent should examine all curricula that exposes an unusual risk to students, to assure that with the introduction of any new activity or equipment, safety procedures are outlined prior to use.

Board of Trustees

The Board has the responsibility for the maintenance of a safe educational environment including both facilities and grounds. More specifically, the Board should:

1. Adopt a District Wide Safety Plan
2. Conduct regular inspections of all facilities and grounds for potential safety hazards.
3. Provide instruction to the operations staff as it relates to safe working procedures and the identification of unsafe areas.
4. Review and approve the selection and location of new playground equipment prior to its purchase and installation.
5. See that a fire inspection is conducted in the school buildings at least once every 18 months by the chief of the local fire department or a fire inspector of the Department of Justice
6. Develop an Exposure Control Plan for employees to eliminate or minimize work-related exposure to blood borne pathogens, particularly Human Immune-deficiency Virus (HIV) and Hepatitis B Virus (HBV).

Participate in the prosecution of an individual(s) who may disturb any school or school meetings, insult or abuse any school employee or student during the course of the school/workday, or otherwise violate the laws of the State of Montana regarding school disturbance or individual protection for school employees or students.

7. Develop necessary safety and health standards that comply with the Montana Safety Culture Act.

The Board of Trustees, and the district Superintendent shall develop a plan of fire, civil defense, flood, tornado, and earthquake (choose the appropriate ones for your District) warnings, protection and evacuation. This plan shall be distributed to each staff at the beginning of the school year. There shall be at least eight disaster drills a year, four of which shall be fire drills. The drills shall be held at different hours of the day or evening (if the school is used then) to avoid distinction between drills and actual disasters.

Legal Reference:	§ 20-1-402, MCA	Number of disaster drills required
	§39-71-1501, et seq., MCA	Montana safety culture act
	§24-30-2501, et seq., MCA	Safety culture act
	§24-1-206, et seq., MCA	Disturbance of schools
	10.55.505 ARM	Safety
	29 CFR 1910.1030	The Blood borne pathogens standard

Policy History:

Adopted on: July 2005

Revised on: September 2018 / November 2022

Fire Drills

Students shall receive instruction so that in case of fire or sudden emergency they shall be able to leave their particular building in the shortest time possible or take such other steps as the particular emergency demands, and without confusion or panic.

Fire drills will occur on a regular basis as required by state law. (A minimum of eight (8) drills shall be held each year.) A record will be kept of all fire drills. Appropriate procedures for fire drills will be discussed at the beginning of the school year in class by all teachers and posted in a conspicuous place near the exit door.

1. At the fire alarm, all students will rise and walk to the nearest exit according to previous instructions.
2. Teachers will make sure all room windows are closed, all students exit, lights are turned off and the room door is closed. Students may be assigned to assist.
3. Teachers having classes will take their roll book with them.
4. Teachers on prep periods will station themselves in the hallways to assist in keeping order.
5. Classroom teachers will make sure their class is a safe distance away from the building and take an oral roll call from the roll book to account for students.
6. Everyone will exit the building, and no one will re-enter until authorized by the principal or his/her designee.
7. Everyone will exit when the fire alarm sounds regardless of the length of the horn sounding. No one is to assume that any alarm is caused by a faulty system.

Procedural History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Earthquakes

The Board of Trustees adopts the following procedures and regulations pertaining to action taken by the District should an earthquake occur while school is in session and shall provide that all students and staff are familiar with those procedures.

Students and staff within buildings at the beginning of an earthquake should remain where they are, sitting, or crouching below the level of desks and tables. When possible, movement should be away from windows and outside walls toward inner walls and doorways.

Students and staff outside the buildings at the beginning of an earthquake should immediately get as far away as possible from buildings and other elevated objects.

Staff in portable classrooms should turn off heating and lighting units immediately.

Students and staff in classrooms where hazardous chemicals or electrical services are present should vacate these rooms in the event of an earthquake. Such classes include, but are not limited to, general science, and crafts. Students and staff should move toward the interior of the building into the hall while avoiding those hallways in which skylights are located and areas adjacent to the end of halls where glass is present.

Students and staff should remain where they are following an earthquake until given further instruction. In instances of major damage in the community, students may need to be attended for an extended period of time. In such circumstances, students must not be released at the end of the normal day until a parent or other responsible person calls for them.

The Board of Trustees shall inspect the building for possible structural damage following an earthquake. If the building is founded to be weakened in any respect, it shall be evacuated.

Legal Reference: §20-7-1101, MCA School district emergency plans in seismic risk zones

Procedural History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Emergency School Evacuation

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the District, staff shall be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

When an emergency within a school necessitates total or partial closure of the schools within the District threatens the safety and well-being of students, and/or interferes in the normal operation of the school, the following emergency procedure shall be followed:

1. The report of an emergency shall be directed to the Board of Trustees.
2. If the nature of the emergency calls for immediate action on the part of the district Superintendent he/she shall take necessary action and report such action to the Board of Trustees.
3. The Board of Trustees shall contact the personnel at the school who must assist in the emergency action.
4. When appropriate, the Board of Trustees shall contact the police or sheriff's department.

The district Superintendent shall instruct staff, including teachers, secretaries, aides, and bus drivers, as to their respective responsibilities in an evacuation exercise.

The district Superintendent shall be responsible for organizing and conducting such emergency evacuation drills as are necessary and shall objectively evaluate the activity following each such drill. In the absence of the Supervising Teacher, staff must be able to conduct all aspects of the evacuation procedure.

Procedural History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Tornado

The Board of Trustees establishes the following procedures to ensure student safety in the event of a tornado.

Tornado Watch - A tornado may develop

Tornado Warning - A tornado has been sighted; take shelter

Should a tornado be sighted, an announcement will be made in a calm manner. All students are to remain in the room that they are in when the announcement is made.

Procedure:

1. Open windows and pull shades.
2. All students are to kneel by inside walls using hands, books, tables, etc., for protection.
3. Students in the library are to kneel under the tables.
4. Students in hallways are to move to the nearest available room.
5. Everyone remains in this position until an "all-clear" is given.

Exceptions:

1. Before school starts: Direct all students to kneel by an inside hallway wall or enter the nearest room and follow the above procedures.
2. All School Program: The Program will stop; students will be filed into the hallways and follow the above procedure. Teachers will supervise their advisory groups. If time allows, teachers may be directed to take the students back to the rooms.

Procedural History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Power Outage

In order to ensure student safety and maintain an orderly environment, the Board of Trustees adopts the following procedures to be followed in the event of a power outage.

Power Outage

1. Students will remain in their classrooms until a teacher receives a directive from the district Superintendent or Board of Trustees announcing dismissal.
2. All classroom doors should be opened unless otherwise instructed.
3. Assume the outage is of short-term duration and continue with your classroom assignments. If the regular activity cannot be continued, initiate alternative activities such as oral discussions.
4. The district Superintendent will be in contact with classroom teachers as soon as possible to announce what the problem is and to give additional instructions.
5. Policy statement on conditions necessitating early dismissal will be in effect.

Procedural History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

School Emergency Management Plan**Development and Revision of Emergency Management Plans**

To ensure the safety and health of children and staff and the integration and coordination with city, county, and state emergency and disaster plans, the Board of Trustees shall:

1. By October 1, 2014, develop and exercise a school emergency management plan; and
2. By October 1 of each succeeding school year, review and, if necessary, revise the school emergency plan.

The Board of Trustees shall:

1. Ensure that a current copy of the school emergency management plan is available in the school for public review;
2. Provide District staff with a copy of the current plan;
3. in coordination with county emergency service officials, conduct one test during each school year of an emergency response to a local hazard that is identified in the plan (This test may be as simple as an in-house tabletop exercise or as complex as a full-scale exercise.);
4. Coordinate with city, county, and state emergency services agencies in developing prearranged agreements for the use of school resources, facilities, or vehicles during an emergency or disaster.
5. Be available or designate a person to be available as a communication liaison for the District during a local or state emergency or disaster; and
6. Conduct fire exit and local hazard drills as required by Montana law during the school year.

Plan Requirements

Each plan must include but is not limited to:

1. Information about the location of the school within the District, including school population, number of staff, transportation needs, and the business and home telephone numbers of officials of the District;
2. The identification of local hazards that exist within the boundaries of the District;
3. Drills designed specifically to provide emergency response to the identified local hazards, including drills to use an evacuation signal and a separate recall signal. (These evacuation systems and recalling signaling systems may be an electronic bell system, hand bell, or whistle as is appropriate to the school);
4. A description of the arrangements for obtaining assistance during an emergency or disaster from emergency services organizations;
5. A description of procedures to coordinate the use of District resources and staff during an emergency or disaster, including the identification of officials who are authorized to make decisions and the staff members who are assigned to provide assistance during an emergency or disaster;
6. A description of the procedures for notifying the local fire department or 9-1-1 service, as appropriate, whenever an emergency exists; and
7. A description of procedures for obtaining advice or assistance from local government officials responsible for conducting inspections of facility exits or implementation of emergency and disaster services provide in Title 10.

Cross Reference: 8301 School Safety

Legal Reference:	§ 20-1-401-407, MCA	Fire Drills and Safety Patrols
	§10-3-103, MCA	Definitions
	§20-6-501, MCA	Definitions of Various Schools

Policy History

Adopted on: July 2005

Revised on: September 2014 / November 2022

LIBERTY ELEMENTARY SCHOOL DISTRICT

District-Wide School Safety and Health Program

In response to, and in compliance with, Montana Department of Labor and Industry Employment Relations Division Guidelines as provided for under the department's "Compliance Emphasis Program" (2016) which are reflected in the terms and conditions of the Montana Safety Culture Act (MSCA) as originally adopted into law in 1993, the Liberty Elementary School District Board of Trustees have adopted, by resolution, the following DISTRICT-WIDE SCHOOL SAFETY and HEALTH PLAN. All district-wide schools and personnel should consult the information and materials contained in this plan and manual for guidance on matters related specifically to safety and health in the workplace. As part of the planning process, the District has completed a Montana Safety Culture Act Evaluation in order to insure compliance with the major elements of MSCA including but not limited to MCA 39-71-1505(1)(a)(ii) and MCA 39-71-1505(1)(b).

Purpose:

The main goal of the Liberty Elementary School District's safety and health program is to prevent workplace injuries, illnesses, and deaths, as well as the suffering and financial hardship these events can cause for employees, their families, and employers. The recommended practices use a proactive approach to managing workplace safety and health. Traditional approaches are often reactive, that is, problems are addressed only after an employee is injured or becomes sick, a new standard or regulation is published, or an outside inspection finds a problem that must be fixed. These recommended practices recognize that finding and fixing hazards before they cause injury or illness is a far more effective approach.

The Liberty Elementary School District Board of Trustees is committed to the belief that by implementing these recommended practices the District and its employees can work together to achieve the following goals and objectives:

- Prevention, and or reduction in the frequency and or severity of workplace injuries and illnesses, and
- Improvement with compliance and reporting - laws and regulations, and
- Reduction of costs, including significant reductions in workers' compensation claims, and
- Engaging employees to take responsibility for their continued safety and wellness while in the workplace, and
- Increasing productivity of the District while enhancing overall business operations by reducing the occurrence of injuries and illnesses.

Note: Preparation of the following LIBERTY ELEMENTARY SCHOOL DISTRICT, DISTRICT-WIDE SCHOOL SAFETY and HEALTH PLAN has included alignment with, and has been directly informed by, the Occupational Safety and Health Administration (OSHA) Recommended Practices for Safety and Health Programs.

Construction and Management of the Built Environment (school-wide):

The Liberty Elementary School District currently leases classroom space for all school-wide instructional programs from the five (5) Hutterite Colony Communities it serves. As these facilities are provided for under the arrangement of the lease by each of the communities at the appropriate geographic site locations, the District Board of Trustees, working cooperatively with each community, establishes operational standards and conditions to be maintained for each of the District instructional facilities.

In addition to providing the physical space in which classroom instruction and academic program support is delivered each day, the communities provide basic services in relation to the school building, including: access, ingress and egress, parking, utilities, equipment, maintenance and custodial support. Not unlike many rural school districts across the State of Montana, the classroom

facilities which provide instructional space for each of the District schools utilizes a dedicated, independent potable water service which is maintained, monitored and subjected to regular testing as part of the larger community wide effort to provide a clean, treated and filtered water supply for human consumption. The results of the regular water system tests are available for review from each of the host site administrators.

HAZARD IDENTIFICATION AND ASSESSMENT (MCA 39-71-1505(1)(b):

Under the Montana Safety Culture Act, all Public Sector Employers (Public School Districts) are required to conduct a documented self-inspection or hazard assessment of each of their workplace facilities on an annual basis. One of the “root causes” of workplace injuries, illnesses, and incidents is the failure to identify or recognize hazards that are present, or that could have been anticipated. A critical element of any effective safety and health plan and related program is a proactive, ongoing process to identify and assess such hazards.

In accordance with MSCA the District will conduct an annual school-wide assessment intended to identify and assess the presence of hazards. Working with the Administration and staff, the District will routinely:

- Collect and review information about the hazards present or likely to be present in the workplace.
- Conduct initial and periodic workplace inspections of the workplace to identify new or recurring hazards.
- Investigate reported injuries, illnesses, incidents, and close calls/near misses to determine the underlying hazards, their causes, and safety and health program shortcomings.
- Group similar incidents and identify trends in injuries, illnesses, and hazards reported.
- Consider hazards associated with emergency or non-routine situations.
- For each hazard identified, determine the severity and likelihood of incidents that could result, and use this information to prioritize corrective actions. Some hazards, such as housekeeping and tripping hazards, can and should be fixed as they are found. Fixing hazards on the spot emphasizes the importance of safety and health and takes advantage of a safety leadership opportunity.

Action Item 1: Collect existing information about workplace hazards (school-wide)

Information on current workplace hazards may already be available to both the District Superintendent and employees from both either internal or third-party external sources.

How the District will accomplish it:

- The District Superintendent will periodically collect, organize, and review information with employees’ school-wide to determine what types of hazards may be present and which employees may be potentially exposed to.
 - Information available in the workplace may include:
 - Self-inspection reports and inspection reports from insurance carriers, state or federal government agencies, and consultants.
 - Records of previous injuries and illnesses, including Workers’ compensation records and reports.
 - Patterns of frequently occurring injuries and illnesses.
 - Input from District employees, including surveys or minutes from safety and health committee meetings (where available)
 - Information about hazards may be available from outside sources, such as:
 - OSHA, National Institute for Occupational Safety and Health (NIOSH), and Centers for Disease Control and Prevention (CDC) websites, publications, and alerts.
 - Montana Office of Public Instruction (OPI) data base
 - Labor unions, state and local occupational safety and health committees/coalitions (“COSH groups”), and worker advocacy groups.

- Safety and health consultants.

Action Item 2: Inspect the workplace for safety hazards (school-wide)

Hazards can be introduced over time as workstations and processes change, equipment or tools become worn, maintenance is neglected, or housekeeping practices decline. Setting aside time to regularly inspect the workplace for hazards can help identify shortcomings so that they can be addressed before an incident occurs.

How the District will accomplish it:

- The district Superintendent will conduct regular inspections of all operations, equipment, work areas, and facilities. Have workers participate on the inspection team and talk to them about hazards that they see or report.
- Document all inspections so the district Superintendent can later verify that hazardous conditions were corrected. Photos or video of problem areas will be taken to facilitate later discussion and brainstorming about how to control them, and for use as learning aids.
- All areas and activities will be included in these inspections, such as storage and warehousing, facility and equipment maintenance, purchasing and office functions, and the activities of on-site contractors, subcontractors, and temporary employees.
- Checklists will be used highlight things to look for. Typical hazards fall into several major categories, such as those listed below:
 - General housekeeping
 - Slip, trip, and fall hazards
 - Electrical hazards
 - Equipment operation
 - Equipment maintenance
 - Fire protection
 - Work organization and process flow (including staffing and scheduling)
 - Work practices
 - Workplace violence
 - Ergonomic problems
 - Lack of emergency procedures

Action Item 3: Identify potential health hazards (school-wide)

Identifying employees' potential exposure to health hazards is typically more complex than identifying physical safety hazards. For example, gases and vapors may be invisible, often have no odor, and may not have an immediately noticeable harmful health effect. Health hazards include chemical hazards (solvents, adhesives, paints, toxic dusts, etc.), physical hazards (noise, radiation, heat, etc.), biological hazards (infectious diseases), and ergonomic risk factors (heavy lifting, repetitive motions, vibration).

How the District will accomplish it:

- Identification of possible chemical hazards— the district Superintendent will review SDSs and product labels to identify chemicals used in the district workplace that have low exposure limits, are highly volatile, or are used in large quantities or in unventilated spaces. Identification of possible activities that may result in skin exposure to chemicals will also be reviewed.
- Identification of possible physical hazards— the district Superintendent will identify any possible exposures to excessive noise (areas where you must raise your voice to be heard by others), elevated heat (indoor and outdoor), or sources of radiation (radioactive materials, X-rays, or radiofrequency radiation).
- District Superintendent will identify possible biological hazards
- District Superintendent will determine whether workers may be exposed to sources of infectious diseases, molds, toxic or poisonous plants, or animal materials (fur or scat) capable of causing allergic reactions or occupational asthma.

- District Superintendent will identify ergonomic risk factors including the review of work activities that require heavy lifting, work above shoulder height, repetitive motions, or tasks with significant vibration.
- District Superintendent will conduct quantitative exposure assessments, when possible, using air sampling or direct reading instruments.

Action Item 4: Conduct incident investigations (school-wide)

Workplace incidents—including injuries, illnesses, close calls/near misses, and reports of other concerns—provide a clear indication of where hazards exist. By thoroughly investigating incidents and reports, the District will, where evident, identify hazards that are likely to cause future harm.

How the District will accomplish it:

- District Superintendent will develop a clear plan and procedure for conducting incident investigations, so that an investigation can begin immediately when an incident occurs. The plan should cover items such as:
 - Who will be involved — Lines of communication — Materials, equipment, and supplies needed — Reporting forms and templates
- District Superintendent will train investigative teams on incident investigation techniques, emphasizing objectivity and open-mindedness throughout the investigation process.
- District Superintendent will conduct investigations with a trained team that includes representatives of both the Administration and staff.
- District Superintendent will investigate close calls/near misses.
- Administrative personnel will identify and analyze root causes to address underlying program shortcomings that allowed the incidents to happen.
- District Superintendent will communicate the results of the investigation to Board, and staff to prevent recurrence.

Action Item 5: Identify hazards associated with emergency situations (school-wide)

Emergencies present hazards that need to be recognized and understood. Non-routine or infrequent tasks, including startup/shutdown of daily activities, also present potential hazards. Plans and procedures need to be developed for responding appropriately and safely to hazards associated with foreseeable emergency scenarios and non-routine situations.

How the District will accomplish it:

- District Superintendent will identify foreseeable emergency scenarios and non-routine tasks, taking into account the types of material and equipment in use and the location within the facility (school).
- Scenarios such as the following may be foreseeable:
 - Fires and explosions
 - Chemical releases
 - Hazardous material spills
 - Startups after planned or unplanned equipment shutdowns
 - Non-routine tasks, such as infrequently performed seasonal activities (snow removal, ice, wind)
 - Disease outbreaks
 - Weather emergencies and natural disasters
 - Medical emergencies
 - Workplace violence

Action Item 6: Characterize the nature of identified hazards, identify interim control measures, and prioritize the hazards for control (school-wide)

The next step is to assess and understand the hazards identified and the types of incidents that could result from possible employee exposure to those hazards. This information can be used to develop interim controls and to prioritize hazards for permanent control (see "Hazard Prevention and Control").

How the District will accomplish it:

- District Superintendent will evaluate each hazard by considering the severity of potential outcomes, the likelihood that an event or exposure will occur, and the number of district employees who might be exposed.
- District Superintendent will use interim control measures to protect employees until more permanent solutions can be implemented.
- Administrative personnel will prioritize the hazards so that those presenting the greatest risk are addressed first. Note, however, that employers have an ongoing obligation to control all serious recognized hazards and to protect all employees.

EDUCATION AND TRAINING

Education and Training are important tools for informing both Administrative personnel and employees about workplace hazards and controls, so they can work more safely and be more productive. Another role of education and training, however, is to provide Administrative personnel and employees with a greater understanding of the safety and health program itself, so that they can contribute to its ongoing development and implementation.

Education and Training provides employers, and employees with:

- Knowledge and skills needed to do their work safely and avoid creating hazards that could place themselves or others at risk.
- Awareness and understanding of workplace hazards and how to identify, report, and control them.
- Specialized training, when their work involves unique hazards. Additional training may be needed depending on the roles assigned in the program. For example, Administrative personnel may need specific training to ensure that they can fulfill their roles in providing leadership, direction, and resources for the safety and health program. District employees assigned specific roles in the program (e.g., incident investigation team members) may need training to ensure their full participation in those functions. Effective training and education can be provided outside a formal classroom setting. Peer-to-peer training, on-the-job training, and worksite demonstrations can be effective in conveying safety concepts, ensuring understanding of hazards and their controls, and promoting best practices.

Action Item 1: Provide program awareness training (school-wide)

Managers, supervisors, and workers all need to understand the program's structure, plans, and procedures. Having this knowledge ensures that everyone can fully participate in developing, implementing, and improving the program.

How the District will accomplish it:

- District Superintendent will provide training to all District employees including; certified staff, classified staff, substitutes and temporary employees on:
 - Safety and health policies, goals, and procedures
 - Functions of the safety and health program
 - Whom to contact with questions or concerns about the program (including contact information)
 - How to report hazards, injuries, illnesses, and close calls/near misses
 - What to do in an emergency
 - The employer's responsibilities under the program

- District Superintendent will provide information on the safety and health hazards of the workplace and the controls for those hazards.
- District Superintendent will ensure that training is provided in the language(s) and at a literacy level that all employees can understand.
- District Superintendent will emphasize that the program can only work when everyone is involved and feels comfortable discussing concerns; making suggestions; and reporting injuries, incidents, and hazards.
- District Superintendent will confirm, as part of the training that all employees have the right to report injuries, incidents, hazards, and concerns and to fully participate in the program without fear of retaliation.

Action Item 2: Train Trustees and the on their roles in the program (school-wide)

District Trustees and the District Superintendent are responsible for their employees' safety, yet sometimes have little training on safety-related concepts and techniques. They might benefit from specific training that allows them to fulfill their leadership roles in the program.

How the District will accomplish it:

- Reinforce Board of Trustees and the District Superintendent's knowledge of their responsibilities under the Montana Safety Culture Act and the employees' rights guaranteed by the Act.
- Train Board of Trustees and the District Superintendent on procedures for responding to employees' reports of injuries, illnesses, and incidents, including ways to avoid discouraging reporting.
- Instruct Board of Trustees and the District Superintendent on fundamental concepts and techniques for recognizing hazards and methods of controlling them, including the hierarchy of controls (see "Hazard Prevention and Control").
- Instruct Board of Trustees and the District Superintendent on incident investigation techniques, including root cause analysis.

Action Item 3: Train employees on their specific roles in the safety and health program (school-wide)

Additional training may be needed to ensure that employees can incorporate any assigned safety and health responsibilities into their daily routines and activities.

How the District will accomplish it:

- District Superintendent will instruct employees on how to report injuries, illnesses, incidents, and concerns. If a computerized reporting system is used, ensure that all employees have the basic computer skills and computer access sufficient to submit an effective report.
- District Superintendent will instruct employees assigned specific roles within the safety and health program on how they should carry out those responsibilities, including:
 - Hazard recognition and controls (see Action item 4)
 - Participation in incident investigations
 - Program evaluation and improvement
- District Superintendent will provide opportunities for employees to ask questions and provide feedback during and after the training.
- As the program evolves, Administrative personnel will institute a more formal process for determining the training needs of employees responsible for developing, implementing, and maintaining the program.

Action item 4: Train employees on hazard identification and controls (school-wide)

Providing employees with an understanding of hazard recognition and control, and actively involving them in the process, can help to eliminate hazards before an incident occurs.

How the District will accomplish it:

- District Superintendent will train employees on techniques for identifying hazards, such as job hazard analysis (see OSHA Publication 3071).
- District Superintendent will train employees, so they understand and can recognize the hazards they may encounter in their own jobs, as well as more general work-related hazards.
- District Superintendent will instruct employees on concepts and techniques for controlling hazards, including the hierarchy of controls and its importance.
- District Superintendent will train employees on the proper use of work practice and administrative controls
- will train employees on when and how to wear required PPE.
- District Superintendent will provide additional training, as necessary, when a change in facilities, equipment, processes, materials, or work organization could increase hazards, and whenever a worker is assigned a new task.

PROGRAM EVALUATION AND IMPROVEMENT

Once a safety and health program are established, it should be evaluated initially to verify that it is being implemented as intended. After initial implementation, the District will conduct periodic (annually), program assessments to determine with certainty what is working and what is not, and whether the program is on track to achieve its goals. Whenever these assessments identify opportunities to improve the program the Board of Trustees and District Superintendent, in coordination with employees, should make adjustments and monitor how well the program performs as a result. Sharing the results of monitoring and evaluation within the workplace, and celebrating successes, will help drive further improvement.

Program Evaluation and improvement includes:

- District Superintendent will establish, reporting, and tracking goals and targets that indicate whether the program is making progress.
- District Superintendent will evaluate the program initially, and periodically thereafter, to identify shortcomings and opportunities for improvement.
- District Superintendent will provide ways for employees to participate in program evaluation and improvement.

Action Item 1: Monitor performance and progress (school-wide)

The first step in monitoring is to define indicators that will help track performance and progress. Next, the District Superintendent, and employees will establish and follow procedures to collect, analyze, and review performance data. Both lagging and leading indicators should be used. Lagging indicators generally track employee exposures and injuries that have already occurred. Leading indicators track how well various aspects of the program have been implemented and reflect steps taken to prevent injuries or illnesses before they occur.

How the District will accomplish it:

- District Superintendent will develop and track indicators of progress toward established safety and health goals.
 - Track lagging indicators, such as:
 - Number and severity of injuries and illnesses
 - Results of employee exposure monitoring that show that exposures are hazardous
 - Workers' compensation data, including claim counts, rates, and cost
 - Level of employee participation in program activities
 - Number of employee safety suggestions
 - Number of hazards, near misses, and first aid cases reported

- Amount of time taken to respond to reports
- Number and frequency of management walkthroughs
- Number and severity of hazards identified during inspections
- Number of employees who have completed required safety and health training
- Timely completion of corrective actions after a workplace hazard is identified or an incident occurs
- Timely completion of planned preventive maintenance activities
- Employee opinions about program effectiveness obtained from a safety

climate or safety opinion survey

- District Superintendent will analyze performance indicators and evaluate progress over time.
- District Superintendent will share results with employees and invite their input on how to further improve performance.
- When opportunities arise, Administrative personnel will share experiences and compare employee results to similar facilities within your organization, with other school Districts.

Action Item 2: Verify that the program is implemented and is operating (school-wide)

Initially and at least annually, the District Superintendent will need to evaluate the program to ensure that it is operating as intended, is effective in controlling identified hazards, and is making progress toward established safety and health goals and objectives. The scope and frequency of program evaluations will vary depending on changes in MSCA standards; the scope, complexity, and maturity of the program; and the types of hazards it must control.

How the District will accomplish it:

- District Superintendent will verify that the core elements of the program have been fully implemented.
- District Superintendent will involve employees in all aspects of program evaluation, including reviewing information (such as incident reports and exposure monitoring results); establishing and tracking performance indicators; and identifying opportunities to improve the program.
- District Superintendent will verify that the following key processes are in place and operating as intended:
 - Reporting injuries, illnesses, incidents, hazards, and concerns
 - Conducting workplace inspections and incident investigations
 - Tracking progress in controlling identified hazards and ensuring that hazard control measures remain effective
 - Collecting and reporting any data needed to monitor progress and performance
- District Superintendent will review the results of any compliance audits to confirm that any program shortcomings are being identified. Verify that actions are being taken that will prevent recurrence.

Action Item 3: Correct program shortcomings and identify opportunities to improve (school-wide)

Whenever a problem is identified in any part of the safety and health program, District Superintendent in coordination with employees, will take prompt action to correct the problem and prevent its recurrence.

How the District will accomplish it:

- If District Superintendent discovers any program shortcomings, actions will be taken as needed to correct them.
- District Superintendent will proactively seek input from employees and other stakeholders on how the district can improve the program.
- District Superintendent will determine whether changes in equipment, facilities, materials, key personnel, or work practices trigger any need for changes in the program.
- District Superintendent will determine whether current performance indicators and goals are

still relevant and, if not, how the district can change them to more effectively drive improvements in workplace safety and health.

Employees learn to accept as normal the risk they live with every day. Unfortunately, their comfort level can serve to lower the rigor and urgency with which policies and procedures are implemented. Developing and maintaining a healthy sense of respect for workplace exposures is critical to creating a culture in which employees understand the importance of consistently following the DISTRICT-WIDE SCHOOL SAFETY and HEALTH PROGRAM.

GLOSSARY OF TERMS

Close call/near miss: An incident that could have, but did not, result in death, injury, or illness. They signal that hazards are not being adequately controlled or that new hazards have arisen.

Contractor: An individual or firm that agrees to furnish materials or perform services at a specified price.

Elimination: A change in process or workplace condition that removes the hazard or ensures that no worker can be exposed to a hazard under any foreseeable circumstances.

Hierarchy of Controls: A system for selecting and implementing the most effective control solutions for workplace hazards that includes: • Elimination. • Substitution. • Engineering controls. • Administrative controls. • Personal protective equipment. This is known as the “hierarchy of controls” because they should be considered in the order presented. Controls at the top of the hierarchy are potentially more effective and more protective than those lower in the hierarchy.

Host Employer: An employer who has general supervisory authority over the worksite, including controlling the means and manner of work performed and having the power to correct safety and health hazards or require others to correct them.

Industrial Hygiene: The science of protecting and enhancing the health and safety of people at work and in their communities.

Job Hazard Analysis: A technique that focuses on job tasks as a way to identify hazards before they occur. It focuses on the relationships among the worker, the task, the tools, and the work environment.

Joint-Employed Worker: A worker hired and paid by a staffing agency and assigned to work for a host employer, whether or not the job is actually temporary.

Lagging Indicators: Measures of the occurrence and frequency of events in the past such as the number or rate of injuries, illnesses, and fatalities.

Leading Indicators: Measures intended to predict the occurrence of events in the future. Leading indicators are proactive, preventative, and predictive measures that provide information about the effective performance of safety and health program activities that can drive the control of workplace hazards.

Metrics: Measures of performance.

Non-routine Operations: Operations that do not occur frequently or that occur as a result of an emergency.

Peer-to-Peer Training: A type of on-the-job training where workers exchange information about hazards, controls, reporting procedures, and work procedures that are relevant to the safety and health program.

Quantitative Exposure Assessment: Techniques used to quantitatively measure workers’ exposure to hazards, particularly health hazards, such as sampling for chemicals, dusts, biological organisms, noise, radiation, or other assessments. The purpose of such assessments is to quantify the level of workers’ exposure to a hazard. Also known as exposure monitoring.

Root Cause Analysis: A collective term that describes a wide range of approaches, tools, and techniques used to uncover causes of problems.

Emergency Contact Information
Liberty County Superintendent of Schools Office

Liberty County Courthouse
Mailing Address: P.O. Box 684 Chester MT 59522
406.759.5216
supt@co.liberty.mt.gov

Montana Department of Public Health and Human Services (DPHHS)
[Public Health & Safety](#) Division
1400 Broadway (Cogswell Building)
Helena, Montana 59403
(406) 444-4141

American Association of Poison Control Centers
Emergency. Information. Prevention. 1-800-222-1222
PoisonHelp.org

US Department of Labor
Occupational Safety and Health Administration (OHSA)
800-321-6742 (OSHA)
Billings Area Office
Art Hazen, Area Director
2900 4th Avenue North, Suite 303
Billings, Montana 59101
(406) 247-7494
(406) 247-7499 FAX

The Montana Department of Labor & Industry
Safety and Health Bureau
Phone: (406) 444-6543
Fax: (406) 444-4140
Mail P.O. Box 8011
Helena, MT 59604-8011

Montana State Fund
Workplace Safety and Assistance Division
855 Front Street
Helena, MT 59601
1-800-332-6102

Liberty County Sherriff's Office
111 East Adams Avenue
Chester, Montana 59522
(406) 759-5171

Liberty Elementary School District

School Building Physical Address and Contact Numbers

Liberty Elementary School
Eagle Creek Hutterite Colony
333 2100 Road South
Galata, Montana 59444
(406) 432-2581 ext. 111

Rimrock Elementary School
Rimrock Hutterite Colony
1214 Rim Road
Sunburst, Montana 59482
(406) 937-3045 or 937-4600 ext. 248

Hillside Elementary School
Hillside Hutterite Colony
1880 Loop Road
Sweet Grass, Montana 59484
(406) 937-2967 ext. 306

Riverview Elementary School
River View Hutterite Colony
1145 Dug Out Road
Chester, Montana 59522
(406) 456-3369

Hi Line Elementary School
Hi Line Hutterite Colony
1262 Whitlash Road
Chester, Montana 59522
(406) 460-0794

Information contained in this LIBERTY ELEMENTARY SCHOOL DISTRICT, DISTRICT-WIDE SCHOOL SAFETY and HEALTH PROGRAM & EMPLOYEE RESOURCE MANUAL has been compiled and formatted by Norsman Consulting Group.

Policy History:
Adopted on: June 2018
Revised on: September 2014 / November 2022

Privately-Owned Property

The District shall not assume responsibility for the maintenance, repair or replacement of any privately-owned property brought to a school or District function unless the use or presence of such property has been specifically requested in writing by the district Superintendent or Board of Trustees.

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

**9000 SERIES
SCHOOL FACILITIES**

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Goals, Planning and Educational Specifications**Goals**

The Board of Trustees recognizes the importance the physical plant plays in enhancing the instructional program. The Board shall develop a program to maintain and/or when and where necessary to work with the owner of the facilities on plans to upgrade the buildings and grounds of the district. Facilities represent a long-term investment of the District. The functional utility of such facilities can be increased with a regular maintenance program monitored by staff.

Planning

The Board of Trustees further recognizes the importance of planning to provide the anticipated facility needs of the future.

To provide an appropriate physical environment for learning and teaching, the following factors shall be considered in the planning of District facilities:

1. Facilities will accommodate the educational needs of students and be consistent with the educational philosophy and instructional goals of the District.
2. Facilities will meet all health and life safety regulations.
3. The District will seek additional (federal or other ancillary) moneys when available to supplement its own financial resources in the maintenance, repair or improvement of facilities.
4. Any Identifiable undesirable environmental impact shall be mitigated at the earliest possible opportunity.
5. Changing demographic factors will be monitored in order that students' needs are met.

Educational Specifications

Facilities shall be designed to accommodate the educational and instructional needs of the District. The professional experience and judgment of staff shall be solicited in developing such educational specifications. When the Board, working in conjunction with the building owner, considers major remodeling or building a new facility, it shall endeavor to seek facility expertise in all affected program areas as well as comments from faculty, students, and community. The law requires that special attention to accessibility of the education program of students of both genders and those with disabilities be given. The Board of Trustees shall see that all construction, maintenance or repair projects comply with the requirements for accessibility for individuals with disabilities and comparability between the genders. The Board shall be responsible for ensuring compliance with state and federal laws including access for individuals with disabilities and requirements for gender comparability.

Legal Reference: 10.55.2001, ARM School facilities

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 202

Site Acquisition and Bonds

Site Acquisition

Should the District seek to expand the number or size of its current facilities, the District may attempt to acquire additional building sites, through either purchase or lease, in advance of the actual construction of new facilities, to minimize delay in construction projects and to realize financial savings to the District. The Board of Trustees will periodically review the availability of land considering growth trends in the District and make such transactions as it determines shall best meet the future needs of the District.

In acquiring or leasing a new site, the Board of Trustees must first secure the approval of the qualified electorate before any contract for such site is entered into, except the Trustees may take an option on a site prior to the site approval election. The Board may acquire property contiguous to any existing school site in use, without such vote. Site approval also is not necessary if it was specifically mentioned in a fund-raising issue, which was subsequently approved by the electorate.

Bonds

The Board may issue or redeem bonds in any manner as provided by law.

Legal Reference:	§20-6-621, MCA §20-6-603, MCA §20-9-400, et.seq. MCA	Selection of school sites, approval election Trustees' authority to acquire or dispose of sites and buildings - when election required School bonds
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Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Architect and Contractor Assurances, Surety Bonds and Insurance

Architect Assurance

When the assistance and services of a professional architect are required, the contract for those services will include: PLANNING - The architect will plan and develop the project according to the tenants set forth in this document; CONSTRUCTION SUPERVISION - The architect will provide adequate inspection of the contractor(s) activity to assure workmanlike quality in the project. Quality control of materials and workmanship will be the sole responsibility of the architect. Liability for default will be borne by the architect, holding the District blameless for untoward activity during the construction process.

Contractor Assurance

No contract shall be let to any contractor who is not licensed or registered as required by the laws of this state. Nor shall a contractor be granted a contract unless a statement is submitted and sworn to which states that the contractor is in compliance with the state laws relating to prevailing wage and residence requirements for public works and with state and federal laws relating to non-discrimination in hiring. A statement to this effect must be a part of every appropriate contract. No contract shall be let to any contractor if the provision conflicts with the provisions of § 20-9-204.

Changes and Additional Costs

Conflict arising from changing costs of the constructed project shall be resolved using: CHANGE ORDERS - When the District orders any change to the original contract, such fee charge will be negotiated and agreed to in writing, approved by the District, or agent of the District and the contractor. ADDITIONAL/UNFORESEEN COSTS - Acts of God, accident or other costs not covered in the original contract shall be limited. The amount shall be negotiated in a formal District hearing, or with the agent of the District and the contractor. Completion of the negotiation for change will fall to the Architect as agent for the District. The architect will not be held responsible for the outcome of any proposed change to the contracted project unless the change is agreed to without District approval.

Contractor Surety Bonds and Insurance

A bid bond or other security authorized by state law in the amount of at least ten percent of the total bid amount, excluding taxes, must accompany each contractor's bid. Any bid, which is not successful, shall entitle the bidder to a refund of its security or bond. The successful bidder shall have his/her bond or security retained until such a time as it is determined that the bidder shall complete the contract. All bids received shall specify whether the District or the contractor shall carry fire, liability, or other insurance during construction. The successful bidder is required to make, execute and deliver to the Board a good and sufficient performance bond with two or more sureties or a surety company which shall state that the contractor shall execute and faithfully perform the provisions of the contract and shall pay all subcontractors and material men as required by law.

Legal Reference:	§18-1-201, MCA §18-1-202, MCA §18-1-203, MCA §2-2-303, MCA §18-2-402, MCA §18-2-430, MCA §18-2-404, MCA §20-9-204, MCA	Requirements for bidder's security Advertisement for bid to specify required security Form of security Agreements to appoint relative to office Standard prevailing rate of wages Preference of Montana labor in public works - wages Approval of contract - bond Conflicts of interest, letting contracts and calling for bids
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Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Operation and Maintenance of District Facilities

The District seeks to maintain and operate facilities in a safe and healthful condition. The Board of Trustees, in cooperation with the district Superintendent, Fire Chief, and County Sanitarian shall periodically inspect plant and facilities. The Board shall provide for a program to maintain the District physical plant by way of a continuous program of repair, maintenance and reconditioning. Budget recommendations shall be made each year to meet these needs. Any such needs arising from an emergency shall be dealt with at a meeting of the Board of Trustees.

The Board of Trustees shall formulate and implement energy conservation measures. The district Superintendent and staff are encouraged to exercise other cost-saving procedures in order to conserve the resources of the district in their buildings.

Legal Reference: 10.55.2001, ARM School facilities

Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Contracts to Lease School Building

Contracts to lease building space and portable buildings, rent or have maintained security systems, computers, and other equipment, and provide pupil transportation services.

The Board of Trustees of Liberty Elementary School District may enter contracts with public and private persons, organizations, and entities for the following purposes:

- (1) To rent or lease building space and portable buildings for periods not exceeding ten years in duration;
- (2) To rent security systems, computers, and other equipment or to have maintained and repaired security systems, computers, and other equipment for periods not exceeding five years in duration; and
- (3) To provide pupil transportation services for periods not exceeding five years in duration.

The Board of Trustees of Liberty Elementary School District shall have the authority to negotiate the terms and conditions of Contracts for Lease of School Buildings as provided for in 10.55.908 ARM.

No school district may enter into a contract for pupil transportation unless it has notified the superintendent of public instruction that, in the best judgment of the district, the cost of contracting will not exceed the projected cost of operating its own pupil transportation.

The budget of each school district shall identify that portion of each contractual liability incurred pursuant to this section extending beyond the fiscal year by amount, duration, and nature of the contracted service and/or item in accordance with rules and regulations of the Office of Public Instruction, MCA or ARM.

Legal Reference:

MCA 20-6-609 Trustees Authority to Acquire Property by Lease-Purchase Agreement
 MCA 20-6-625 Authorization to Lease Buildings or Land for School Purposes
 MCA 20-6-621 Selection of School Sites
 MCA 20-9-201 Rental Agreement Fund

10.55.908 SCHOOL FACILITIES

- (1) School facilities shall be constructed, maintained, and supervised in accordance with all applicable local, state, and federal codes, regulations, and laws.
- (2) School facilities shall be of sufficient size and arrangement to meet all programs' educational goals.
- (3) The local board of trustees shall provide for educational facilities which are functional and safe for the conduct of the educational and extracurricular activities of students, and which will meet federal accessibility standards.
- (4) The school shall provide the necessary equipment for first aid.
- (5) When the local board of trustees considers major remodeling or building a facility, it shall seek facility expertise in all affected program areas as well as comments from faculty, students, and community.
- (6) The local board of trustees shall have a written policy that defines the use of school facilities and resources.

History: [20-2-114](#), MCA; [IMP, 20-2-121](#), MCA; [NEW](#), 1989 MAR p. 342, Eff. 7/1/89; [AMD & TRANS](#) from [10.55.2001](#), 2000 MAR p. 3340, Eff. 12/8/00; [AMD](#), 2012 MAR p. 2042, Eff. 7/1/13.

Policy History:

Adopted on: N/A

Revised on: 4-21-2020 / November 2022

Security

Security means not only maintenance of buildings, but also protection from fire hazards and faulty equipment and safe practices in the use of electrical, plumbing, and heating equipment. The Board of Trustees requires and encourages close cooperation with local police, fire, and sheriff departments and with insurance company inspectors.

Access to school buildings and grounds outside of regular school hours shall be limited to staff whose work requires access. An adequate key control system shall be established which shall limit access to buildings to authorized staff and shall safeguard against the potential entry of unauthorized persons.

Records and funds shall be kept in a safe place and under lock and key when required.

Locks and other protective devices designed to be used as safeguards against illegal entry and vandalism shall be installed when appropriate to the individual situation and require the prior mutual consent of the building owner's representative, and the Board of Trustees. All incidents of vandalism and burglary shall be reported to the district Superintendent or Board of Trustees immediately and to law enforcement agencies as appropriate.

Equipment Security

District equipment shall be under the control of the district Superintendent and will be checked out by him/her during the school year. There will be an inventory record of who has it, where it is, and when it is to be returned.

The person/entity or organization using the equipment must know how to use it and the appropriate safety precautions required. Teachers or staff cannot allow others to operate District equipment without the express approval of the district Superintendent.

Care of School Property

The district Superintendent and staff shall insure that District property is not abused. Students or non-students who abuse school property may be disciplined and costs assessed for property abuse. Liability for the damage incurred will fall on those responsible for the abuse. A District hearing may be required to assess blame and costs.

The following steps shall be taken upon evidence that school property has been damaged or lost, whether or not the action was willful:

1. Damage of any nature to school property shall be reported to the district Superintendent.
2. A Damage or Loss Report shall be submitted to the Board of Trustees. In the event of a break-in, whether damage is noted or not, the Board shall report the occurrence to a law enforcement agency. Care shall be taken to avoid disturbing evidence that may be associated with the break-in.
3. An investigation to establish the individuals responsible for acts of vandalism or theft shall be initiated.
4. A professional shall estimate repair or replacement costs for damage.
5. Parents shall be informed, in writing, regarding the nature of the damages, how restitution may be made, and how appeal may be initiated.
6. The Business manager, upon receipt of the damage or loss report, shall bill the student's parents for the repair or replacement costs. Some emergency work may be required prior to all of these steps. That bill shall also go to the guilty party.
7. The Business Manager shall notify the district's property insurer as soon as possible.
8. Copies of the parent notification along with estimate of damages shall be sent to the Board of Trustees and the district Superintendent.
9. The district Superintendent will review any appeal made by the student and/or parents.
10. The student and/or parents shall be advised that they may appeal the decision of the district Superintendent at the next regular meeting of the Board (see Policy #3520). No further appeal shall be allowed.

Legal Reference:	§20-5-201, MCA §50-61-114, MCA	Duties and sanctions Fire chief and county sheriff to make inspections
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Policy History:

Adopted on: July 2005

Revised on: September 2014 / November 2022

Facilities Operations

Oversight and management of the operation of the district's facilities shall be the joint responsibility of the Board of Trustees and the individual Hutterite Colony school site building owners as outlined in the individual site Lease Agreements.

The operational responsibilities of the Liberty Elementary School District as the Lessee of school district facilities will be in accordance with the terms and conditions specified in the annual Lease Agreements with each the district's facilities owners - Lessors (Hutterite Colonies) The Lessors agree to provide the district with an adequate staff of personnel who are not employed by the District to operate, maintain, repair and service the District's school buildings and grounds which are subject to the individual facility Lease Agreements. These responsibilities shall include, but not necessarily be limited to the following areas:

1. Adequate and timely operation of each facility's mechanical systems, including but not limited to, HVAC, water, wastewater, electrical, plumbing, and related systems,
2. Proper care of the faculties' physical features including walls, floors, roofs, ceilings and related equipment in those facilities.
3. Adequate care of and timely replacement of fixtures, bulbs or lamps in each facility's lighting system.
4. Proper care of the grounds and playgrounds, including removal of debris, dirt and snow in and around the facility and grounds.

Because of the shared nature of facility operations, this service shall be provided when school is not in session, but during those times when the building is unoccupied by staff and students outside of regular school hours. At no time shall a district managed facility be occupied by a group of individuals who are not employed by the district, have prior approval to be in the facility or who are guests of the district without prior knowledge and approval by the district Superintendent or Board of Trustees.

In case of an emergency involving the operation of the facilities mechanical systems, which may place district staff or students in danger, the district shall, at the earliest possible opportunity, notify the building owner of any issues or concerns.

Policy History:

Adopted on: July 2005

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District Asbestos Program

It is the intent of the district that the Asbestos Hazard Emergency Response Act (AHERA) dated October 30, 1982, and all of its amendments, alterations and changes be complied with by all district employees, vendors and contractors. To that end, Liberty Elementary School District will contract with appropriate consultant to bring the school into compliance. Asbestos abatement manuals shall remain in all school-owned buildings. Anyone needing to access an area in the building containing asbestos must first receive permission from the district Superintendent and then complete the appropriate waiver of liability form in the abatement plan book.

Access will be given only to those individuals who utilize proper care so as not to disturb Asbestos Containing Material (ACM). All individuals must wear appropriate respirators in ACM areas as per the Asbestos Hazard Emergency Response Act (AHERA) regulations.

The Board of Trustees shall take appropriate action to ensure that all violations are remedied.

In addition, the Board of Trustees will:

1. Ensure that all employees, building occupants, or their legal guardians are informed at least once each school year about inspections, response actions and post-response activities including periodic re-inspection and surveillance activities that are planned or in progress;
2. Aid in the design and implementation of the operation and maintenance portion of the asbestos program;
3. Ensure that warning labels are in place as required by the act;
4. Ensure that the three-year re-inspections occur on time and in accordance with the act;
5. Monitor and ensure that the management plan is updated as required by the act;
6. Maintain records of the following:
 - a. All inspections and periodic surveillances;
 - b. All cleaning of friable areas;
 - c. All disturbances of friable ACM by short term workers and others;
 - d. All minor and major fiber releases;
 - e. All minor and major abatements;
 - f. The transportation and burial of all asbestos.
7. Maintain a copy of the plan available to staff and public in the school;
8. Provide the parent or guardian of each enrolled student a copy of a letter complying with 763.93(a)(10) during the first 30 days of each year's enrollment.

Policy History:

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