

# **CASCADE SCHOOL DISTRICT 3 & B**

Meeting of the Board of Trustees



## **APPENDICES**

May 18, 2021 Regular Board Meeting

# **APPENDIX A**

## Staff Reports

Section I – School Based Health

Section II – Strategic Plan

Section III - Accreditation

# SECTION I

## School Based Health

Increasing access to care is part of our vision for community health. Alluvion Health understands the quicker individuals can access care, the better their health outcomes. For youth this means providing an innovative approach to bring care to them. Students spend most of their days in school, so Alluvion Health has joined the nationwide movement to bring School-Based Health Centers to Great Falls Public Schools!

When a health center is located inside of the school, the benefits to the student impact more than just their health. Students don't have to miss as much class to get to an appointment and parents don't have to take time off work to take their child to see their provider.

Our School-Based Health Center staff are licensed health care providers, who work with school nurses to provide expanded medical and behavioral health services to students during the school day.

What services does the School-Based Health Center offer?

### **Medical Services**

- Routine well child check-ups with immunizations
- Physical exams/sports physicals
- Urgent care
- Management of chronic illnesses such as diabetes or asthma
- Laboratory testing
- Well-women exams

### **Behavioral Health Services**

- Individual counseling
- Crisis management
- Brief therapy
- Group therapy
- Substance use disorder therapy
- Referral(s) to community resources

### **Is there a charge for using the School-Based Health Center?**

The School-Based Health Center accepts Medicare, Medicaid, Healthy Montana Kids, and most insurance plans. If you have insurance, we will bill directly to your insurance company and you will be responsible for co-pays and any unmet deductible amounts. For those with or without insurance, we offer a sliding fee scale that is based on income and family size. It is also important to note that no child will be denied services due to the inability to pay.

In order for students to receive services, a complete and signed consent form must be returned, and be on file prior to the child being seen. In addition to the signed consent

forms, parents and/or guardians will be contacted via phone before providing services to minors as a second verification for all medical services.

Hours and Locations:

**Medical services (open to the public)**

- Paris Gibson Education Center 2400 Central Ave, Great Falls, MT 59401

Monday – Thursday 7:30 am to 4:00 pm

- Longfellow Elementary 1100 6th Ave S, Great Falls, MT 59405

Monday- Friday 7 am to 6 pm

- Belt Public Schools 1 Church St, Belt, MT

Thursdays 7:30am- 5:30pm

**Behavioral Health services (students only)**

- CM Russell High School 228 17th Ave NW, Great Falls, MT 59404

- Great Falls High School 1900 2nd Ave S, Great Falls, MT 59405

- Paris Gibson Education Center 2400 Central Ave, Great Falls, MT 59401

- East Middle School 4040 Central Ave, Great Falls, MT 59405

- North Middle School 2601 8th St NE, Great Falls, MT 59404

- Longfellow Elementary 1100 6th Ave S, Great Falls, MT 59405

- Giant Springs Elementary 520 32nd St N, Great Falls, MT 59401

- Meadow Lark Elementary 2204 Fox Farm Rd, Great Falls, MT 59404

- Lewis and Clark Elementary 3800 Central Ave, Great Falls, MT 59405

- Montana School for the Deaf and Blind 3911 Central Ave, Great Falls, MT 59405

**Medical services (students only)**

- University of Providence UP Student Center 1301 20th Street South Great Falls, MT 59405

# **SECTION II**

## **Cascade Public Schools**

### **Strategic Plan**

**2016**

#### **Overview**

**The Cascade Public Schools (hereinafter referred to as “District”)** has created a new direction for the school district to strategically focus its resources on identified wants, preferences, and needs of its community. As part of this process, the District has begun a strategic planning and thinking process that will lead to a stronger and more vital school district. This process will be ongoing as the District moves into the future. This strategic plan is intended to help the District in focusing its resources in a manner that will best benefit the children enrolled in the District.

The Cascade Board of Trustees and staff began the strategic planning and thinking process necessary to fit with its commitment to children, to community engagement and to knowledge-based decision making processes.

As part of its preparation for strategic planning, the District brought in Debra Silk of the Montana School Boards Association to help facilitate the strategic planning process.

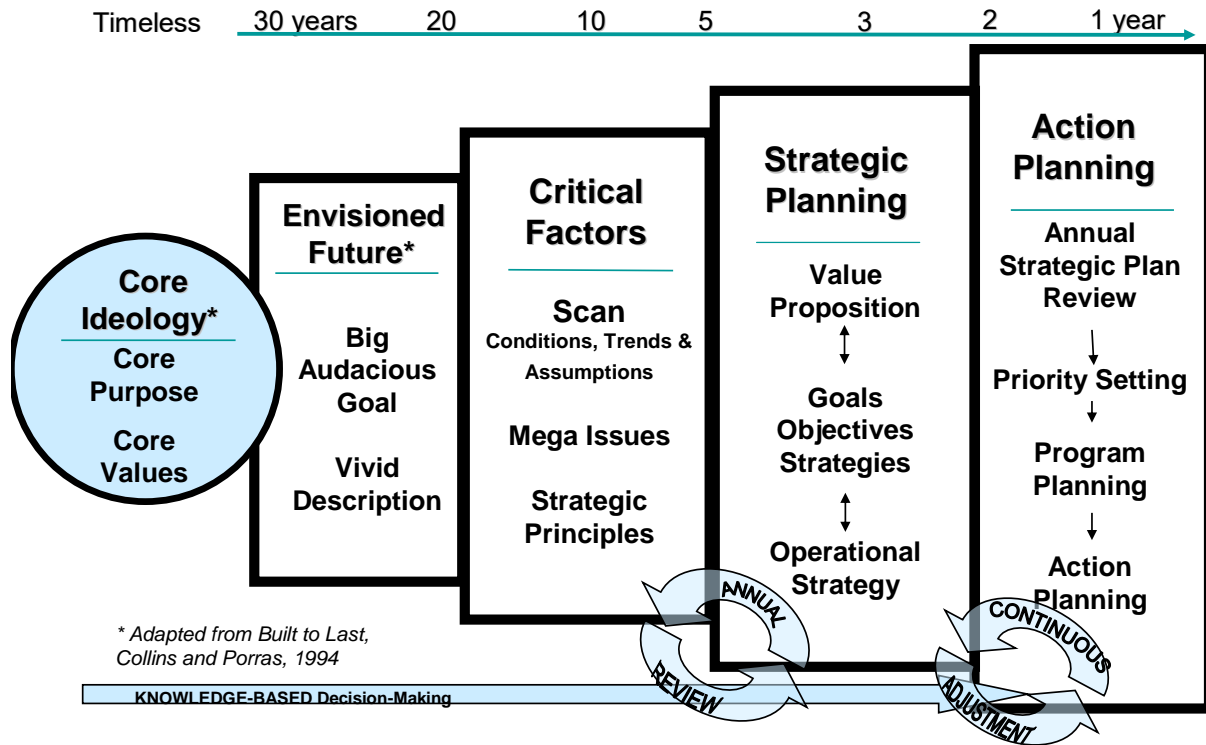
On January 19, 2016, the Cascade Public Schools Board of Trustees formally adopted its new strategic plan.

The District views the process of strategic planning as an ongoing process within the school system. This is not a "strategic planning project" that is completed. Adoption of a plan is an affirmation of the general intent and direction articulated by the Core Ideology, Envisioned Future and Goals and Strategic Objectives. It is understood that progress toward achieving plan strategic objectives will be assessed at least annually, and the plan will be updated based on achievement and changes in the needs of the children served by the District.

#### **Strategic Planning Framework**

The framework used by the District for its strategic planning process was adapted from a model developed by Jim Collins, author of “Built to Last” and “Good to Great.” The Board focused on five different planning horizons, starting with the long term issues first to provide focus to shorter term efforts.

# Five Planning Horizons



\* Adapted from *Built to Last*, Collins and Porras, 1994

# **Core Ideology of the Cascade Public School District**

**Core ideology** describes a school district's consistent identity that transcends all changes related to its relevant environment. It consists of two elements - **core purpose** - the school district's reason for being - and **core values** - essential and enduring principles that guide a school district. **Envisioned future** conveys a concrete yet unrealized vision for the school district. It consists of a **big audacious goal** - a clear and compelling catalyst that serves as a focal point for effort - and a **vivid description** - vibrant and engaging descriptions of what it will be like to achieve the big audacious goal.

## **The Core Purpose of Cascade Public School District:**

Through collective efforts of our community and school, we strive to be an innovative educational system committed to excellence and focused on developing responsible citizens.

## **Core Values of the Cascade Public School District:**

Promoting Excellence for all Students through

- Engaging Curriculum with Rigor and Relevance
- High Quality Instruction
- Technology and Innovation
- Personal and Academic Pride
- Community and Collaboration

## **15-20 Year Planning Horizon**

## **Envisioned Future of the Cascade Public Schools**

### **Big Audacious Goal:**

Cascade Public Schools is the catalyst for excellence in education in collaboration with other surrounding school districts for the betterment of the students and the communities served.

### **A Vivid Description of the Desired Future:**

- We have not only withstood the changes in the dynamics of our community and surrounding areas, but we have successfully used these changes to our advantage and for enhanced opportunities for our students.
- Our small class size allows our staff to provide an individualized education for each student and each student progresses according to the student's level.
- We collaborate effectively with the communities of Ulm and Wolf Creek to ensure that all students have the best education and other opportunities possible.

- We provide exceptional opportunities for our staff to develop professionally. As a result our staff is highly qualified and enthusiastic about the difference they can make for our students and the contributions they bring to the District.
- We are an environmentally conscience school that strongly supports recycling, reusing and repurposing sustainable resources.
- The District and our students are actively involved in all aspects of Hydro and Aquaponics.
- Our facilities meet the contemporary and ongoing needs of our students, families and our community. Pee wee sports (t-ball, flag football, soccer, volleyball).
- We have successfully developed a program where older students provide guidance and mentorship to the younger students.
- Our summer programs cultivate enhanced learning opportunities and activities for our students.
- We have developed and operate a community garden that helps us with healthy meals and snacks for students and supports community nutritional needs.
- We have programs in place to assist children with school readiness.
- Our schedule supports the needs, preferences and schedules of students and families.
- We have enhanced our opportunities to recognize and celebrate the hard work and dedication of our students, staff and community members.
- Because of our high expectations and the transparent culture that we have created, with our students, there is trust both within the school and with our community and as a result we have had great success in the past 15 years.
- In collaboration with our community and surrounding areas, we now have a community wellness center that provides for the needs of our students, staff and community.
- We are known for being a school that utilizes technology and other innovations in our programs and services offered to students and in making needed enhancements to our community and the surrounding areas. One example of this is our exceptional vocational programs where students are provided with a variety of opportunities for hands-on projects. Another example of this is the way in which we have addressed the issue of school housing by having our students involved in all aspects of this initiative.
- We have vast after-school programs, co and extra curricular opportunities that are an extension of our exceptional programming and provide students with additional opportunities for growth and success.
- Our educational offerings are fully integrated so students can see and experience the connection to other subject matters and real-life issues.
- Our students are taught life skills and healthy habits at an early age to allow them to develop needed skills for success.
- Our students have expanded advanced learning opportunities, including but not limited to college prep classes, AP classes and other global learning opportunities.
- Our students have a menu of electives in which to choose from that support the preferences and skills of our students.
- We have a 100% graduation rate and each of our students is prepared for the next chapter in their lives.
- Every student is fluent in at least 1 foreign language before they graduate.



## **5-10 Year Planning Horizon**

### **Assumptions Regarding the Relevant Future for the Cascade Public School District**

In order to make progress against the 20 year Envisioned Future, Cascade Public School District must constantly anticipate the strategic factors likely to affect its ability to succeed, and to assess the implications of those factors. This process of building foresight about the future will help the District to constantly recalibrate its view of the relevant future, a basis upon which to update the strategic plan on an annual basis. As the outcome-oriented goals that will form the basis of the long-range strategic plan will be based on this foresight, annual review of these statements will be an appropriate method of determining and ensuring the ongoing relevance of the strategic plan.

Creating the Assumptions - during the Strategic Planning meetings held in the Fall of 2015, the Cascade Public School Board of Trustees, Staff Leadership Team, and faculty made many assumptions about the future. While many different assumptions were made, see Appendix "A" to this Plan for those assumptions that are likely to have the greatest influence on the success of Cascade Public Schools

## **Five-Year Planning Horizon**

### **Outcome-Oriented Goals and Strategic Objectives**

The following thinking represents goals for the next five years. They are areas in which Cascade Public Schools will explicitly state the conditions or attributes it wants to achieve. These outcome statements will define, "what will constitute future success." The achievement of each goal will move the school district toward realization of its Envisioned Future.

Strategic Objectives provide direction and actions on how the school district will accomplish its articulated goals. All strategies included in the strategic plan should be considered accomplishable at some point in the future. Strategic Objectives are reviewed annually by the Cascade School Board, Staff Leadership Team, and faculty.

## **Goals of the Cascade Public School District**

### **Goal Area 1: Student Achievement**

**Statement of Intended Outcome, Five years:** As a result of our high expectations and rigor and our exceptional programs and services for students, our students are enthused about school and are thriving.

### **1-2 Year Strategic Objectives:**

- We will enhance real life experiences for our students through job shadowing, internships, project-based learning and other opportunities.
- We will provide enhanced opportunities for students in upper grades to mentor and assist students in lower grades to create a cohesive and nurturing environment for all students.
- We will enhance the alignment and integration of our curriculum to ensure smooth transitions of students and to allow for projects that involve multiple hands-on applications across the curriculum.
- We will instill in our students high expectations, a love of learning and motivation to always improve.
- We have implemented a program that provides students with community service projects as an alternative to certain forms of discipline.

### **Goal Area 2: Collaboration**

**Statement of Intended Outcome, Five years:** We have a positive relationship with our parents, community and local businesses. We have also collaborated with outlying schools to enhance the educational opportunities for our students and to ensure integration and a smooth transition into our schools.

### **1-2 Year Strategic Objectives:**

- We have collaborated with Ulm and Wolf Creek to schedule PIR days to align with our curriculum and offerings.
- We have user-friendly information available to our community and surrounding communities using technology and other strategies to enhance our relationships and knowledge of parents, community members and others.
- We have collaboration between the boards of trustees of Cascade, Ulm and Wolf Creek Public Schools to enhance teaching and learning opportunities and for the sharing of resources.
- We have integrated student activities to enhance the opportunities for students in Cascade, Ulm and Wolf Creek.

### **Goal Area 3: Environment/Facilities**

**Statement of Intended Outcome, Five Years:** We have successfully integrated environmentally friendly initiatives into our school and have taken steps to ensure regular updating of our school buildings in a environmentally responsible manner.

### **1-2 Year Strategic Objectives:**

- We will explore alternative means of energy sources, including but not limited to windmill and solar power to free up existing funds that directly support students.
- We will initiate a school recycling program that will include instruction and/or information on the importance of environmental responsibility.

- In performing upgrades to our facilities and infrastructure, we will do so in an environmentally responsible manner.
- We will embark on an initiative to enhance our facilities with the intended goal of being a Community Facility that is welcoming, inviting and provides for community activities, events and learning opportunities.
- We will initiate a School Farm program that will provide enhanced educational opportunities for our students, enhance the nutritional offerings at school and provide a needed service for our community.

#### **Goal Area 4: Communication and Community Engagement**

**Statement of Intended Outcome, Five Years:** Through our efforts in enhancing our communication to our parents, community and surrounding communities, we have a positive reciprocal relationship with our community.

##### **1-2 Year Strategic Objectives:**

- We will enhance the frequency and effectiveness of our communication with the goal of reaching as many parents, community members, businesses and others in surrounding communities.
- We will enhance our engagement with the community by providing additional opportunities for the community to visit, utilize and otherwise interact with our District. Our goal is to have a Community Wellness Center, an Adult Education program, computer labs that are accessible to the community and enhanced opportunities for the community to use our facilities.
- We will initiate a public relations campaign with a focus on the positive programs and effects we are having on students, our “green” initiative and our commitment to addressing issues using a collaborative, knowledge-based decision making process.

#### **Goal Area 5: Technology**

**Statement of Intended Outcome, Five Years:** We have effectively incorporated technology into all aspects of the District to enhance our educational opportunities for students, our community outreach initiative and to ensure that our students, parents and community have access to technology that improves their lives.

##### **1-2 Year Strategic Objectives:**

- We will make improvements to our connectivity in our buildings so that our students, staff, parents and community have enhanced access to courses, opportunities, information and resources using technology.
- We will enhance our staff training on technology and technology tools that enhance student learning.
- We will develop a Technology Plan that puts us on a path of consistent and meaningful upgrades in technology.
- We will explore the options available to provide our students with connectivity outside of the school setting to enhance their learning opportunities.

The Board, Staff Leadership Team and Staff will be developing action plans identifying the key activities/events, primary person(s) responsible for championing each activity/event identified and the timeline(s) for implementing and/or completing each activities/event.

## Appendix “A”

### Megatrend Analysis to Help Inform and Assess Cascade Public School District’s Strategic Plan

#### Assumptions about the future (5-10 years)

**Assumptions:** The following are 5-10 year assumptions concerning the key external trends, challenges, or issues facing Cascade Public School District in the future. They may represent either future opportunities or threats to the District.

#### 5-10 Year Planning Horizon

#### Assumptions Regarding the Relevant Future for the Cascade Public School District

In order to make progress against the 20 year Envisioned Future, Cascade Public Schools must constantly anticipate the strategic factors likely to affect its ability to succeed, and to assess the implications of those factors. This process of building foresight about the future will help Cascade Public Schools to constantly recalibrate its view of the relevant future, a basis upon which to update the strategic plan on an annual basis. As the outcome-oriented goals that will form the basis of the long-range strategic plan will be based on this foresight, annual review of these statements will be an appropriate method of determining and ensuring the ongoing relevance of the strategic plan.

Creating the Assumptions - during the Strategic Planning meetings, the Cascade School Board, Staff Leadership Team, faculty and community made many assumptions about the future. While many different assumptions were made, what follows are those assumptions that are likely to have the greatest influence on the development of Cascade Public Schools' Strategic Plan.

#### Assumptions about the future

##### Demographics

- We anticipate that there will always be a need for people to work our local farms and ranches.
- We anticipate the median age of our population and our staff to increase over the next few years.
- We do not anticipate a significant increase in the number of families with children moving into our community.

##### Business and Economic Climate

- We anticipate a lack of suitable housing for teachers and for families that may be interested in moving to our area.

- We anticipate that aquaponics will be a growing opportunity for our community, district and our students. We anticipate a continuing need for a nursing home in our community so that our aging residents can remain here in Cascade.
- If the Air Force Base closes, we do not know what impact this will have on our District.
- We do not anticipate growth in local businesses, with the exception of fishing-related businesses. With that said, we believe that there are opportunities for our District and our students to participate in local businesses.

#### Politics and Social Values

- We anticipate continuing trends of social issues, including but not limited to, bullying, non-traditional family structures, emotional and behavioral needs of students.
- We anticipate voting trends to continue towards absentee and possibly on-line voting. We will have to make adjustments to ensure that our voters understand the District's needs in order to ensure that our levies are supported by the community as we assume that we need local support to provide a quality education to our students.

#### Technology and Science

- We anticipate a continuing need for upgrades to connectivity to ensure that our District has sufficient bandwidth to support our programs.
- We anticipate that with technological advancements and greater integration of technology into the classroom, we will have to accommodate students who do not have internet access at home.
- With the continued emphasis on science fields, we will need to ensure that our students have access to programs that support advancements in science to prepare them for their futures.

#### Legislation and Regulation

- We anticipate continued regulations and assertion of external control with more reliance on local taxpayers to fund and support our schools.
- We anticipate continued advocacy for forced consolidation of schools.
- We anticipate continued advocacy for the formation of private charter schools with funds intended for public schools.
- We anticipate a need for greater regulation over families that opt for home schooling their children.
- We anticipate a greater need for Title I funds based upon student's needs at an earlier age.

## **5-10 Year Planning Horizon**

### **Mega Issues facing the Cascade Public School District**

**Mega issues** are issues of strategic importance, which represent choices the school district will need to make in defining the ultimate direction of its long-range plan. These issues represent potential impediments to achievement of the Envisioned Future, and form a basis for dialogue about the choices facing the school district. These questions can serve as an ongoing "menu" of

strategic issues that, using a knowledge-based approach in gathering insights relative to Cascade Public Schools' strategic position and directional choices for each of the issues, can be used by the Board to create regular opportunities for strategic dialogue about the future issues facing the school district.

Promoting Excellence for all Students through:	Goals and 5 Year Strategies	1 to 2 Year Strategic Objectives	Action Plan				
Engaging Curriculum with Rigor and Relevance	<b>Student Achievement</b> As a result of our high expectations and rigor and our exceptional programs and services for students, our students are enthused about school and are thriving.	We will enhance real life experiences for our students through job shadowing, internships, project-based learning and other opportunities. We will provide enhanced opportunities for students in upper grades to mentor and assist students in lower grades to create a cohesive and nurturing environment for all students. We will enhance the alignment and integration of our curriculum to ensure smooth transitions of students and to allow for projects that involve multiple hands-on applications across the curriculum. We will instill in our students high expectations, a love of learning and motivation to always improve. We have implemented a program that provides students with community service projects as an alternative to certain forms of discipline.	Missing Assignments	ACT Class for Juniors	Writing Pathways	Professional Learning Communities (PLC's)	MyVoice Survey
High Quality Instruction			Career Readiness	Common Curriculum	Writing Improvement	Professional Development plan	Teacher Coaching
Personal and Academic Pride			Jobs For Montana Graduates	Elementary Math Improvement	Math Committee	MTSS - Elementary	
			School To Work	Elementary ELA Improvement	ELA Committee	MTSS - JH/HS	
Technology and Innovation	<b>Environment/Facilities</b> We have successfully integrated environmentally friendly initiatives into our school and have taken steps to ensure regular updating of our school buildings in an environmentally responsible manner.	We will explore alternative means of energy sources, including but not limited to windmill and solar power to free up existing funds that directly support students. We will initiate a school recycling program that will include instruction and/or information on the importance of environmental responsibility. In performing upgrades to our facilities and infrastructure, we will do so in an environmentally responsible manner. We will embark on an initiative to enhance our facilities with the intended goal of being a Community Facility that is welcoming, inviting and provides for community activities, events and learning opportunities. We will initiate a School Farm program that will provide enhanced educational opportunities for our students, enhance the nutritional offerings at school and provide a needed service for our community.					
	<b>Technology:</b> We have effectively incorporated technology into all aspects of the District to enhance our educational opportunities for students, our community outreach initiative and to ensure that our students, parents and community have access to technology that improves their lives.	We will make improvements to our connectivity in our buildings so that our students, staff, parents and community have enhanced access to courses, opportunities, information and resources using technology. We will enhance our staff training on technology and technology tools that enhance student learning. We will develop a Technology Plan that puts us on a path of consistent and meaningful upgrades in technology. We will explore the options available to provide our students with connectivity outside of the school setting to enhance their learning opportunities					
Community and Collaboration	<b>Collaboration:</b> We have a positive relationship with our parents, community and local businesses. We have also collaborated with outlying schools to enhance the educational opportunities for our students and to ensure integration and a smooth transition into our schools.	We have collaborated with Ulm and Wolf Creek to schedule PIR days to align with our curriculum and offerings. We have user-friendly information available to our community and surrounding communities using technology and other strategies to enhance our relationships and knowledge of parents, community members and others. We have collaboration between the boards of trustees of Cascade, Ulm and Wolf Creek Public Schools to enhance teaching and learning opportunities and for the sharing of resources. We have integrated student activities to enhance the opportunities for students in Cascade, Ulm and Wolf Creek.					
	<b>Community and Community Engagement:</b> Through our efforts in enhancing our communication to our parents, community and surrounding communities, we have a positive reciprocal relationship with our community.	We will enhance the frequency and effectiveness of our communication with the goal of reaching as many parents, community members, businesses and others in surrounding communities. We will enhance our engagement with the community by providing additional opportunities for the community to visit, utilize and otherwise interact with our District. Our goal is to have a Community Wellness Center, an Adult Education program, computer labs that are accessible to the community and enhanced opportunities for the community to use our facilities. We will initiate a public relations campaign with a focus on the positive programs and effects we are having on students, our "green" initiative and our commitment to addressing issues using a collaborative, knowledge-based decision making process.					



Promoting Excellence for all Students	Action Plan	Key Activity	Person(s) Responsible	Timeline	Measurements
Engaging Curriculum with Rigor and Relevance	Missing Assignments	Reduce missing assignments by running daily/weekly missing assignment reports; Identify high risk students; provide after school or lunch opportunities for students	Pieper, Price	Daily, weekly, quarterly, semester and continuously.	ICU Database
	Career Readiness	Identify students career interests and provide opportunities to explore careers	Satterwhite/Wright	Yearly	Career Surveys, Job Shadowing, Career Fairs, Lesson Plans
	Jobs For MT Graduates	This is a yearlong elective class.	Workman	Daily and yearly	Enrollment and Grades
	School To Work	Students are identified in the spring of the year for the next school year. JMG is a prerequisite.	Satterwhite, Workman	Offered each year	Enrollment and Grades
	Common Curriculum	Lesson Plan Tracking program that ties the lesson plans to the standards.	Administration Team	Monitored weekly	Standards Checklist
High Quality Instruction	Elementary Math Improvement	Data analysis used to evaluate curriculum, instruction, instructional coaching, and professional development.	Price	Data is gathered 3 times a year via FastBridge and yearly using SBAC. Ongoing monitor and implementation	FastBridge, SBAC, Grades, ICU, observations, progress monitoring
	Elementary ELA Improvement	Data analysis used to evaluate curriculum, instruction, instructional coaching, and professional development.	Price	Data is gathered 3 times a year via FastBridge and yearly using SBAC. Ongoing monitor and implementation	FastBridge, SBAC, Grades, ICU, observations, progress monitoring
	Writing Pathways	Writing assessment conducted biannually to determine growth in writing skills.	Administration, ELA teachers	Fall and Spring each year.	AIMS Web
	Writing Improvement	Yearlong writing requirements to meet writing standards in grades EK-12. This is a cross curricular implementation.	Administration, Teachers	Teachers have writing requirements that must be given at assigned times throughout the year.	Student Evidence from Assignments
	Math Committee	Form math PLC and identify key areas and standards that need improvement. Develop interventions for JH and HS students	Principals, Math and Title instructors	Quarterly data evaluation, Scheduled support blocks	FastBridge, SBAC, Grades, ICU, observations, progress monitoring
	ELA Committee	Form ELA PLC and identify key areas and standards that need improvement. Develop interventions for JH and HS students	Principals, English and Title instructors.	Quarterly data evaluation, Scheduled support blocks	FastBridge, SBAC, Grades, ICU, observations, progress monitoring
Personal and Academic Pride	Professional Learning Communities	Administration PLC started 2018-2019 school year focusing on school and student improvements through administrative learning.	Miller	Teachers and staff will begin working on PLC's in the 2019-2020 school year.	PLC progress steps
	Professional Development plan	Work has started on this and will continue into the next school year to develop a plan based on data and school needs.	Administrative Team	Continuous, meetings and trainings will be conducted monthly	Walk Throughs, Observations, Teacher Feedback
	MTSS - Elementary	MTSS uses data analysis for individual students to develop interventions	Elementary Teams	MTSS meeting are conducted triannually, walk to intervention. Interventions are conducted daily.	FastBridge, ICU, SBAC, progress monitoring
	MTSS - JH/HS	MTSS uses data analysis for individual students to develop interventions	JH/HS Teams	MTSS meeting are conducted triannually, Interventions are scheduled class periods	FastBridge, ICU, SBAC, progress monitoring
	MyVoice Survey	This survey is conducted annually to determine student perception of school culture.	Satterwhite, Pieper	Students and teachers will take the survey in 2019, in 2020 the district will parents.	MyVoice Survey results and data, Focus Groups
	Teacher Coaching	Coaching improves instruction. A coach will assist teachers in developing lessons and effective instructional practices. Coaches will also model these practices as needed.	Administrative Team	2020 – 2021 year, coaching classroom management, Safe and Civil Schools	Walk Throughs, Observations, Coaching Plans

# The State of Montana

hereby certifies that

## Cascade School

has been granted

***REGULAR***

Accreditation Status for the **2020-2021** school year  
by action of the Board of Public Education.



Superintendent of Public Instruction  
Member, Board of Public Education



Chairperson,  
Board of Public Education

# The State of Montana

hereby certifies that

## Cascade 7-8

has been granted

***REGULAR***

Accreditation Status for the **2020-2021** school year  
by action of the Board of Public Education.



Superintendent of Public Instruction  
Member, Board of Public Education



Chairperson,  
Board of Public Education

# The State of Montana

hereby certifies that

## Cascade High School

has been granted

***REGULAR***

Accreditation Status for the **2020-2021** school year  
by action of the Board of Public Education.



Superintendent of Public Instruction  
Member, Board of Public Education



Chairperson,  
Board of Public Education

# **APPENDIX B**

## Board Evaluation



# Board Meeting Evaluation

Questions   **Responses**   5

## 5 responses



Accepting responses



**Summary**

Question

Individual

### Who has responded?

#### Email

ruth.mortag@cascade.k12.mt.us

rick.cummings@cascade.k12.mt.us

chris.wilson@cascade.k12.mt.us

john.rumney@cascade.k12.mt.us

val.fowler@cascade.k12.mt.us

**Waiting for 2 responses**

[Send email reminder](#)

chris.boland@cascade.k12.mt.us

iain.mcgregor@cascade.k12.mt.us

## Board Meeting Date

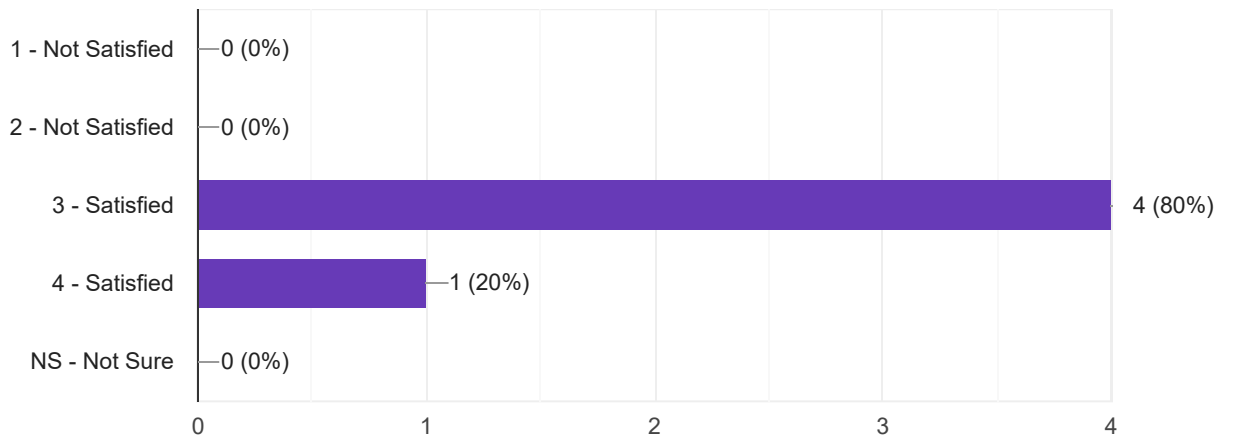
5 responses

Apr 2021 | 13 20 4

## Focus

We conducted the meeting with an emphasis on outward vision, rather than internal preoccupation?

5 responses



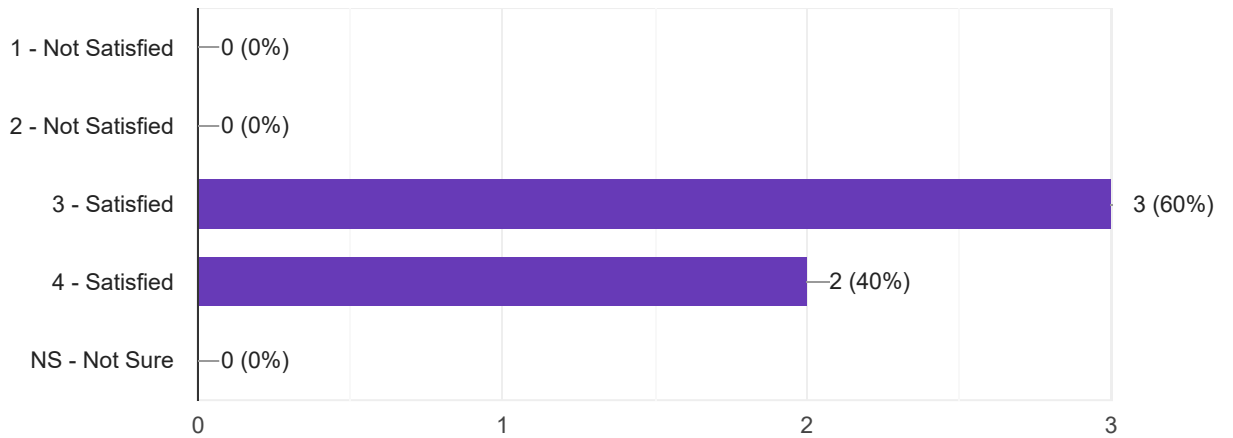
## Comment

0 responses

No responses yet for this question.

### We focused our thinking at a strategic level?

5 responses



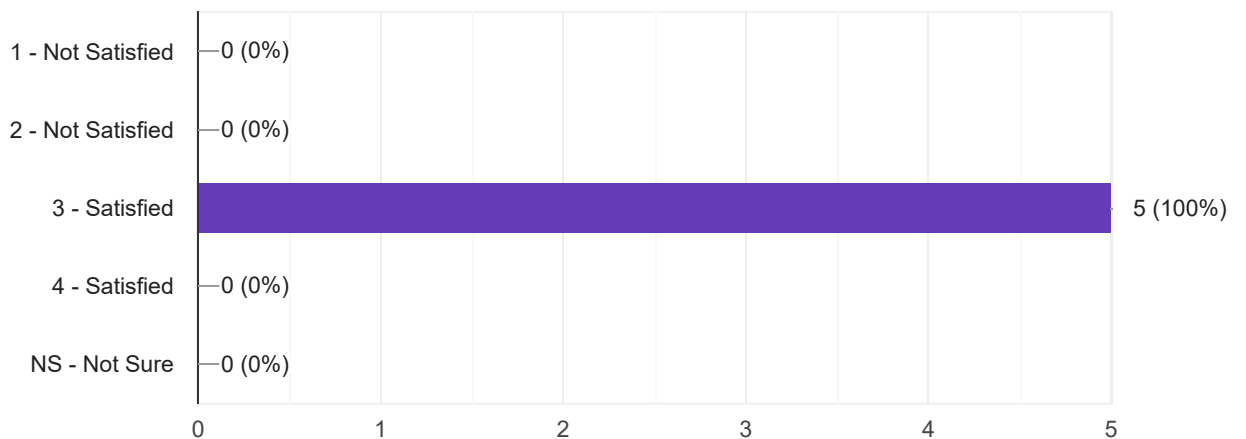
### Comment

1 response

Agreed on scheduling Culture training and strategic planning. Looking for ways to make us BETTER.

### We focused on the future, rather than the past or the present?

5 responses





## Comment

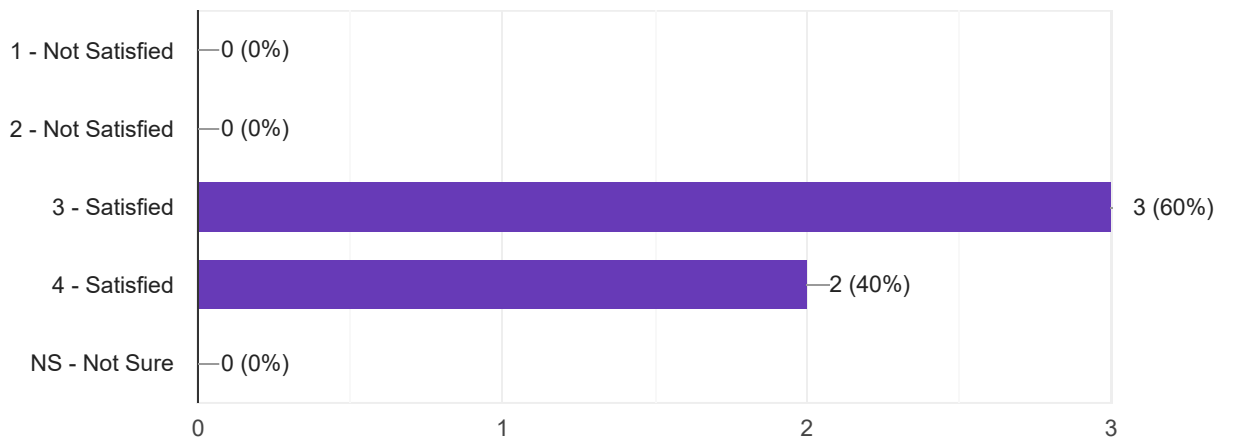
1 response

Discussed the surveys and looked for ways to grow.

## Respect

We made collective rather than individual decisions?

5 responses



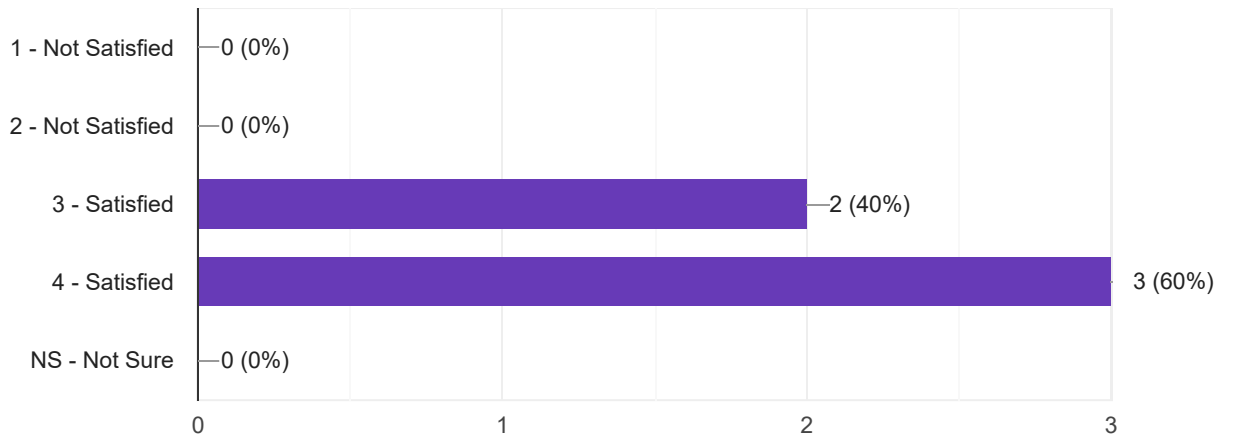
## Comment

0 responses

No responses yet for this question.

### We encouraged diversity of viewpoints?

5 responses



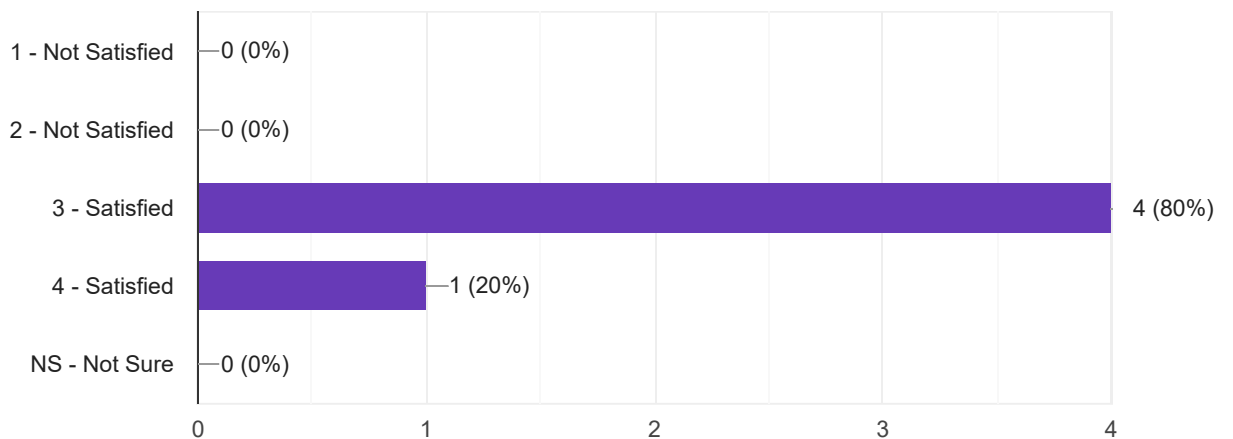
### Comment

1 response

Everybody gets to speak. No one is shunned or judged for their input.

### We were sensitive to our stakeholder's needs?

5 responses



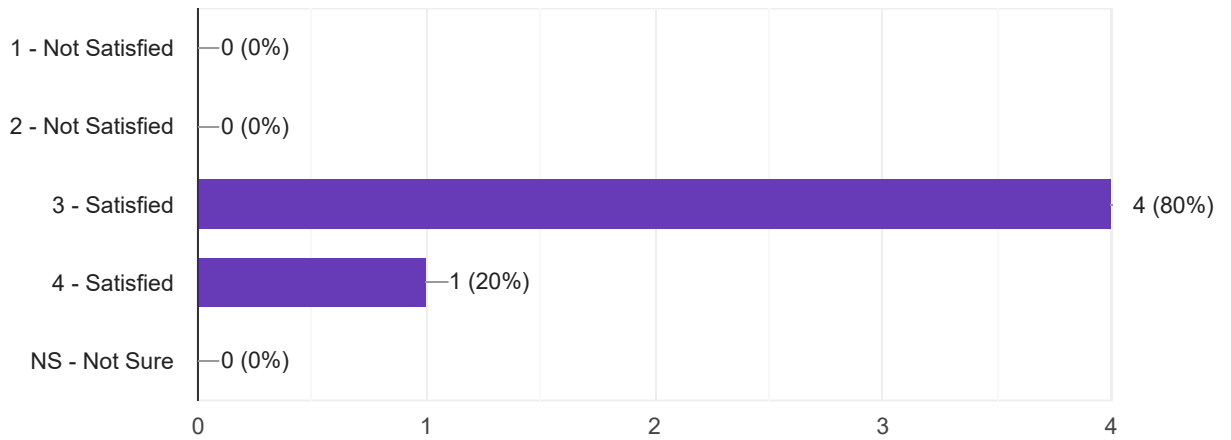
## Comment

0 responses

No responses yet for this question.

## We gave adequate emphasis to the ethics of each issue?

5 responses



## Comment

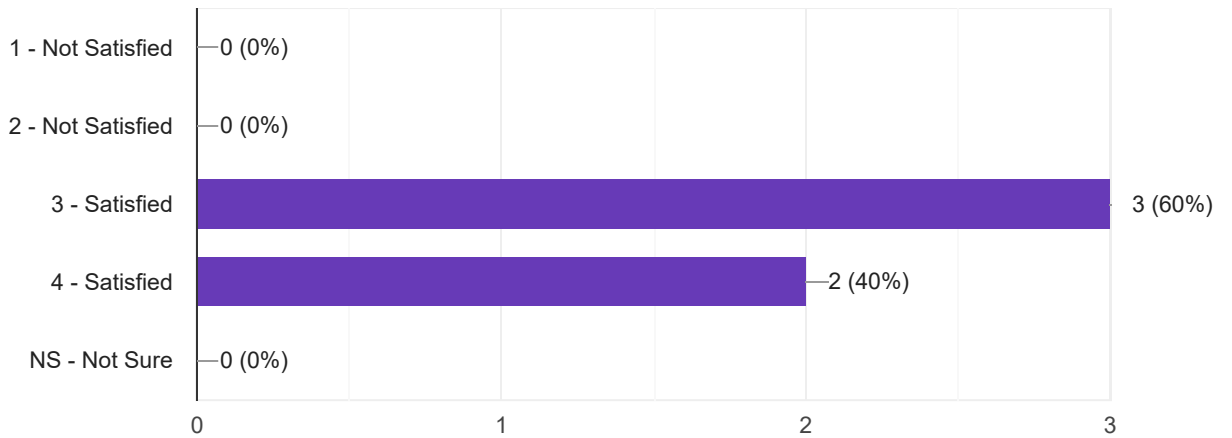
0 responses

No responses yet for this question.

## Information

### We had the right information to make wise decisions?

5 responses



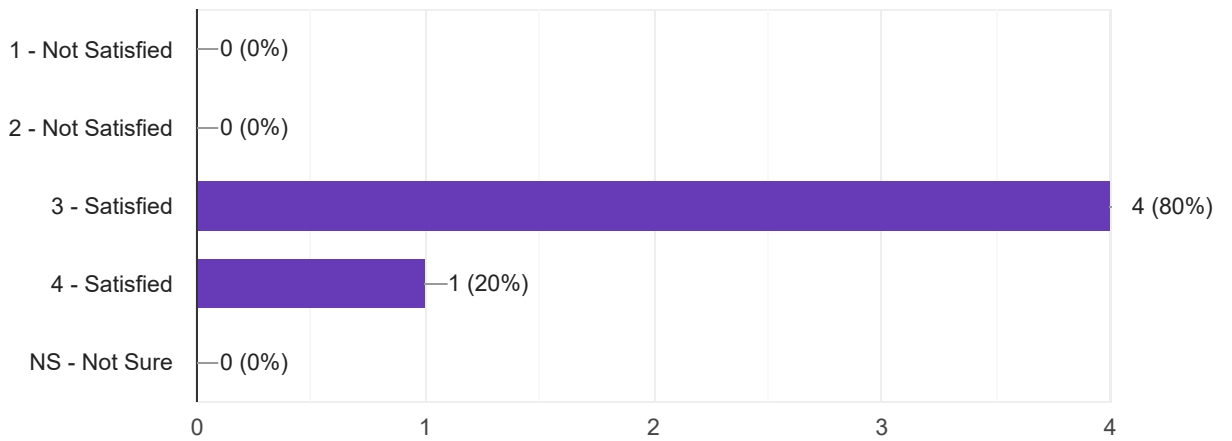
### Comment

1 response

We asked important questions to get the most out of the material presented to us.

### We acknowledged those times when we lacked information or knowledge and made plans to get what we needed?

5 responses



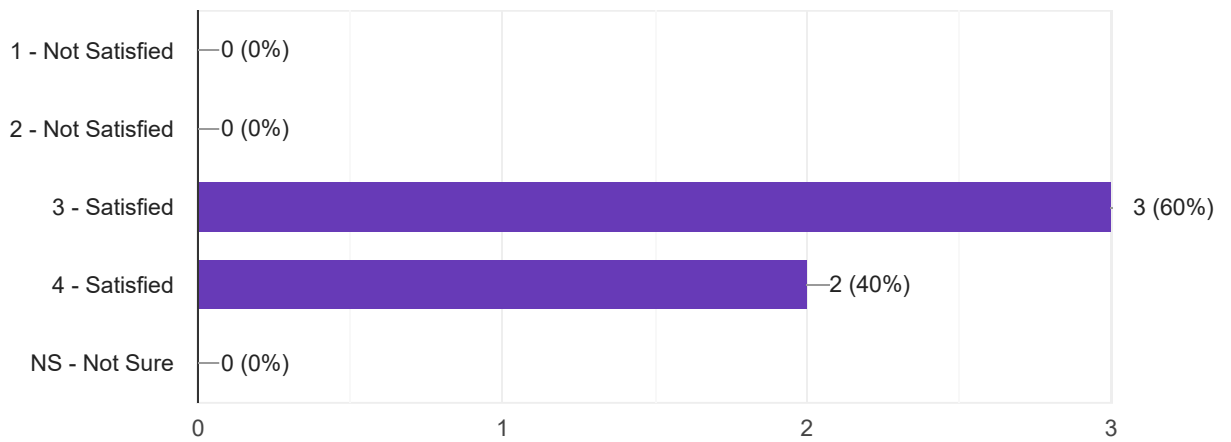
## Comment

0 responses

No responses yet for this question.

## We used the presence of staff appropriately?

5 responses



## Comment

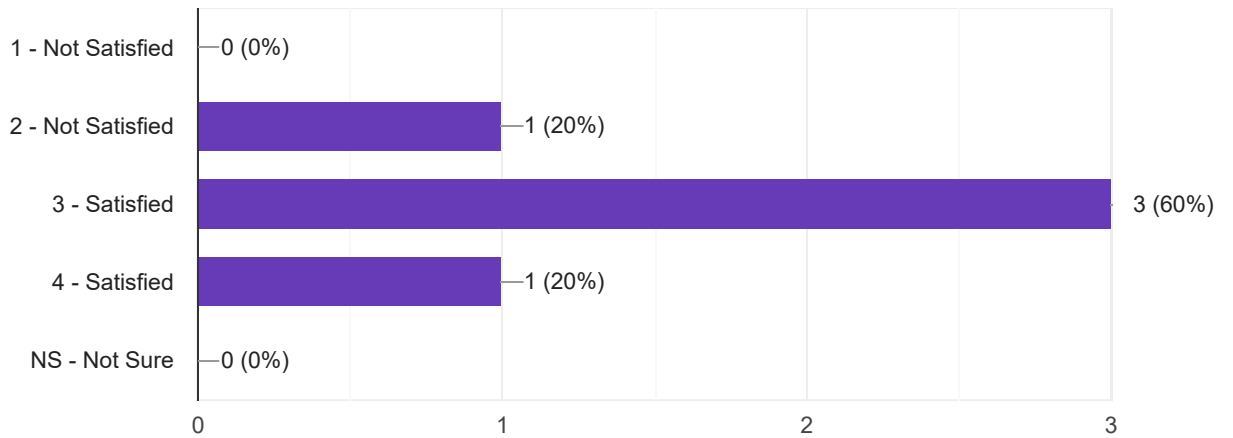
0 responses

No responses yet for this question.

## Agenda

### The agenda was structured in a way that enhanced our ability to focus strategically?

5 responses



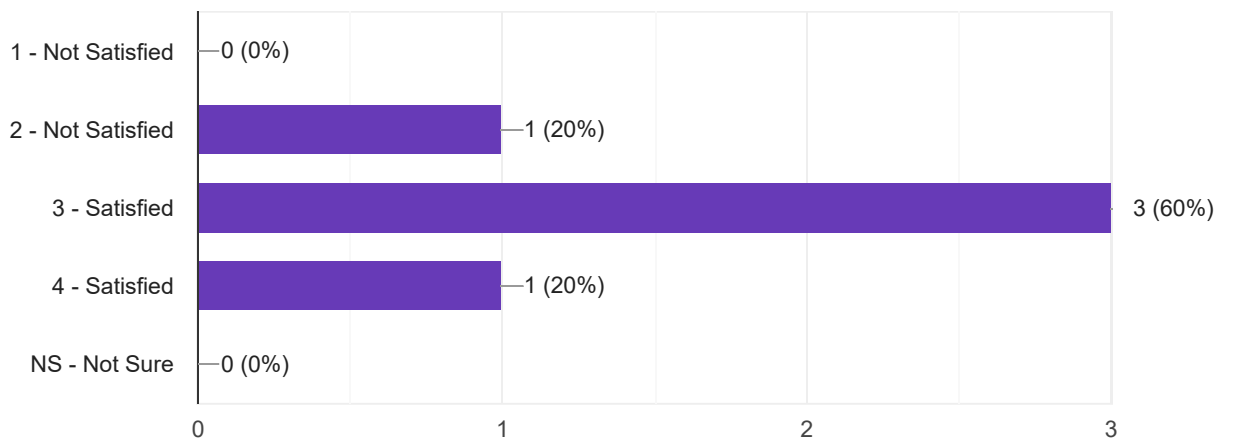
### Comment

1 response

We spent most of our time with reports and very little time on the action items.

### We spent the right amount of time on most issues?

5 responses



## Comment

1 response

We spent most of our time with reports and very little time on the action items.

# APPENDIX C

## New Business

Section I – Business Manager/Clerk Contract

Section II – SY2022 MHSA Application

Section III - Policies



# SECTION I

Cascade Public Schools – District 3 & B  
EMPLOYMENT CONTRACT  
DISTRICT CLERK and BUSINESS MANAGER  
July 1, 2021 to June 30, 2022

IT IS HEREBY AGREED by and between the **BOARD OF TRUSTEES OF SCHOOL DISTRICT NO. 3 & B**, Cascade County, hereinafter called the “**BOARD**” and **KARSEN DRURY**, hereinafter called the “**DISTRICT CLERK AND BUSINESS MANAGER**”, and that the **BOARD**, in accordance with the Board’s action which was taken on May 18<sup>th</sup>, 2021, has and hereby does appoint **KARSEN DRURY** as “**DISTRICT CLERK**”, and on April 20<sup>th</sup>, 2021, has and does hereby employ **KARSEN DRURY** as “**BUSINESS MANAGER**” for a period commencing on July 1, 2021 and ending on June 30, 2022. It is understood that the “**DISTRICT CLERK AND BUSINESS MANAGER**” serves at the direction of the **SUPERINTENDENT** and **BOARD**.

**WITNESSETH:**

In consideration of annual salary rate of **\$54,080 (Fifty-Four Thousand, Eighty and no/100)**, plus fringe benefits shown in Appendix A, **KARSEN DRURY** agrees to perform faithfully the duties of “**DISTRICT CLERK AND BUSINESS MANAGER**”. Upon termination of employment, the final salary payment will be pro-rated as necessary and paid as provided in Article 5.

The “**DISTRICT CLERK AND BUSINESS MANAGER**” shall diligently and conscientiously devote her full and exclusive time and attention, and her best efforts to the discharge of her duties as “**DISTRICT CLERK AND BUSINESS MANAGER**”.

The “**DISTRICT CLERK AND BUSINESS MANAGER**” shall perform the duties in and for said School District No. 3 & B as prescribed by the laws of the State of Montana, and the rules and regulations made thereunder by the **BOARD**, as now or hereafter amended and as assigned by the **BOARD OR SUPERINTENDENT**.

The “**DISTRICT CLERK AND BUSINESS MANAGER**” shall be employed as a non-union employee and will be exempt from the overtime guidelines of the Fair Labor Standards Act. It is mutually agreed that appointment of the “**DISTRICT CLERK AND BUSINESS MANAGER**” may include and require duties to be performed outside an eight hour workday. A normal work day will consist of eight (8) hours.

The “**DISTRICT CLERK AND BUSINESS MANAGER**” shall receive sick leave as provided in Section 2-18-618, MCA, and annual vacation leave as provided in Section 2-18-611, MCA. The “**DISTRICT CLERK AND BUSINESS MANAGER**” will be paid on termination of employment for unused but accumulated vacation leave hours and 25% of unused sick leave hours, provided she has fulfilled the terms of the contract. For the purpose of calculating said termination pay excluding any and all insurance and fringe benefits, vacation and sick leave shall be compensated at an **hourly rate of \$26.00**.

The “**DISTRICT CLERK AND BUSINESS MANAGER**” shall fulfill all aspects of this contract, any exception hereto being by mutual written consent of the **BOARD** and the **SUPERINTENDENT**. Failure to fulfill the obligations agreed to in this contract will be good and just cause for discharge as noted above.

Dated this 18<sup>th</sup> day of May, 2021.

\_\_\_\_\_  
District Clerk and Business Manager

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Chair, School District 3 & B

\_\_\_\_\_  
Date

ATTEST:

\_\_\_\_\_  
Superintendent, School District 3 & B

\_\_\_\_\_  
Date

**Cascade Public Schools – District 3 & B  
EMPLOYMENT CONTRACT  
DISTRICT CLERK and BUSINESS MANAGER**

**ADDENDUM “A”**

This addendum spells out the specifics of the fringe benefits provided to the **“DISTRICT CLERK AND BUSINESS MANAGER”**. These benefits are in force until superseded by a new listing of the benefits. It is understood by both parties that these paid benefits cease upon termination, resignation, or retirement of the **“DISTRICT CLERK AND BUSINESS MANAGER”** based upon the last date the **“DISTRICT CLERK AND BUSINESS MANAGER”** is under contract with the District.

By its attachment to the Employment Contract form, the listed benefits become part of the Contract between the **BOARD** and the **“DISTRICT CLERK AND BUSINESS MANAGER”**.

1. Sick leave accumulated, used and paid upon termination as provided in Section 2-18-618, MCA.
2. Vacation leave accumulated, used and paid upon termination as provided in Section 2-18-611, MCA. Option of vacation hours paid out at the end of the fiscal year, not to exceed 100 hours.
3. Membership in the Public Employees Retirement System (PERS). Employer contribution as provided by PERS yearly rates.
4. In addition to the Statutory holidays (New Year’s Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Christmas Day) The following days off with pay shall be provided:
  - Day After Thanksgiving
  - Christmas Eve
  - New Year’s Eve
5. Reimbursement for travel expenses as approved by the Superintendent.
6. Professional Organization Dues as approved by the Superintendent.
7. Employer paid health insurance. Monthly employer contribution varies from \$674 per month to \$2,039 per month depending upon plan choice.
8. Employer paid Life Insurance (\$10,000).

## Section II



# MONTANA HIGH SCHOOL ASSOCIATION

PROMOTING SUCCESS ON THE COURT, ON THE FIELD, ON STAGE  
AND EVERYWHERE ELSE UNDER THE BIG SKY SINCE 1921.

April 2021

**TO: MHSA MEMBER SCHOOL CONTACTS  
MHSA SCHOOL BUSINESS MANAGERS / DISTRICT CLERKS**

**FROM: MARK BECKMAN, EXECUTIVE DIRECTOR**

**RE: ANNUAL APPLICATION AND FEES REMITTANCE FORM FOR 2021-22  
CATASTROPHIC INSURANCE REMITTANCE FORM FOR 2021-22  
CONCUSSION INSURANCE REMITTANCE FORM FOR 2021-22**

This email contains items which need to be addressed for the 2021-22 school year.

- A copy of the Annual Application and Fees Remittance form for the 2021-22 school year. One original copy is to be completed and returned with your remittance. **Make certain that the MHSA office receives an original copy, signed and dated by the appropriate personnel. If an original signed copy is not received by the MHSA office, it will delay the processing of your application.** The chairperson of the school board and the high school principal or superintendent must sign the annual dues application after being authorized to do so by official school board action. Please refer to the list of activities on the form when computing the amount of your remittance. **This payment is due by July 15, 2021.**
- A copy of the 2021-2022 Catastrophic Insurance form and a summary of benefits. A copy is to be completed and returned with your remittance. To determine your premium, you must use your high school's (grades 9-12) *FALL, 2020* enrollment as reported to OPI or for private schools, your enrollment as of November 1, 2020. **This payment is due by July 15, 2021.**
- A copy of the 2021-22 Concussion Insurance form. A copy is to be completed and returned with your remittance. To determine your premium, you must use your high school's (grades 9-12) *FALL, 2020* enrollment as reported to OPI or for private schools, your enrollment as of November 1, 2020. **This payment is due by July 15, 2021.**

Schools are required by MHSA rules to pay catastrophic and concussion insurance premiums. Annual dues and premiums are payable on or before July 15<sup>th</sup> of each year of membership. Any schools failing to pay the annual dues and premiums on or before August 1<sup>st</sup> of each year of membership shall become ineligible from that date until such dues and premiums are paid and shall be required to pay a penalty of \$50.00 (for each) in addition to the regular fees before reinstatement. [Article I, Section (2) of the MHSA By-Laws; Section 17 of the MHSA Rules and Regulations]

All these forms are also available on our website (mhsa.org).

If there are questions on any of the above referenced items, please feel free to contact the MHSA office.

Attachments

**MONTANA HIGH SCHOOL ASSOCIATION**  
**1 South Dakota**  
**Helena, MT 59601**

***Annual Dues Application and Fees Remittance Form***

\_\_\_\_\_ High School of \_\_\_\_\_ Montana,  
 hereby makes application for membership in the Montana High School Association (MHSA) for the school year **2021-22** in accordance with Article 1, Section (1) of the MHSA By-Laws, and appoints the Association as its representative in interscholastic activities for the current school year. The Board of Trustees adopts and agrees to comply with the rules and regulations of the MHSA as presently contained in its official MHSA Handbook, and acknowledge receipt of a copy of such handbook in effect. It is understood that each member school is entitled to one vote on any resolution presented to the Association membership. A resolution adopted by the Board and inserted in the minutes of a meeting of the Board on the date below directs the chairperson of the Board of Trustees to remit to the Association the yearly membership fees. If the school is registering for an activity in which the school district did not participate the previous year and did not request sanctioning for this activity in writing, students will not be permitted to compete in MHSA post-season contests, other than activities which are not assigned to districts and/or divisions. (Rules and Regulations, Sections 14 and 16). **Send payment to MHSA, 1 South Dakota Avenue, Helena, MT 59601.**

In the chart mark an "X" to the left of the activities in which your school wishes to participate.

BOYS		GIRLS		COMBINED ACTIVITIES	
<input checked="" type="checkbox"/>	Basketball	<input checked="" type="checkbox"/>	Basketball	<input checked="" type="checkbox"/>	Band
<input checked="" type="checkbox"/>	Cross Country	<input checked="" type="checkbox"/>	Cross Country	<input checked="" type="checkbox"/>	Chorus
<input checked="" type="checkbox"/>	Football	<input checked="" type="checkbox"/>	Golf	<input type="checkbox"/>	Drama
<input checked="" type="checkbox"/>	Golf	<input type="checkbox"/>	Soccer	<input type="checkbox"/>	Orchestra
<input type="checkbox"/>	Powerlifting	<input type="checkbox"/>	Softball	<input type="checkbox"/>	Speech
<input type="checkbox"/>	Soccer	<input type="checkbox"/>	Swimming		
<input type="checkbox"/>	Swimming	<input type="checkbox"/>	Tennis		
<input type="checkbox"/>	Tennis	<input checked="" type="checkbox"/>	Track		
<input checked="" type="checkbox"/>	Track	<input checked="" type="checkbox"/>	Volleyball		
<input checked="" type="checkbox"/>	Wrestling	<input checked="" type="checkbox"/>	Wrestling		
<b>6</b>	<b>&lt;&lt; TOTAL BOYS</b>	<b>6</b>	<b>&lt;&lt; TOTAL GIRLS</b>	<b>2</b>	<b>&lt;&lt; TOTAL COMBINED</b>

**TOTAL NO. OF ACTIVITIES (BOYS, GIRLS, & COMBINED) 14 @ \$250.00 = \$ 3,500.00**

**Remit this amount to the MHSA office before July 15th and include an ORIGINAL SIGNED FORM**

Signed/Dated: \_\_\_\_\_  
 Chair / Board of Trustees

Signed/Dated: \_\_\_\_\_  
 Superintendent or Principal

*For MHSA Use Only:*

Date Received: \_\_\_\_\_ Amount Received: \_\_\_\_\_

Check No. \_\_\_\_\_ Late Fee: \_\_\_\_\_

Total Amount Received: \_\_\_\_\_

MONTANA HIGH SCHOOL ASSOCIATION  
1 South Dakota Avenue  
Helena, MT 59601  
(406) 442-6010

**LIABILITY CATASTROPHE PLAN REMITTANCE FORM**

We have enclosed our remittance in the amount of \$ 302.00 based on the HIGH SCHOOL ENROLLMENT (schedule below) to cover our school's share of the Liability Catastrophe Plan insurance premium for **2021-22**.

**School** CASCADE HIGH SCHOOL

**Date** \_\_\_\_\_

**Signed** \_\_\_\_\_

**High School Enrollment (Grades 9-12) as of FALL REPORT TO OPI, 2020**

<u>Enrollment</u>	<u>Premium</u>
0-40	\$206.00
41-110	\$302.00
111-200	\$381.00
201-300	\$503.00
301-400	\$625.00
401-800	\$836.00
801+	\$1,339.00

You must use your high school enrollment per your FALL, 2020 report to OPI or for private schools, use your enrollment as of November 1, 2020.

PLEASE RETURN THIS SIGNED FORM AND YOUR PAYMENT BY **JULY 15, 2021**.

**For MHS A Use Only**

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

Premium: \_\_\_\_\_

Check No: \_\_\_\_\_ Late Fee \_\_\_\_\_

**MONTANA HIGH SCHOOL ASSOCIATION  
2020-21 Catastrophic Insurance Renewal  
Mutual of Omaha**

***Summary of Lifetime Benefits***

- **Accident Medical Expense Benefit:** 100% of reasonable, customary and necessary covered expenses, with an overall lifetime limit of \$1,000,000.
- **Deductible:** \$50,000 per injury.
- **Incurral Period:** Two (2) year incurral period in which to meet the deductible.
- **Extended Care Facility Maximum** \$365,000 per calendar year.
- **Combined Home Healthcare/Custodial Care Maximum:** \$100,000 per calendar year.
- **Maximum Physical Therapy Benefit:** \$50,000 per calendar year.
- **Accidental Death Benefit:** \$10,000.
- **Cash Benefit:** \$10,000 (for paralysis, including quadriplegia, paraplegia or hemiplegia).

***Expanded Benefits (Total Disability Only):***

- **Lifetime Special Expense Benefit:** \$100,000 first decade; \$50,000 each decade thereafter for home remodeling or adaptation and special vehicle purchase or adaptation.
- **Lifetime Adjustment Expense Benefit:** \$50,000 Lifetime for family counseling, training, travel and loss of earnings of parents.
- **Lifetime Education Expense:** \$50,000 for tuition, room and board and other related expenses.
- **Total Disability Benefit:** A catastrophically injured student who is totally disabled at age 18 may receive \$1,500 per month for remainder of life
- **Partial Disability Benefit:** A catastrophically injured student who is partially disabled at age 18 may receive \$1,000 per month for remainder of life.



# MONTANA HIGH SCHOOL ASSOCIATION

PROMOTING SUCCESS ON THE COURT, ON THE FIELD, ON STAGE  
AND EVERYWHERE ELSE UNDER THE BIG SKY SINCE 1921.

**TO: MHSA MEMBER SCHOOL ADMINISTRATORS**

**FROM: MARK BECKMAN, EXECUTIVE DIRECTOR**

**RE: CONCUSSION INSURANCE**

The MHSA, through negotiations with our insurance broker, Dissinger Reed, can continue offering concussion insurance for all MHSA athletic participants and cheerleaders at only \$1.35 per student. The coverage includes:

- Maximum - \$25,000 per year
- Benefit Period – 1 year
- Deductible - \$0 per claim
- Eligible Person – all athletes participating in MHSA sports (including cheerleading).
- Covered Activities – participating in practice or play of sports sponsored by the MHSA (including cheerleading).
- Definition of Injury: 1) Directly and independently caused by specific accidental contact with another body or object; 2) A source of loss that is sustained while the injured person is covered under the policy and while he or she is taking part in a covered activity; 3) Resulting in a concussion.

The participant’s insurance would first be billed and would pay however there would be no out-of-pocket cost for the participant up to \$25,000 per covered injury. For example, if the participant’s insurance had a \$3,000 deductible and none of that deductible was met, this insurance would pay the \$3,000 so there would be no out-of-pocket cost to the family. Also, all co-pays would be covered and if there were tests not covered by the primary insurance this insurance would cover all those costs. The cost per year for schools is as follows:

<u>Enrollment</u>	<u>Premium</u>
0-40	\$41
41-110	\$66
111-200	\$121
201-300	\$141
301-400	\$171
401-800	\$191
801+	\$226

Again, all MHSA athletes and cheerleaders would be covered, there is no deductible, and the maximum coverage per injury per year is \$25,000. This is a very proactive approach to dealing with the issues of concussion that are nationwide including the threats of litigation in every state. It also demonstrates that each school is being proactive in the event of litigation.

***If you so desire, payment may be made along with your Membership Application and Catastrophic Insurance applications.***

***Attachment (remittance form)***

MONTANA HIGH SCHOOL ASSOCIATION  
1 South Dakota Avenue  
Helena, MT 59601  
(406) 442-6010

**CONCUSSION INSURANCE REMITTANCE FORM**

We have enclosed our remittance in the amount of \$ 66.00 based on the ***HIGH SCHOOL ENROLLMENT*** (schedule below) to cover our school's share of Concussion Insurance premium for 2021-22.

**School** CASCADE HIGH SCHOOL  
**Date** \_\_\_\_\_  
**Signed** \_\_\_\_\_

-----  
**High School Enrollment (Grades 9-12) as of FALL REPORT TO OPI, 2020**

<b><u>Enrollment</u></b>	<b><u>Premium</u></b>
0-40	\$41.00
41-110	\$66.00
111-200	\$121.00
201-300	\$141.00
301-400	\$171.00
401-800	\$191.00
801+	\$226.00

You must use your high school enrollment per your FALL, 2020 report to OPI or for private schools, use your enrollment as of November 1, 2020.

PLEASE RETURN THIS **SIGNED** FORM AND YOUR PAYMENT BY **JULY 15, 2021**.

**For MHS A Use Only**

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

Premium: \_\_\_\_\_

Check No: \_\_\_\_\_ Late Fee: \_\_\_\_\_



# SECTION III

1 **Cascade School District**

**R**

2  
3 **INSTRUCTION**

2050

4  
5 Student Instruction

6  
7 The School District has adopted the protocols outlined in this policy to ensure the delivery of  
8 education services to students onsite at the school, offsite at other locations using available  
9 resources. The District administration or designated personnel are authorized to implement this  
10 policy.

11  
12 As outlined in District Policy 2100, and except for students determined by the School District to  
13 be proficient using School District assessments, the adopted calendar has a minimum number of  
14 720 aggregate instructional hours for students in kindergarten through third grade; 1,080 hours  
15 for students in fourth through eleventh grade and 1,050 hours for students in twelfth grade.

16  
17 The School District may satisfy the aggregate number of hours through any combination of  
18 onsite, offsite, and online instruction. The District administration is directed to ensure that all  
19 students are offered access to the complete range of educational programs and services for the  
20 education program required by the accreditation standards adopted by the Montana Board of  
21 Public Education.

22  
23 For the purposes of this policy and the School District’s calculation of ANB and “aggregate  
24 hours of instruction” within the meaning of that term in Montana law, the term “instruction”  
25 shall be construed as being synonymous with and in support of the broader goals of “learning”  
26 and full development of educational potential as set forth in Article X, section 1 of the Montana  
27 Constitution. Instruction includes innovative teaching strategies that focus on student  
28 engagement for the purposes of developing a students’ interests, passions, and strengths. The  
29 term instruction shall include any directed, distributive, collaborative and/or experiential learning  
30 activity provided, supervised, guided, facilitated, work based, or coordinated by the teacher of  
31 record in a given course that is done purposely to achieve content proficiency and facilitate the  
32 learning of, acquisition of knowledge, skills and abilities by, and to otherwise fulfill the full  
33 educational potential of each child.

34  
35 Staff shall calculate the number of hours students have received instruction as defined in this  
36 policy through a combined calculation of services received onsite at the school or services  
37 provided or accessed at offsite or online instructional settings including, but not limited to, any  
38 combination of physical instructional packets, virtual or electronic based course meetings and  
39 assignments, self-directed or parent-assisted learning opportunities, and other educational efforts  
40 undertaken by the staff and students that can be given for grade or credit. Staff shall report  
41 completed hours of instruction as defined in this policy to the supervising teacher, building  
42 principal, or district administrator for final calculation.

43  
44 In order to comply with the requirements of the calendar, District Policy and Section 20-1-301,  
45 MCA, the District shall implement the instructional schedules and methods identified in this  
46 policy.

1  
2  
3  
4 Offsite Instruction  
5

6 The Board of Trustees authorizes offsite instruction of students in a manner that satisfies the  
7 aggregate number of instructional hours outlined in the School District’s adopted or revised  
8 calendar for a school year affected by a public health emergency. Offsite delivery methods shall  
9 include a complete range of educational services offered by the School District and shall comply  
10 with the requirements of applicable statutes. Students completing course work through an offsite  
11 instructional setting shall be treated in and have their hours of instruction calculated in the same  
12 manner as students attending an onsite institutional setting.  
13

14 Offsite instruction is available to students:  
15

- 16 1. meeting the residency requirements for that district as provided in 1-1-215;
- 17 2. living in the district and eligible for educational services under the Individuals With  
18 Disabilities Education Act or under 29 U.S.C. 794; or
- 19 3. attending school in the district under a mandatory attendance agreement as provided in  
20 20-5-321;
- 21 4. attending school in the nearest district offering offsite instruction that agrees to enroll the  
22 student when the student’s district of residence does not provide offsite instruction in an  
23 equivalent course in which the student is enrolled. A course is not equivalent if the course  
24 does not provide the same level of advantage on successful completion, including but not  
25 limited to dual credit, advanced placement, and career certification. Attendance under this  
26 provision is subject to approval of the Trustees.  
27

28 The Board of Trustees authorizes the supervising teacher or district administrator to permit  
29 students to utilize an offsite or online instructional setting at when circumstances require.  
30

31 Proficiency-Based Learning  
32

33 The Board of Trustees authorizes proficiency-based learning and ANB calculation in situations  
34 when a student demonstrates proficiency in a course area as determined by the Board of Trustees  
35 using District assessments consistent with District Policy 1005FE, or other measures approved  
36 by the Board of Trustees.  
37

38 The Board of Trustees waives the minimum number of instructional hours for students who  
39 demonstrate proficiency in a course area using district assessments that include, but are not  
40 limited to, the course or class teacher’s determination of proficiency as defined by the Board of  
41 Trustees. This determination shall be based on a review of the student’s completed coursework,  
42 participation in course delivery, and other methods applicable to the specific course or class. The  
43 Board of Trustees authorizes the use of the proficiency determination process for students who  
44 have selected this method of delivery, students for whom the School District is unable to  
45 document satisfaction of the required minimum aggregate number of hours through the offsite or  
46

1  
2  
3  
4 onsite methods outlined in this policy, or other students whom School District personnel  
5 determine satisfy the definition of proficient or meeting proficiency.  
6

7 This provision is based in the declaration by the Montana Legislature that any regulation  
8 discriminating against a student who has participated in proficiency-based learning is  
9 inconsistent with the Montana Constitution.  
10

11  
12 Legal Reference: Article X, Section 1, Montana Constitution  
13 Section 20-1-101, MCA – Definitions  
14 Section 20-1-301, MCA – School Fiscal Year  
15 Section 20-9-311, MCA – Calculation of Average Number Belonging  
16 Section 20-7-118, MCA - Offsite Provision of Educational Services  
17 Section 20-7-1601, MCA – Transformational Learning –Legislative Intent  
18 ARM 10.55.906(4)) – High School Credit  
19

20 Cross Reference: Policy 1005FE – Proficiency-Based Learning  
21 Policy 2100 – School Calendar  
22 Policy 2140 – Guidance and Counseling  
23 Policy 2168 – Distance Learning  
24 Policy 2410 – Graduation  
25 Policy 2420 – Grading and Progress Reports  
26

27 Policy History:

28 Adopted on:

29 Reviewed on: May 6, 2021

30 Revised on:

31 Terminated on:

2  
3 **THE BOARD OF TRUSTEES**

4  
5 District Policy and Procedures

6  
7 The policies contained in this manual are adopted, implemented, and enforced in accordance with the  
8 supervisory authority vested with the Board of Trustees in accordance with Article X, section 8 of the  
9 Montana Constitution and related statutes, regulations and court decisions.

10  
11 Adoption and Amendment of Policies

12 Proposed new policies and proposed changes to existing policies shall be presented in writing for reading  
13 and discussion at a regular or special Board meeting. Interested parties may submit views, present data or  
14 arguments, orally or in writing, in support of or in opposition to proposed policy. Any written statement  
15 by a person, relative to a proposed policy or amendment, should be directed to the District Clerk prior to  
16 the final reading. The final vote for adoption shall take place not earlier than at the second (2<sup>nd</sup>) reading of  
17 the particular policy. New or revised policies that are required, or have required language changes based  
18 on State or Federal law, or are required changes by administrative rule, may be adopted after the first (1<sup>st</sup>)  
19 reading if sufficient notice has been given through the board agenda.

20  
21 All new or amended policies shall become effective on adoption; unless a specific effective date is stated  
22 in the motion for adoption. Policies, as adopted or amended, shall be made a part of the minutes of the  
23 meeting at which action was taken and also shall be included in the District’s policy manual. Policies of  
24 the District shall be reviewed on a regular basis.

25  
26 Policy Manuals

27 The Superintendent shall develop and maintain a current policy manual which includes all policies of the  
28 District. Every administrator, as well as staff, students, and other residents, shall have ready access to  
29 District policies.

30  
31 Suspension of Policies

32 Under circumstances that require waiver of a policy, the policy may be suspended by a majority vote of  
33 the trustees present. To suspend a policy, however, all trustees must have received written notice of the  
34 meeting, which includes the proposal to suspend a policy and an explanation of the purpose of such  
35 proposed suspension.

36  
37 Administrative Procedures

38 The Superintendent shall develop such administrative procedures as are necessary to ensure consistent  
39 implementation of policies adopted by the Board.

40  
41 When a written procedure is developed, the Superintendent shall submit it to the Board as an information  
42 item.

43  
44 Legal References:      Article X, Section 8      Montana Constitution  
45                                    § 20-3-323, MCA      District policy and record of acts  
46                                    10.55.701, ARM      Board of Trustees

47 Policy History:

48 Adopted on: May 21, 2001  
49 Reviewed on: November 17, 2016, May 6, 2021  
50 Revised on: May 18, 2021

2  
3 INSTRUCTION

4  
5 School Year Calendar and Day

6  
7 School Calendar

8  
9 Subject to §§ 20-1-301 and 20-1-308, MCA, and any applicable collective bargaining agreement  
10 covering the employment of affected employees, the trustees of a school district shall set the  
11 number of hours in a school term, the length of the school day, and the number of school days in  
12 a school week. When proposing to adopt changes to a previously adopted school term, school  
13 week, or school day, the trustees shall: (a) negotiate the changes with the recognized collective  
14 bargaining unit representing the employees affected by the changes; (b) solicit input from the  
15 employees affected by the changes but not represented by a collective bargaining agreement; (c)  
16 and from the people who live within the boundaries of the school district.

17  
18 Commemorative Holidays

19  
20 Teachers and students will devote a portion of the day on each commemorative holiday  
21 designated in § 20-1-306, MCA, to study and honor the commemorated person or occasion. The  
22 Board may from time to time designate a regular school day as a commemorative holiday.

23  
24 Saturday School

25  
26 In emergencies, including during reasonable efforts of the trustees to make up aggregate hours of  
27 instruction lost during a declaration of emergency by the trustees under Section 20-9-806, MCA,  
28 pupil instruction may be conducted on a Saturday when it is approved by the trustees.

29  
30 Pupil instruction may be held on a Saturday at the discretion of a school district for the purpose  
31 of providing additional pupil instruction beyond the minimum aggregate hours of instruction  
32 required in Section 20-1-301, MCA, provided that: (a) Saturday school is not a pupil instruction  
33 day and does not count toward the minimum aggregate hours of pupil instruction; and (b) student  
34 attendance is voluntary.

35  
36 School Fiscal Year

37  
38 At least the minimum number of aggregate hours must be conducted during each school fiscal  
39 year. The minimum aggregate hours required by grade are:

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

44  
45 The minimum aggregate hours, described above, are not required for any pupil demonstrating  
46 proficiency pursuant to 20-9-311(4)(d), MCA.

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

1. Pre-school staff orientation for the purpose of organization of the school year;
2. Staff professional development programs (minimum of three (3) days);
3. Parent/teacher conferences; and
4. Post-school record and report (not to exceed one (1) day, or one-half (½) day at the end of each semester or quarter).

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

Extended School Year

In accordance with Section 20-1-301, MCA, and any applicable collective bargaining agreement covering the employment of affected employees, the Board of Trustees may establish a school calendar with an earlier start date and a later end date to ensure students receive the minimum number aggregate instructional hours. The purpose of an extended school year will be to maximize flexibility in the delivery of instruction and learning for each student in the School District. When setting an extended school year, the School District will collaborate with students, parents, employees and other community stakeholders. When proposing to adopt changes to a previously adopted school term the Board of Trustees will follow the procedures outlined in in this policy.

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

Policy History:

Adopted on:

Reviewed on: May 6, 2021

Revised on:

2  
3 INSTRUCTION

4  
5 School Emergencies and Closures

6  
7 The Superintendent may order closure of schools in the event of extreme weather or other  
8 emergency, in compliance with established procedures for notifying parents, students, and staff.  
9

10 The Board of Trustees is authorized to declare that a state of emergency exists within the  
11 community. A declaration issued by the Board of Trustees is distinct from any declaration in  
12 effect or previously issued by local, state or federal authorities. An emergency declaration issued  
13 by the Board of Trustees authorizes the School District to take extraordinary measures to protect  
14 students and staff while delivering education services in a manner authorized by law. The  
15 method and location of instruction and related educational services shall be implemented in a  
16 manner that serves the needs of students, their families, and staff and preserves the School  
17 District’s full entitlement of funding.  
18

19 The trustees may order the emergency closure of schools for one (1) school day each year,  
20 without the need to reschedule the lost pupil instruction time when the closure is the result of an  
21 emergency. The 1-school-day closure under this subsection is not subject to the reduction in  
22 BASE aid pursuant to Section 20-9-805, MCA.  
23

24 In the event of a declared emergency, the School District shall avail itself of all flexibilities  
25 allowed by law, rule, or regulation and shall be otherwise governed by the school finance laws  
26 and rules of the state of Montana. The School District shall comply with auditing requirements  
27 and reserves the authority to assert its rights to manage school district funds or seek state and  
28 federal funds in a manner consistent with the full flexibility available under all applicable laws.  
29

30 If a declaration of emergency is declared by the Board of Trustees, it may later adopt a resolution  
31 that a reasonable effort has been made to reschedule the pupil-instruction time lost because of the  
32 unforeseen emergency. If the trustees adopt the resolution, the pupil-instruction time lost during  
33 the closure need not be rescheduled to meet the minimum requirement for aggregate hours that a  
34 school district must conduct during the school year in order to be entitled to full BASE aid. At  
35 least 75% of the pupil-instruction time lost due to the unforeseen emergency must have been  
36 made up before the trustees can declare that a reasonable effort has been made.  
37

38 For the purposes of this and related policies, "reasonable effort" means the rescheduling or  
39 extension of the school district's instructional calendar to make up at least 75% of the hours of  
40 pupil instruction lost due to an unforeseen emergency through any combination of the following  
41 as outlined in accordance with Policies 2050 and 2100:

- 42 (a) extending the school year beyond the last scheduled day;
- 43 (b) the use of scheduled vacation days in the district's adopted school calendar
- 44 (c) the conduct of pupil instruction on Saturdays;
- 45 (d) extending instructional hours during the school day.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16

Cross Reference: 2100 School Calendar and Day  
2050 Student Instruction  
8110 Bus Routes and Schedules

Legal Reference: Section 20-9-801 - 802, MCAEmergency School Closure  
Section 20-9-806, MCA School closure by declaration of emergency  
Section 20-9-805. Rate of reduction in annual apportionment entitlement.

Policy History:

Adopted on: May 15, 2001  
Reviewed on: December, 15, 2006, May 6, 2021  
Revised on: August 15, 2006, May 18, 2021



2  
3 INSTRUCTION

4  
5 High School Graduation Requirements

6  
7 Publication of Graduation Requirements

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

12  
13 Credits

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

18  
19 Waiver of Requirement

20  
21 Graduation requirements generally will not be waived under any circumstances. ~~However, in~~  
22 ~~rare and unique hardship circumstances, the principal may recommend and the Superintendent~~  
23 ~~approve minor deviation from the graduation requirements in accordance with state law. The~~  
24 ~~Board may waive specific course requirements based on individual student needs and~~  
25 ~~performance levels. Waiver requests shall also be considered with respect to age, maturity,~~  
26 ~~interest, and aspirations of the students and shall be in consultation with the parents or guardians.~~

27  
28 Alternative Programs

29  
30 A student may be given credit for a course satisfactorily completed in a period of time shorter or  
31 longer than normally required and, provided that the course meets the district's curriculum and  
32 assessment requirements, which are aligned with the content standards stated in the education  
33 program. Credit toward graduation requirements may be granted for planned learning  
34 experiences from accredited programs, such as summer school, university courses, and  
35 correspondence courses, extension, and distance learning courses, adult education, summer  
36 school, work study, work-based learning partnerships, and other experiential learning  
37 opportunities, custom-designed courses, and challenges to current courses. The District shall  
38 accept units of credit taken with the approval of the District and which appear on the student's  
39 official school transcript. Credit for work experience may be offered when the work program is a  
40 part of and supervised by the school.

41  
42 All classes attempted at Cascade High School and all acceptable transfer credits shall be  
43 recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as  
44 such and utilized in the calculation of Grade Point Average and class rank. Credit shall be  
45 awarded only once regardless of repetition of the course.

1  
2  
3  
4 Dual Credit

5  
6 Dual credit allows high schools students to simultaneously earn credit toward both a high school  
7 diploma and college coursework that can lead to a postsecondary degree or certificate, or toward  
8 transfer to another college. As noted in the Student Handbook, the District will assign the grade  
9 given by **CHOOSE OPTION 1 or 2: 1) the classroom teacher or 2) the college professor to the**  
10 **student's report card.** The primary purpose of offering dual credit courses is to deliver high  
11 quality, introductory, college level courses to high-performing high school students. The

12  
13 Cascade School District has dual credit partnerships with [name of post-secondary  
14 institutions]. Students interested in dual credit opportunities must meet with their building  
15 administration to determine available options.

16  
17 Students should be aware of Montana High School Association on-campus attendance eligibility  
18 requirements for activity participation.

19  
20 Honor Roll

21  
22 A student must have a minimum grade-point average of 3.00 to be placed on the regular honor  
23 roll. Specific information regarding honors at graduation are included in the student handbook.

24  
25 Class Rank (Grade Point Average)

26  
27 Class Rank is compiled from semester grades. Courses not eligible for GPA are designated with  
28 an asterisk on the report card.

29  
30 Early Graduation

31  
32 In accordance with provisions of § 20-9-313, MCA, the ANB of a school may be increased when  
33 a high school district provides early graduation for a student who completes graduation  
34 requirements in less than eight semesters or the equivalent amount of secondary school  
35 enrollment. The increase must be established by the trustees as though the student had attended  
36 to the end of the school fiscal year and must be approved, disapproved, or adjusted by the  
37 superintendent of public instruction.

38  
39 The Board hereby authorizes the [high school principal] [superintendent] [administration] to  
40 recommend to the Board for early graduation students who have completed the minimum  
41 requirements for graduation in less than eight semesters.

42  
43 Post-Graduation

44  
45 The Board may admit an individual who has graduated from high school but is not yet 19 years  
46 of age even though no special circumstances exist for waiver of the age requirements outlined in

1  
2  
3  
4 Policy 3310. The Board authorizes the administration to notify parents and students of this  
5 opportunity to enroll after earning a diploma or purposes post-secondary or career preparation.  
6 Any student enrolled under this provision shall be included in the District's ANB calculation.  
7

8 Educational Disruption  
9

10 If a student who has experienced an educational disruption meets the minimum high school  
11 credit requirement for graduation as established by administrative rules of the Board of Public  
12 Education but will not meet a higher credit requirement established by Board of Trustees, the  
13 District shall award the student a diploma. The District may distinguish the diploma in a  
14 reasonable manner from standard diplomas issued under this policy.  
15

16 For the purposes of this policy, "educational disruption" means a disruption experienced during  
17 grades nine through twelve caused by homelessness, involvement in the child welfare system or  
18 juvenile justice system, a medical or mental health crisis, or another event considered a  
19 qualifying educational disruption by the District.  
20

21 Cross Reference: 1005FE – Proficiency Based Learning  
22 2600 Work Based Learning  
23 3125 Homeless Students  
24

25 Legal Reference: § 20-9-313, MCA Circumstances under which regular average number  
26 belonging may be increased  
27 10.55.906, ARM High School Credit  
28 10.55.905, ARM Graduation Requirements  
29 § 10-1-1402, MCA Montana Youth Challenge  
30 Chapter 80 - 2021 General Legislative Session  
31 HB 246 – 2021 General Legislative Session  
32

33 Policy History:

34 Promulgated on: May 15, 2001

35 Reviewed on: December 18, 2007, December 16, 2016, March 28, 2018, May 6, 2021

36 Revised on: September 17, 2013, May 18, 2021

2  
3 **STUDENTS**

4  
5 Entrance, Placement, and Transfer

6  
7 Entrance, Date, and Age

8  
9 The trustees will enroll and admit a child to a school in the district when the child is 5 years of  
10 age or older on or before the tenth (10<sup>th</sup>) day of September of the school year in which the child  
11 is to enroll but is not yet 19 years of age who is a resident of the District. Parents may request a  
12 waiver of the age requirement. All waivers are granted in the sole discretion of the Trustees.

13  
14 Non-resident students may be admitted at the discretion of the Trustees. Children will be  
15 enrolled in the grade identified in accordance with District policy or at the discretion of the of the  
16 administration in consultation with the student’s parents or guardians. The District requires  
17 proof of identity and an immunization record for every child to be admitted to District schools.

18  
19 The trustees may at their discretion assign and admit a child to a school in the district who is  
20 under 5 years of age or an adult who is 19 years of age or older if there are exceptional  
21 circumstances that merit waiving the age provision. The trustees may also admit an individual  
22 who has graduated from high school but is not yet 19 years of age even though no special  
23 circumstances exist for waiver of the age provision of this Policy.

24  
25 School Entrance

- 26  
27 1. The District requires that a student’s parents, legal guardian, or legal custodian present  
28 proof of identity of the child<sup>1</sup> to the school within forty (40) days of enrollment, as well  
29 as proof of residence in the District. Students who are not residents of the District may  
30 apply for admission pursuant to Policy 3141.
- 31  
32 2. To be admitted to District schools, in accordance with the Montana Immunization Law, a  
33 child must have been immunized against varicella, diphtheria, pertussis, tetanus,  
34 poliomyelitis, rubella, mumps, and measles in the manner and with immunizing agents  
35 approved by the department. Immunizations may not be required if a child qualifies for  
36 conditional attendance or an exemption is filed as provided by Montana law.
- 37  
38 3. The above requirements are not to serve as barriers to immediate enrollment of students  
39 designated as homeless or foster children as required by the Every Student Succeeds Act  
40 (ESSA) and the McKinney-Vento Act as amended by ESSA. The District shall work  
41 with the local child welfare agency, the school last attended, or other relevant agencies to  
42 obtain necessary enrollment documentation and ensure a student receives education  
43 services in the best interests of the child. The Superintendent or designee shall serve as  
44 point of contact with all applicable agencies to review records, facilitate services and  
45 resolve disputes.

1  
2  
3  
4 Placement

5  
6 The District goal is to place students at levels and in settings that will increase the probability of  
7 student success. Developmental testing, together with other relevant criteria, including but not  
8 limited to health, maturity, emotional stability, and developmental disabilities, may be  
9 considered in the placement of all students. Final disposition of all placement decisions rests  
10 with the principal, subject to review by the Superintendent or the Board.

11  
12 Children of Relocated Military Families

13  
14 The Board shall assign and admit a child whose parent or guardian is being relocated to Montana  
15 under military orders to a school in the district and allow the child to preliminarily enroll in  
16 classes and apply for programs offered by the District prior to arrival and establishing residency.

17  
18 The student will be placed in student data management system as soon as enrolled under this  
19 provision. The student will attend classes during preliminary enrollment and the Board  
20 authorizes the administration to provide offsite instruction to the student if not present in the  
21 District. The District will include a student enrolled under this provision as part of the  
22 calculation of ANB.

23  
24 Transfer

25  
26 District policies regulating the enrollment of students from other accredited elementary and  
27 secondary schools are designed to protect the educational welfare of children.

28  
29 Elementary Grades (K-8)

30  
31 A student transferring into the District will be admitted and placed  
32 subject to observation by appropriate teachers and a building principal during a probation period  
33 of two (2) weeks. Thereafter, should doubt arise as to initial grade and level placement of a  
34 student, school personnel will conduct an educational assessment to determine appropriate grade  
35 and level placement.

36  
37 Secondary Grades (9-12) Credit Transfer

38  
39 A transfer of credits from any secondary school is subject to a satisfactory examination of the  
40 following:

- 41  
42 1. Appropriate certificates of school accreditation;  
43 2. Length of course, school day, and school year;  
44 3. Content of applicable courses;  
45 4. School building as it relates to credit earned (i.e., lab areas for appropriate science or  
46 vocational instruction);

5. Appropriate evaluation of student performance leading toward credit issuance.

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

Legal Reference:	§ 20-5-101, MCA	Admittance of child to school
	§ 20-5-403, MCA	Immunization required – release and acceptance of immunization records
	§ 20-5-404, MCA	Conditional attendance
	§ 20-5-405, MCA	Medical or religious exemption
	§ 20-5-406, MCA	Immunization record
	§ 44-2-511, MCA	School enrollment procedure
	10.16.3122, ARM	Local Educational Agency Responsibility For Students with Disabilities
	10.55.601, et seq., ARM	Accreditation Standards: Procedures
	<u>Chapter 20 – 2021 General Legislative Session</u>	
	<u>HB 246 – 2021 General Legislative Session</u>	

Policy History:

Adopted on: May 19, 2015

Reviewed on: May 6, 2021

Revised on: May 18, 2021

1 For the purposes of this section “proof of identity” means a certified copy of a birth certificate, a certified transcript or similar student records from the previous school, or any documentary evidence that a school district considers to be satisfactory proof of identity. 44-2-511(6)(a), MCA