



Work Based Learning Policy Manual



A compilation of MTSBA Model Policies geared to assist Montana's public school districts when implementing school sponsored work-based learning, school-to-work, or internship programs for students.

INTRODUCTION

Policies of a public school district define and frame the manner in which the District conducts its official business. The policies are modified and updated from time to time to reflect the operation of the District. The MTSBA Model Policies within this document will provide guidance for student learning opportunities that include industry partners. Districts engaged with the MTSBA Policy Services may have previously adopted these policies. If districts plan to adopt these policies to increase flexibilities and opportunities for students, the appropriate protocol will be through adoption by the Board of Trustees under established district procedures.

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WORK BASED LEARNING POLICY MANUAL OVERVIEW

Policy 1000 - Legal Status, Operation and Organization – *MTSBA Trustees Policy Series*

- Establishes that the school district has authority to develop a work-based learning program within the district.

Policy 1005FE- Proficiency Based ANB – *MTSBA Flexibility and Efficiency Policy Series*

- At the discretion of the District, a student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required which can include a work-based learning opportunity. Proficiency is determined at the District level and does not include seat time, but a level of mastery, as determined by the teacher of record.
- The District may waive specific course requirements based on individual student needs and performance levels.

Policy 1013FE - Adult Education - *MTSBA Flexibility and Efficiency Policy Series*

- For career readiness, enrollment in specific courses in the district's adult education program shall be accorded to any person:
 - Who is at least 16 years of age but who is not yet 19 years of age;
 - Who has not yet graduated and is enrolled in the high school district on no more than a part time basis or who has graduated and has been admitted by the trustees as a part time pupil pursuant to 20-5-101(3); and
 - Who is seeking to enroll in any advanced placement, dual credit or concurrent credit course offered in collaboration with the Montana university system.

Policy 1015FE Personalized Learning - *MTSBA Flexibility and Efficiency Policy Series*

- Work based learning courses which develop career readiness and employability skills can provide personalized learning opportunities by creating an environment and culture that supports and meets the individual needs, skills and interested of each student.

Policy 2410 - High School Graduation Requirements – *MTSBA Instruction Policy Series*

- The local Board will establish graduation requirements which, at a minimum, satisfy those established by the Board of Education. Career and Technical Education with the inclusion of a work-based learning component can be included in the units required for graduation.

Policy 2410P - Graduation Requirements Procedures - *MTSBA Instruction Policy Series*

- Graduation requirements are set by the Board, and credits for work experience may be offered when a work program is a part of and supervised by the school.

Policy 2600 - Work Experience - *MTSBA Instruction Policy Series*

- Work based learning programs provide meaningful experiential opportunities and develop career readiness skills for students. Following state and federal regulations, a Work Based Learning coordinator will obtain satisfactory sites and supervision for students to gain appropriate work-based learning opportunities.

OVERVIEW CONTINUED

Policy 2600F - Work Based Learning Agreement - *MTSBA Instruction Policy Series*

- A sample Agreement for the workplace learning site and school district to sign in acknowledgement of guidelines for student placement. A parent/guardian consent form for a student to participate in a work-based learning experience.

Policy 2600P - Work Experience Procedures - *MTSBA Instruction Policy Series*

- The school district and industry work site determine the credit and/or compensation for the student. Appropriate insurance coverage will be obtained to provide the work-based learning experience as determined by the school district and the industry learning site. Options can be provided to meet the student and industry needs while addressing inherent liability risks for all parties.

Policy 5337 - Workers' Compensation Benefits - *MTSBA Personnel Policy Series*

- Workers' Compensation is required:
 - When a student is hired, or the employer has a volunteer endorsement added to their workers compensation policy the employer is required to show proof of workers compensation coverage for the student via a copy of a current workers compensation policy.
 - When a student earns credit for the work experience the School District adds a school to work endorsement to their workers compensation policy. A student who is injured in an industrial accident may be eligible for workers' compensation benefits.

Policy 5430 - Volunteers/Chaperones - *MTSBA Personnel Policy Series*

- District employees, such as Work Based Learning coordinators, shall clearly explain duties for supervising placement of work-based learning students at their work site. Volunteers who have unsupervised access to students are subject to the District's policy mandating background checks.

Policy 5430F - Volunteer Agreement Form - *MTSBA Personnel Policy Series*

- Industry supervisors overseeing work-based learning students must complete and adhere to the guidelines set forth in the Agreement Form in order to ensure the safety of students.

Policy 8300 - Risk Management – *MTSBA Operations Policy Series*

- When providing Work Based Learning opportunities as part of student learning, the School District must identify and measure risks. The District will implement a risk management program to reduce or eliminate risks where possible.

_____ **School District**

THE BOARD OF TRUSTEES

1000

Legal Status, Operation and Organization

The legal name of this District is _____ [insert legal name of district] School District No. _____, _____ County, State of Montana. The District is classified as a class ___ district and is operated according to the laws and administrative rules pertaining to a class ___ district.

The Board of Trustees of _____ [insert legal name of school district] School District No. _____ is the governmental entity established by the state of Montana and constitutionally charged of the supervision and control of all aspects of the District’s operations.

To achieve its primary goal of providing each child with a basic system of free quality education as required by Montana Law, the Board 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 and state statutes and administrative rules.

Policies of the District define and frame the manner via which the District conducts its official business. The policies of the District are modified/updated from time to time to reflect the operation of the District.

All handbooks approved by the Board are regarded as and given the same significance as District policy.

| | | |
|------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Legal Reference: | § 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 |
| | § 20-6-301, MCA | High school district classification |
| | § 20-9-309, MCA | Basic system of free quality public elementary and secondary schools defined – identifying educationally relevant factors – establishment of funding formula and budgetary structure – legislative review |
| | Article X, Section 8, | MT Constitution |

Policy History:

Adopted on:

Reviewed on:

Revised on:

Proficiency-Based ANB

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

The school district has a definition of proficiency within the meaning of that term as used in 20-9-311(4)(d). The definition must not require seat time as a condition or other element of determining proficiency. The definition must be incorporated in the district's policies and must be used for purposes of determining content and course mastery and other progress, promotion from grade to grade, grades, and graduation for pupils enrolled in the district's transformational learning program.

Definition of Proficiency

For purposes of this policy, the term “proficiency” means a degree of mastery of the underlying content for a course that is reflective of a final grade, in the professional opinion of the teacher of record, of not less than a “B”. The determination of proficiency by a teacher must not require seat time as a condition or other element of determining proficiency.

The determination of proficiency for a pupil enrolled in a course shall be made no earlier than the deadline for submitting the final grade for the course. The determination of proficiency for a pupil not enrolled in a course shall be based on the pupil’s mastery of the underlying content of the course, demonstrated through completion of a final exam designed by the teacher of record for the applicable course with a minimum grade of a “B”.

Teachers of record have full professional discretion in determining proficiency of pupils in courses taught. Teachers of record are encouraged to integrate trial and error into the learning process and to incorporate continued opportunity for practice and revision of assignments until a pupil reaches a performance level that demonstrates to the teacher’s satisfaction that mastery of learning expectations has been attained.

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

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

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

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

| | | |
|------------------|---------------------------|------------------------------------------------------------------|
| Legal Reference: | 20-1-301, MCA | School fiscal year |
| | 20-9-311(4)(a)(b)(d), MCA | Calculation of average number belonging (ANB) – 3-year averaging |
| | 20-3-324, MCA | Powers and duties |
| | 10.55.906 ARM | High School Credit |
| | Chapter 402 (2019) | Transformational Learning Incentives |

Policy History:

Adopted on:

Reviewed on:

Revised on:

Adult Education

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

Course Offerings:

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

Enrollment Qualifications:

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

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

Primary Purpose 1: Credit Recovery/Improvement of Graduation Rates

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

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

Upon the successful completion of all missing course work required for graduation by any person enrolled in the district's adult education program under this section, and provided the

person is otherwise qualified, the district shall grant such person a high school diploma in accordance with policy 2410.

Primary Purpose 2: Post-Secondary Success and Readiness

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

1. Who is at least 16 years of age but who is not yet 19 years of age;
2. Who has not yet graduated and is enrolled in the high school district on no more than a part time basis or who has graduated and has been admitted by the trustees as a part time pupil pursuant to 20-5-101(3); and
3. Who is seeking to enroll in any advance placement, dual credit or concurrent credit course offered in collaboration with the Montana university system.

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

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

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

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

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

Cross Reference: Policy 2410 – 2410P High School Graduation Requirements

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

Personalized Learning Opportunities

It is the policy of the District to create an environment and culture that supports and meets the individual needs, skills and interests of each student, provides advanced opportunities for students and supports transformational learning. As a result of the collective efforts of Trustees, Administrators, and Educators, the District ensures equality of educational opportunity for each student and have fully developed the potential of each student in District schools. In addition to other initiatives/strategies, the District is committed to the following:

1. Expanding the personalized learning opportunities for each student to accelerate in their career and college readiness, reduce the out-of-pocket costs for families and empower students to actively engage in forming successful post-secondary pathways by:
 - a. developing an advanced opportunity plan for students in grades 6-12 that
 - i. fosters individualized pathways for career and postsecondary educational opportunities and that honors individual interests, passions, strengths, needs, and culture and is supported through relationships among teachers, family, peers, the business community, postsecondary education officials, and other community stakeholders; and
 - ii. embeds community-based, experiential, online, and work-based learning opportunities and foster a learning environment that incorporates both face-to-face and virtual connections.
2. Supporting and embracing a culture of transformational learning by:
 - a. developing a transformational learning plan for each participating student that
 - i. honors individual interests, passions, strengths, needs, and culture, and that is rooted in relationships with teachers, family, peers, and community members;
 - ii. embeds community-based, experiential, online, and work-based learning opportunities and foster a learning environment that incorporates both face-to-face and virtual connections; and
 - iii. provide effective professional development to assist employees in transitioning to a transformational learning model.

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

2050

Student Instruction

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

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

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

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

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

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

Offsite Instruction

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

Offsite instruction is available to students:

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

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

Proficiency-Based Learning

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

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

onsite methods outlined in this policy, or other students whom School District personnel determine satisfy the definition of proficient or meeting proficiency.

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

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

Cross Reference: Policy 1005FE – Proficiency-Based Learning
Policy 2100 – School Calendar
Policy 2140 – Guidance and Counseling
Policy 2168 – Distance Learning
Policy 2410 – Graduation
Policy 2420 – Grading and Progress Reports

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

2410

High School Graduation Requirements

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

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

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

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

A student may be denied participation in graduation ceremonies in accordance with 20-5-201(3), MCA. In such instances the diploma will be awarded after the official ceremony has been held.

| | | |
|------------------|---------------------|------------------------------------------------|
| Legal Reference: | § 20-5-201, MCA | Duties and sanctions |
| | § 20-3-322 (3), MCA | Meetings and Quorum |
| | 10.55.904, ARM | Basic Education Program Offerings: High School |
| | 10.55.905, ARM | Graduation Requirements |
| | 10.55.906, ARM | High School Credit |

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

High School Graduation Requirements

Publication of Graduation Requirements

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

Credits

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

Waiver of Requirement

Graduation requirements generally will not be waived under any circumstances. The Board may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations of the students and shall be in consultation with the parents or guardians.

Alternative Programs

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

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

Dual Credit

Dual credit allows high schools students to simultaneously earn credit toward both a high school diploma and college coursework that can lead to a postsecondary degree or certificate, or toward transfer to another college. As noted in the Student Handbook, the District will assign the grade given by ***CHOOSE OPTION 1 or 2: 1) the classroom teacher or 2) the college professor to the student's report card.*** The primary purpose of offering dual credit courses is to deliver high quality, introductory, college level courses to high-performing high school students. The _____ School District has dual credit partnerships with [name of post-secondary institutions]. Students interested in dual credit opportunities must meet with their building administration to determine available options.

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

Honor Roll

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

Class Rank (Grade Point Average)

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

Early Graduation

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

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

Post-Graduation

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

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

Educational Disruption

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

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

| | | |
|------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cross Reference: | Policy 1005FE Policy 2600 Policy 3125 | Proficiency Based Learning Work Based Learning Homeless Students |
| Legal Reference: | § 20-9-313, MCA 10.55.906, ARM 10.55.905, ARM § 10-1-1402, MCA Chapter 80 HB 246 | Circumstances under which regular average number belonging may be increased High School Credit Graduation Requirements Montana Youth Challenge 2021 General Legislative Session 2021 General Legislative Session |

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

2600

Work Based Learning Program

The Board recognizes that education should be making classroom experiences a meaningful process of learning about all practical aspects of life. The Board believes that the inclusion of career education in the basic curriculum will provide students with information about the many career opportunities available and will establish a relationship between what is taught in the classroom and the world of work.

Work-based learning must provide all participating students with on-the-job experience and training along with career and complimentary vocational/technical classroom instruction to contribute to each student's employability. The students' classroom activities and on-the-job experiences must be planned and supervised by the school and the employer to ensure that both activities contribute to the student's employability. Students enrolled in a work-based learning program must receive credit for related classroom instruction and on-the-job training. In the absence of a proficiency model, the time requirement for students in work-based learning must be converted and is equivalent to the time requirement for credit to be earned.

Students may submit a proposal for a tailored Work Based Learning program that divides their time between instruction in school and specific learning at a job. Each proposed program will be planned by Work Based Learning coordinators and the employer (or employer groups) and shall be in accordance with state and federal laws and regulations governing employment of students under age 18. The Work Based Learning coordinators will communicate with employers on a monthly basis and will visit work sites to determine if the placement is appropriate for student employment.

The particular program designed for each student shall be set forth in a written protocol approved by the student, his or her parents or guardians, the work-experience coordinator and the employer. This shall stipulate the terms of employment and the provision for academic credit.

The Work Based Learning coordinator shall make such arrangements as necessary with employers for evaluating the student's on-the-job performance and for keeping records of job attendance.

The employer or supervisor shall complete District volunteer agreement form and satisfy a name-based and fingerprint criminal background check in accordance with District Policies 5120 and 5122. The employee and District shall also complete workers compensation insurance and general liability insurance requirements in accordance with the attached procedure in a manner consistent with the Work Based Learning opportunity provided to student.

Cross Reference: 2600P Work Based Learning Procedures
 2600F Work Based Learning Affiliation Agreement and Consent Form

Legal reference: Title 41, Chapter 2, MCA
Fair Labor Standards Act 29 U.S.C. 212 and 213, et seq.
Chapter 247 2021 General Legislative Session
Section 39-71-118(7), MCA Employee, worker, volunteer, volunteer
firefighter, and volunteer emergency care provider defined --election of
coverage.

Policy History:

Adopted on:

Reviewed on:

Revised on:

Work Based Learning Program - Insurance

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

Option 1

Employer pays the student to work for them in a paid capacity. Student learns from the employer like a newly hired employee and skill sets are acquired through doing actual work for the employer. Student earns school credit for employment as documented in the Work Based Learning plan. Employer is required to show proof of workers compensation coverage for the student via a copy of a current workers compensation policy if the Work Based Learning plan shows the student will receive school credit for the employment. Medical costs and other related workers compensation claim expenses for accepted workers compensation claims due to injury to the student while working in the course and scope as part of the Work Based Learning opportunity shall be covered by the employer's workers compensation coverage.

Option 2

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

Option 3

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

Option 4

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

WORK BASED LEARNING AFFILIATION AGREEMENT

2600F

This Affiliation Agreement is entered into between _____(high school) and _____(workplace learning site).

WHEREAS High School has established a _____ Work Based Learning program for students interested in career exploration opportunities; and

WHEREAS High School wishes to affiliate with _____ (workplace learning site) for the purpose of providing Career Exploration and Assessment experiences for students enrolled in the _____ Work Based Learning Program; and

WHEREAS the Workplace Learning Site is willing to permit the Career Exploration experience on its premises with the terms set forth in this Affiliation Agreement;

NOW THEREFORE, the parties agree as follows:

1. The High School shall assume full responsibility for planning and execution of the student program of instruction including curriculum content, Work Based Learning orientation, emergency contact information, and parent/guardian consent.
2. The High School shall ensure participating students have completed safety instruction specific to the work site prior to participation in the Work Based Learning experience.
3. The High School shall provide a Work Based Learning Coordinator responsible for instruction and coordination with appropriate Workplace Learning Site personnel for the planning, selecting, and evaluating of students' experiences.
4. The Work Based Learning Coordinator, Workplace Supervisor, and student will work collaboratively to determine the career readiness, employability skills, and proficiency guidelines set forth in the personalized work based learning program.
5. The Workplace Learning Site agrees to designate a Workplace Supervisor, who has completed the Volunteer Agreement Form, and whose responsibility it shall be to assist the Work Based Learning Coordinator in selection and coordination of student experiences appropriate to the level of learning.
6. The Workplace Learning Site professional practitioners shall be responsible for overseeing the students' experience and training activities. They shall orient the students to their activities, direct their activities and supervise their activities to assure safe and satisfactory experiences and performance.
7. The High School shall be responsible for assigning students to the Workplace Learning Site for experience. The High School shall notify the Workplace Learning Site at least one (1) month in advance of its planned schedule of students and types of experiences to be provided. This schedule shall be subject to approval of the Workplace Learning Site.
8. The Workplace Learning Site shall make available the necessary equipment and supplies as determined by the Workplace Learning Site in conjunction with the High School.
9. The Workplace Learning Site shall provide the Work Based Learning Coordinator with frequent student performance evaluations in the manner and frequency so designated by the High School.
10. The High School shall work with the Workplace Learning Site regarding the removal of any student from the Workplace Learning Site whenever the student is not performing or meeting the workplace requirements. Responsibility for student disciplinary measures, if any, shall be with High School and not with the Workplace Learning Site.

Workplace Supervisor initials the selection specific to this Work Based Learning placement:

_____ Employer pays the student to work for them in a paid capacity. Student learns from the employer like a newly hired employee and skill sets are acquired through doing actual work for the employer. Student earns school credit for employment as documented in the Work Based Learning plan. Employer is required to show proof of workers compensation coverage for the student via a copy of a current workers compensation policy if the Work Based Learning plan shows the student will receive school credit for the employment. Medical costs and other related workers compensation claim expenses for accepted workers compensation claims due to injury to the student while working in the course and scope as part of the Work Based Learning opportunity shall be covered by the employer’s workers compensation coverage.

_____ Employer does not pay the student. Student earns school credit as part of a Work Based Learning plan but student may be assigned credit as part of another course. Employer has a volunteer endorsement added to their workers compensation policy and pays that premium to their carrier. School District requires the employer to show proof of workers compensation coverage with the volunteer endorsement added via a copy of a current workers compensation policy. Medical costs and other related workers compensation claim expenses for accepted workers compensation claims due to injury to the student while working in the course and scope as part of the Work Based Learning opportunity shall be covered by the employer’s workers compensation coverage.

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

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

Workplace Supervisor

Date

Work Based Learning Coordinator

Date

PARENT/GUARDIAN CONSENT FOR WORK BASED LEARNING EXPERIENCE

I, (full name) _____ as legal guardian of
_____ (child's full name) a student
enrolled in the _____ High School acknowledge the following:

The program of study includes opportunities for my child to participate in an off-campus Work Based Learning opportunity, and I give my consent to my child participating in the offsite Work Based Learning component, and I agree to support and assist with enforcement of the content included in the Work Based Learning placement

I agree to accept responsibility for my student's participation in the above-referenced activity. I understand any negligence arising out of the student's participation in the program shall be attributed to me as comparative negligence within the meaning of Section 27-1-702, MCA. I agree to counsel my child to abide by the rules and regulations set forth by the workplace learning site.

I have signed the Parent/Guardian Consent and agree to the stated conditions.

Parent/Guardian signature Date

Parent/Guardian printed name Phone number

Address City/State/Zip code

STUDENTS

Enrollment and Attendance Records

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

A district may only include, for ANB purposes, any student who participates in pupil instruction as defined in Section 20-1-101(17), MCA and for whom ANB may be claimed under Title 20, including but not limited to an enrolled student who is:

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

- A student of the district completing work on a proficiency basis in accordance with Sections 20-9-311(4)(d) and 20-9-324(18)(b), MCA;
- A student gaining credit for participating in a work-based learning program pursuant to [New Section 8] of Chapter 247, Laws of 2021 and Policy 2600;
- A student participating in an “innovative educational program” as defined in Section 15-30-3102, MCA;
- A resident of the district attending a Montana job corps program under an interlocal agreement with the district under Section 20-9-707, MCA; or
- A resident of the district attending a Montana Youth Challenge Program under an interlocal agreement with the district under Section 20-9-707, MCA.
- A student with a disability who is over 19 years old but under 21 years of age, has been enrolled by the Board of Trustees in accordance with Policy 3110, and qualifies in accordance with Section 20-9-311(7), MCA, to remain enrolled and be served by schools, if the following criteria are satisfied:
 - the student has not graduated;
 - the student is eligible for special education services and is likely to be eligible for adult services for individuals with developmental disabilities due to the significance of the student's disability; and
 - the student's individualized education program has identified transition goals that focus on preparation for living and working in the community following high school graduation since age 16 or the student's disability has increased in significance after age 16.

In order for a student who is served through distance learning or offsite delivery methods to be included in the calculation of average number belonging, the student must meet one or more of the conditions for participating in offsite instruction pursuant to Section 20-7-118, MCA.

Enrollment for Purposes of Participation in Extracurricular Activities By an Unenrolled Child or Part Time Enrolled Student

The District shall include for ANB purposes a child who during the prior school year:

- a. resided in the District;
- b. was not enrolled in the District or was not enrolled full time; and
- c. completed an extracurricular activity with a duration of at least 6 weeks in accordance with Policy 3510.

Each completed extracurricular activity that, inclusive of practices and post-season tournaments, lasts 6 weeks or longer shall be counted as one-sixteenth enrollment. Each completed extracurricular activity lasting longer than 18 weeks may be counted as one-eighth enrollment. A child may not be counted as more than one full-time enrollment for ANB purposes.

For purposes of calculating ANB under this section, "extracurricular activity" means:

- a. a sport or activity sanctioned by an organization having jurisdiction over interscholastic activities, contests, and tournaments;
- b. an approved career and technical student organization, pursuant to Section 20-7-306, MCA; or
- c. a school theater production.

Homeless Youth and Foster Children

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

| | | |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cross References: | Policy 3510 Policy 2600 | School Sponsored Activities Work Based Learning |
| Legal Reference: | § 1-1-215, MCA § 20-9-311, MCA § 20-9-706, MCA § 20-9-707, MCA 29 U.S.C. 794 34 CFR 300.1, et seq. Chapter 297 Chapter 269 Chapter 247 Chapter 406 | Residence – rules for determining Calculation of average number belonging (ANB) -- three-year averaging. Running start program – authorizing class credits at postsecondary institution – eligibility – payment for credits Agreement with Montana youth challenge program or accredited Montana job corps program Nondiscrimination under Federal grants and programs Assistance to states for the education of children with disabilities 2021 General Legislative Session 2021 General Legislative Session 2021 General Legislative Session 2021 General Legislative Session |

Policy History:

Adopted on:

Reviewed on:

Revised on:

PERSONNEL

5337

Workers' Compensation Benefits

All employees of the District are covered by workers' compensation benefits. In the event of an industrial accident, an employee should:

1. Attend to first aid and/or medical treatment during an emergency;
2. Correct or report as needing correction a hazardous situation as soon as possible after an emergency situation is stabilized;
3. Report the injury or disabling condition, whether actual or possible, to the immediate supervisor, within forty-eight (48) hours, on the Employer's First Report of Occupational Injury or Disease; and
4. Call or visit the administrative office after medical treatment, if needed, to complete the necessary report of accident and injury on an Occupational Injury or Disease form.

The administrator will notify the immediate supervisor of the report and will include the immediate supervisor as necessary in completing the required report.

An employee who is injured in an industrial accident may be eligible for workers' compensation benefits. By law, employee use of sick leave must be coordinated with receipt of workers' compensation benefits, on a case-by-case basis, in consultation with the Workers' Compensation Division, Department of Labor and Industry.

The District will not automatically and simply defer to a report of industrial accident but will investigate as it deems appropriate to determine: (1) whether continuing hazardous conditions exist which need to be eliminated; and (2) whether in fact an accident attributable to the District working environment occurred as reported. The District may require the employee to authorize the employee's physician to release pertinent medical information to the District or to a physician of the District's choice, should an actual claim be filed against the Workers' Compensation Division, which could result in additional fees being levied against the District.

Legal Reference: §§ 39-71-101, *et seq.*, MCA Workers' Compensation Act

Policy History:

Adopted on:

Reviewed on:

Revised on:

PERSONNEL

Volunteers

The District recognizes the valuable contributions made to the total school program by members of the community who act as volunteers. By law, a volunteer 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 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.

District employees who work with volunteers shall clearly explain duties for supervising children in school, on the playground, and on field trips. An appropriate degree of training and/or supervision of each volunteer shall be administered commensurate with the responsibility undertaken.

Volunteers who have unsupervised access to children are subject to the District’s policy mandating background checks.

Chaperones

The Superintendent may direct that appropriate screening processes be implemented to assure that adult chaperones are suitable and acceptable for accompanying students on field trips or excursions.

When serving as a chaperone for the District, the parent(s)/guardian(s) or other adult volunteers, including employees of the District, assigned to chaperone, shall not use tobacco products in the presence of students, nor shall they consume any alcoholic beverages or use any illicit drug during the duration of their assignment as a chaperone, including during the hours following the end of the day’s activities for students. The chaperone shall not encourage or allow students to participate in any activity that is in violation of District policy during the field trip or excursion, including during the hours following the end of the day’s activities. Chaperones shall be given a copy of these rules and sign a letter of understanding verifying they are aware of and agree to these District rules before being allowed to accompany students on any field trip or excursion.

Any chaperone found to have violated these rules shall not be used again as a chaperone for any District-sponsored field trips or excursions and may be excluded from using District-sponsored transportation for the remainder of the field trip or excursion and be responsible for their own transportation back home. Employees found to have violated these rules may be subject to disciplinary action.

Cross Reference: 5122 Fingerprint and Criminal Background Investigations
 5430F Volunteer/Chaperone Letter of Understanding

Policy History:

Adopted on:

Reviewed on:

Revised on:

**VOLUNTEER AGREEMENT FORM
COACH/HELPER/AIDE/CHAPERONE**

5430F

I, _____ (the Volunteer) hereby agree to serve Ronan Public Schools (the District) on a volunteer basis as a _____.

Please initial next to each statement:

- _____ The Volunteer understands any volunteer services will not be compensated now or in the future.
- _____ The Volunteer has been informed and understands that volunteer services rendered do not create an employee-employer relationship between the Volunteer and the District for the position stated above.
- _____ The Volunteer understands that the District may not carry worker's compensation insurance and does not carry medical insurance for a person serving as a volunteer in the position stated above.
- _____ The Volunteer understands that the mutually established schedule of services for the position stated above carries no obligation for either party and maybe adjusted at any time.
- _____ The Volunteer understands that services as a volunteer may be terminated at any time.
- _____ The Volunteer understands that they are under the direction of the school district at all times during their service as a volunteer and must follow directives given by district employees.
- _____ The Volunteer understands that they are to follow all laws, policies, and rules regarding student and employee confidentiality during their service as a volunteer.
- _____ The Volunteer understands that they are to follow district policy as well as local, state, federal and other applicable law during their service as a volunteer.
- _____ The Volunteer understands that they are not to use alcohol, tobacco or other drugs around students at any time whether on school property or not.
- _____ The Volunteer understands that they are not to encourage students to violate district policy. The Volunteer further understands that if they observe a student violating district policy they are to report the behavior to the supervising district employee immediately.
- _____ The Volunteer understands that any violation of this agreement, district policy or any local, state, federal or other applicable law can result in permanent termination of volunteer privileges and possible legal action.
- _____ The Volunteer is 18 years of age or older.
- _____ The Volunteer understands that his authorization only applies to the ____/____ school year.
- _____ The Volunteer understands that if the position stated above involves regular unsupervised access to students in schools they shall submit to a name-based and fingerprint criminal background investigation conducted by the appropriate law enforcement agency prior to consideration of this agreement.

I understand that should I have been found to have violated these rules, I will not be used again as a chaperone for any District-sponsored field trips or excursions and may be excluded from using District-sponsored transportation for the remainder of the field trip or excursion and that I will be responsible for my own transportation back home.

DISTRICT REPRESENTATIVE

DATE

VOLUNTEER SIGNATURE

DATE

NONINSTRUCTIONAL OPERATIONS

8300

Risk Management

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

The District will purchase surety bonds for the 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.

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

Policy History:

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