



The Helena Public Schools educate, engage, and empower each student to maximize his or her individual potential with the knowledge, skills and character essential to being a responsible citizen and life-long learner.

## **Board of Trustees – Policy Committee**

May Butler Center

55 S. Rodney Ave

Tuesday January 7, 2020 – 12:00p.m.

### **AGENDA**

#### **I. CALL TO ORDER / INTRODUCTIONS**

#### **II. REVIEW OF AGENDA**

**III. GENERAL PUBLIC COMMENT:** *This is the time for comment on public matters that are not on the agenda. Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order. The Board cannot enter into a discussion during General Public Comment.*

#### **IV. APPROVAL OF MINUTES**

A. 12.3.2019 Policy Committee Minutes

#### **V. PRESENTATION OF POLICIES FOR SECOND REVIEW**

A. **2035 Federal Funding and Title I** - This policy has been updated to incorporate the standards for Title I as amended by ESSA and the focus on family engagement.

B. **4040 School, Student, Parent, Family and Community Engagement in Education** - This policy has been revised to reference coordination of family engagement required under Montana law with the requirement for family engagement under Title I as well as the requirements under Montana with respect to family engagement.

C. **5105 Conflicts of Interest** - This policy has been revised to reflect the ethical standard whereby an employee may have a conflict of interest whereby a vote may result in an economic detriment for a competitor of an entity in which the employee may have a significant interest. It has also been updated with additional legal references.

D. **7053 Food Service Procurement** - This policy has minor revisions to the cross-references section. Policies relating to procurement and purchasing and conflicts of interest are cross-referenced.

## **VI. CONSIDERATION OF A NEW SERIES – 9000 FACILITIES**

### **A. Move and renumber the following existing policies to the new 9000 Series**

- 1. 4330 Community Use of Facilities** – Adopted on 11.27.2018
- 2. 7035 Property, Plant and Equipment Reports** – Adopted on 4.14.2015
- 3. 7055 Operation and Maintenance of District Facilities** – Adopted on 6.14.2016
- 4. 7060 School Safety** – Adopted on 8.22.2013
- 5. 8150 School Closure** - Adopted on 6.22.1999
- 6. 8460 Namin School Facilities, Spaces and Programs** – Adopted on 7.8.2014, Rev. on 7.19.2019

### **B. Consideration of the following policies for inclusion in the new 9000 Series**

- 1. 9000 Facility Goals \***
- 2. 9001 Facility Planning \***
- 3. 9002 Facilities Master Plan \***
- 4. 9210 Site Acquisition**
- 5. 9232 Educational Specifications**
- 6. 9300 Operation, Security and Maintenance of District Facilities**
- 7. 9330 Facilities Operations**
- 8. 9350 District Wide Asbestos Program**
- 9. 9400 Sale of Real Property**
- 10. 9450 Energy Management Conservation**
- 11. 9460 Indoor Air Quality**

\* Indicates Policies are included for review at the 1.7.2020 Policy Meeting

## **II. SUPERINTENDENT’S REPORT / BOARD COMMENTS**

## **III. ADJOURNMENT:**

**Next Meeting:  
February 4, 2020  
MBC Conference Room**

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### **Helena Public Schools Board of Trustees**

Luke Muszkiewicz  
*Board Chair*  
Jeff Hindoiem  
*Trustee*

Terry Beaver  
*Vice Chair*  
John E McEwen  
*Trustee*

Libby Goldes  
*Trustee*  
Sarah Sullivan  
*Trustee*

Siobhan Hathhorn  
*Trustee*  
Jennifer Walsh  
*Trustee*



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## **Board of Trustees – Policy Committee**

May Butler Center | 55 S. Rodney Ave

Tuesday, December 3, 2019 – 12:00p.m.

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### **MINUTES - DRAFT**

#### *Committee:*

Libby Goldes, Committee Chair  
Terry Beaver, Committee Member  
John McEwen, Committee Member

#### *Others:*

Tyler Ream, Superintendent  
Josh McKay, Assistant Superintendent  
Barb Ridgway, Chief of Staff  
Stacy Collette, Human Resources Director  
Elizabeth Kaleva, Attorney  
Jane Shawn, HEA President

### **I. CALL TO ORDER / INTRODUCTIONS**

The meeting was called to order at 12:01pm by Committee Chair, Libby Goldes.

### **II. REVIEW OF AGENDA**

There were no requested changes to the agenda.

### **III. GENERAL PUBLIC COMMENT**

There was no public comment.

### **IV. REVIEW OF 10.1.2019 POLICY COMMITTEE MINUTES**

No changes were requested to the minutes.

### **V. PRESENTATION OF POLICIES FOR THIRD REVIEW**

#### **A. Policy 3010: School Admissions**

Ms. Ridgway stated following adjustments had been made to the third reading of Policy 3010:

- the addition of “and” in Lines 16-17,
- word choice adjustments to the language around immunizations,
- clarifying Lines 36-38 regarding immunization records,
- the removal of “personal exemptions” in Lines 45-47, and
- a change in language to Line 57 to include “subject to approval by Superintendent.”

Ms. Goldes asked for clarification as to what qualified as a medical exemption. Ms. Ridgway answered a note from a medical professional. Ms. Goldes asked who, at the schools, was

responsible for determining the credibility of the exemption. Ms. Ridgway answered the school nurses reviewed all medical exemptions.

Mr. Beaver addressed Lines 16-17 and asked for an estimate on the number of 19-year-olds who annually seek enrollment in the District. Ms. Kaleva answered that closed sessions would be required to ensure confidentiality for the student. Ms. Ridgway provided an example of the Board reviewing a list of 19-year-olds based on Superintendent recommendation within a closed session rather than reviewing each individual student. Mr. Beaver asked for clarification that it was not a Board issue if the 19-year-old enrolled in Access to Success. Dr. Ream clarified that a student must drop out of high school to enroll in Access to Success, so it would not require a Board vote.

Mr. McEwen asked for the number of readings the committee would see prior to the Board approving policy. Ms. Goldes answered that the number of readings was determined by whether additional issues or questions were raised at the Board meeting and if the language within policy required adjusting to mirror state statute.

The committee recommended the policy be presented to the full Board.

## **VI. PRESENTATION OF POLICIES FOR SECOND REVIEW**

### **A. Policy 7012: Procurement of Supplies, Materials, Equipment, and Services Using Federal Funds**

Ms. Ridgway said there had been no changes to this policy since the Board's first reading. She recommended sending it to the full Board for final approval, and the committee agreed.

### **B. Policy 7065: Contracts with Third Parties Affecting Student Records**

Ms. Ridgway described the changes to this policy as the result from new state legislation. Ms. Kaleva added the statute means the District must review all current contracts – as well as negotiate new contracts – to comply with the policy. Ms. Ridgway said that Gary Myers, the District's Education Technology Coordinator, was in the process of reviewing existing software company contracts to ensure compliance with the policy, and that all future contracts will be negotiated to include language per the policy.

The committee agreed to send this policy to the full Board.

## **VII. PRESENTATION OF POLICIES FOR FIRST REVIEW**

### **A. Policy 2035: Federal Funding and Title I**

Ms. Kaleva detailed the primary change to this policy as updating language to align with federal statute. She continued that while it won't change daily procedures, the policy added language. She noted a separate policy regarding family engagement, which is the whole goal of Title I. Ms. Kaleva continued that Title I funding is contingent upon affirmative outreach to parents. Ms. Kaleva outlined the requirements of affirmative outreach as:

- having an annual meeting with students and parents, and
- having a parent/student Title I compact.

Ms. Goldes asked if some of the funding could be used for administrative costs. Ms. Ridgway answered that the funding currently was being used for administrative costs. Mr. McEwen asked how much Title I funding the District received. Dr. Ream answered that funding was down from last year and the business office would know dollar amount. Mr. McEwen asked how students

were identified as Title I, and Ms. Ridgway answered that it was based on free and reduced lunch qualifications. Ms. Ridgway estimated Title I funding at just under \$1,000,000. Ms. Goldes asked if the Title I funds had to be spent at the Title I schools. Mr. McKay answered that some funds were spent on Professional Development across the District.

Mr. McEwen questioned the difference between “the District” and “the Board” throughout the policies. Ms. Kaleva answered that the terms were interchangeable. Mr. McEwen questioned the inclusion of “drug and alcohol abuse education” within this policy. Ms. Kaleva replied the inclusion was required per statute.

Mr. McEwen asked for clarification Lines 16-20. Ms. Kaleva replied that students must receive comparable services regardless of whether a school is Title I.

Mr. McEwen referenced Line 54 and questioned what qualified as involving the parents in the program. Ms. Kaleva said qualifications included having an annual meeting with parents to discuss what they would like to see in the program. She added that there was a requirement to ask for feedback. Mr. McEwen questioned the language in the policy. Ms. Kaleva stated the language was taken directly from statute and the two should remain consistent. Dr. Ream added that, using a new survey tool, specific questions could be asked of Title I families to increase feedback.

Mr. McEwen questioned the language in Line 74. Ms. Kaleva said that by sending out a compact to families, the District demonstrates the importance of family involvement. She said the language was out of statute. Ms. Kaleva added Title I benefits were not contingent upon receiving a signed compact from the families.

Mr. Beaver asked if there was separate Title I funding for the elementary District and high school District. Ms. Ridgway answered there was funding for each District, but it was received in one allocation. Dr. Ream added Title I schools were determined by the percentage of socioeconomic families within that school and that Helena used 40%. He continued that if the percentage increased, fewer schools would be able to use the funding.

The committee recommended forwarding this policy to the full Board for a first reading.

**B. Policy 4040: School, Student, Parent, Family, and Community Engagement in Education**

Ms. Kaleva described this policy as being similar to Policy 2035 but not limited to Title I. She said it was detailed in the administrative rules of Montana that Districts were required to encourage family engagement and to provide opportunities to participate in educational programming. Ms. Kaleva said this is accomplished by noticing Board meetings and encouraging employees to interact with the community.

Mr. McEwen referenced Line 27 and recommended removing “continuous.” Ms. Kaleva answered the policy should reflect the language in statute.

The committee agreed to forward the policy to the full Board for a first reading.

### **C. Policy 5105: Conflicts of Interest**

Ms. Kaleva said the only change to this policy was adding legal reference. She summarized the policy as:

- prohibiting public employees – including trustees – from utilizing District equipment or time for personal business, and
- prohibiting relationships between a supervisor and employee.

Ms. Kaleva added this was especially important during an election season, noting specifically that neither District time nor equipment could not be used for campaigning. Mr. Beaver asked if marriage superseded the policy, and Ms. Kaleva replied it did not.

The committee agreed to forward the policy to the full Board pending correct legal reference.

### **D. Policy 7053: Food Service Procurement**

Ms. Kaleva said changes to legal cross-references were the only changes to this policy. Mr. McEwen asked if an individual could be a vendor. Ms. Kaleva answered the determining factor was whether the individual was a vendor for him/herself or for a company. If for a company, then it was not allowed.

The committee recommended forwarding this policy to the full Board.

## **VIII. BOARD COMMENTS**

Mr. Beaver referenced an email received from a student regarding the 1.0 GPA requirement to participate in high school activities. Dr. Ream addressed the email as a class assignment for which students evaluated District policies and offered advice to a District official.

Ms. Ridgway agreed to finish the Facilities chapter of the policies and present them to the committee during the next committee meeting.

## **IX. SUPERINTENDENT'S REPORT**

No report was given.

## **X. ADJOURNMENT**

Committee Chair, Ms. Goldes, adjourned the meeting at 12:54pm.

Next Meeting: January 7, 2020 | MBC Conference Room

2 STUDENT INSTRUCTION

3 Federal Funding and Title I

4  
5 The Board may participate in federal programs which in the judgment of the administrative staff  
6 shall be beneficial to the total school program. All projects written to secure federal funds shall  
7 be on the recommendation of the Superintendent and approval of the Board. The Board shall  
8 comply with all federal and state certification requirements for alcohol and drug abuse education  
9 and prevention programs.

10  
11 The Superintendent or designee shall pursue funding under Title I, ~~Improving the Academic~~  
12 ~~Achievement of the Disadvantaged~~, of the Elementary and Secondary Education Act, to  
13 supplement instructional services and activities in order to improve the educational opportunities  
14 of educationally disadvantaged ~~or deprived~~ children.

15  
16 All District schools, regardless of whether they receive Title I funds, shall provide services that,  
17 taken as a whole, are substantially comparable. Teachers, administrators and other staff shall be  
18 assigned to schools in a manner that ensures equivalency among the District’s schools.  
19 Curriculum materials and instructional supplies shall be provided in a manner that ensures  
20 equivalency among the District’s schools.

21  
22 In keeping with the requirements of ~~ESSIA(1) and EDGAR(2)~~ federal law, the Board assures:

- 23 1. A salary schedule which applies to all instructional personnel,
- 24 2. Equivalence among schools in teachers, administrators, and auxiliary personnel,
- 25 3. Equivalence among schools in the provision of curriculum materials and instructional
- 26 supplies, and
- 27 4. Parental consultation in project planning, implementation and evaluation.

28  
29 Parental ~~Involvement~~ and Family Engagement

30  
31 ~~The District maintains programs, activities, and procedures for the involvement of parents of~~  
32 ~~students receiving services, or enrolled in programs, under Title I. These programs, activities,~~  
33 ~~and procedures are described in the District—School Parental Involvement Compact, which is~~  
34 ~~hereby incorporated by reference.~~

- 35
- 36 1. ~~Elementary and Secondary School Improvement Amendments~~
- 37 2. ~~Education Department General Administrative Regulations~~

38  
39 ~~The Superintendent shall develop District—School Parental Involvement Compact according to~~  
40 ~~Title I requirements. The Compact shall contain:~~

- 41 1. ~~the District’s expectations for parental involvement,~~
- 42 2. ~~specific strategies for effective parent involvement activities to improve student~~  
43 ~~academic achievement and school performance, and~~
- 44 3. ~~other provisions as required by federal law.~~

~~The Superintendent shall ensure that the Compact is distributed to parents of students receiving services, or enrolled in programs, under Title I.~~

District schools operating Title I programs shall undertake the following to engage parents and families:

- Host an annual meeting that accommodates parents’ needs to inform parents about Title I requirements and about the right of parents to be involved in the Title I program.
- Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I program and the school-parent compact.
- Provide parents with timely information about the Title I program/services.
- Provide parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
- Develop, with the assistance of parents and families, and conduct an effective evaluation process regarding the Title I program.

*School-Parent Compact*

The District will distribute to parents a school-parent compact for each school operating a Title I program. The compact, jointly developed with parents, explains how parents, the entire school staff, and students share the responsibility for improved student academic achievement. It shall describe specific ways the school and families will partner to help children achieve the State’s academic standards. It will address the following:

- The school’s responsibility to provide high-quality curriculum and instruction;
- The ways parents will be responsible for supporting their children’s learning;
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child’s class; and opportunities to observe classroom activities .

It will also address any other matters determined in development of the compact.

*Interactions with Parents and Families*

The District will engage parents and families in meaningful interactions with schools operating Title I programs. It will support flexible opportunities for a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, schools will establish the following practices:

- Provide parents and families with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children.
- Provide parents and families with materials and training to help them work with their children to improve their children's achievement.
- With the assistance of parents, educate staff members about the value of parent and family contributions, and in how to work with parents and families as equal partners.



2035 Continued

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- Coordinate and integrate the Title I parental and family engagement program with other programs, and conducts other activities, such as parent/family resource nights/activities, to encourage and support parents and families in more fully participating in the education of their children.
- Distribute information related to school and parent and family programs, meetings, and other activities to parents and families in a format and language that the parents understand.

To the extent feasible and appropriate, the District will attempt to coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local laws and programs.

Accessibility

The District will provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and reports shall be provided in a format and language that parents understand.

Review

The District shall undertake activities to engage parents and families in the review and revision of this policy.

Legal Reference: Title I of the Elementary and Secondary Education Act, 20 U.S.C. §6301- 6514, as implemented by 34 C.F.R. part 200 of the No Child Left Behind Act of 2001 Agostini v. Felton, 521 U.S. 103 (1997)

Cross References: Board Policy 4040 School, Student, Parent, Family and Community Engagement in Education

Policy History:  
Adopted on: 2.28.2012  
Revised on:

2 SCHOOL/COMMUNITY RELATIONS

3 School, Student, Parent, Family and Community Engagement in Education

4  
5 ~~The Helena Public Schools Board of Trustees believes that meaningful engagement of students,~~  
6 ~~parents, families and the community in our schools contributes to the success of all students. The~~  
7 ~~Board of Trustees further believes that sustained engagement throughout all levels of school~~  
8 ~~ensures a lasting and positive impact on lifelong student achievement and attitudes about~~  
9 ~~learning.~~

10  
11 ~~The Helena School District commits to building partnerships by conducting outreach, supporting~~  
12 ~~multi-directional communications, encouraging participation in each school’s improvement~~  
13 ~~planning process, and creating opportunities to volunteer and collaborate at all levels in support~~  
14 ~~of student achievement.~~

15  
16 ~~The Board believes that students, parents, families and the community must be actively invited~~  
17 ~~and encouraged at stakeholders in education.~~

18  
19 The District’s Board of Trustees recognizes the importance of engaging families in the education of children.  
20 The Superintendent and staff shall undertake activities designed to:

- 21
- 22 (1) encourage families to actively participate in the life of their children’s schools;
- 23 (2) ensure families feel welcomed, valued, and connected to one another, school staff, and to what  
24 students are learning and doing in class;
- 25 (3) encourage families and school staff to engage in regular, two-way meaningful communication about  
26 student learning;
- 27 (4) ensure continuous collaboration between families and school staff to support student learning and  
28 healthy development both at home and at school and have regular opportunities to strengthen their  
29 knowledge and skills to do so effectively;
- 30 (5) empower families to be advocates for their own and other children to ensure that students are treated  
31 equitably and have access to learning opportunities that will support their success;
- 32 (6) allow families and school staff to partner in decisions that affect children and families and together  
33 inform, influence, and create policies, practices, and programs; and
- 34 (7) encourage families and school staff to collaborate with members of the community to connect  
35 students, families, and staff to expand learning opportunities, community services, and civic  
36 preparation.
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38 To the extent feasible and appropriate, the District will attempt to coordinate and integrate parent and  
39 family engagement strategies with other relevant federal, state, and local laws and programs, including but  
40 not limited to Title I programs.

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42 Cross Reference: Board Policy 2035 Federal Funding and Title I

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44 Legal References: § 10.55.701, ARM Board of Trustees

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46 Cross References:

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48 Policy History:  
49 Adopted On: 04.04.2006  
50 Revised On:

2 PERSONNEL

3 Conflicts of Interest

4 Employees shall refrain from any activity that can be reasonably seen as creating a conflict of  
5 interest with their duties and responsibilities as employees of the District.

6 The following conduct is specifically prohibited:

- 7 • Using public time, facilities, equipment, supplies, personnel, or funds for the  
8 employee's private business purposes;
- 9 • Engaging in a substantial financial transaction for the employee's private business  
10 purposes with a person whom the employee inspects or supervises in the course of  
11 official duties;
- 12 • Assisting any person for a fee, contingent fee, or other compensation in obtaining  
13 a contract, claim, license, or other economic benefit from the District;
- 14 • Performing an official act directly and substantially affecting to its economic  
15 benefit a business or other undertaking in which the employee either has a  
16 substantial financial interest or is engaged as counsel, consultant, representative,  
17 or agent;
- 18 • Soliciting or accepting employment, or engaging in negotiations or meetings to  
19 consider employment, with a person whom the employee regulates in the course  
20 of official duties without first giving written notification to the employee's  
21 supervisor and Superintendent; or
- 22 • Engaging in an intimate relationship with another employee who is in a  
23 subordinate position and for whom one employee has supervisory and evaluation  
24 responsibility.  
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26 Employees who violate this policy will be subject to disciplinary action, up to and including  
27 termination from employment.

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29 Cross Reference:

30 Legal Reference: § 2-2-104, MCA Rules of conduct for public officers, legislators, and  
 31 public employees  
 32 § 2-2-105, MCA Ethical requirements for public officers and public  
 33 employees  
 34 § 2-2-121, MCA Rules of conduct for public officers and public  
 35 employees

36 Policy History:

37 Adopted on: 12.10.2013

38 Revised on: 3.12.2019

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3 OPERATIONAL SERVICES

4  
5 Procurement of School Food

6  
7 The District will abide by the following requirements for any procurement related to its  
8 food services:

9  
10 *Purchases Greater than \$80,000*

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12 Except as permitted below, whenever the cost of food service supplies, products, or  
13 equipment exceed \$80,000, the District will call for formal bids by issuing public notice as  
14 required by law. Specifications will be prepared and made available to all vendors  
15 interested in submitting a bid. The contract shall be awarded to the lowest responsible  
16 bidder, except that the trustees may reject any or all bids. The Board, in making a  
17 determination as to which vendor is the lowest responsible bidder, will take into  
18 consideration not only the amount of each bid, but will also consider the skill, ability, and  
19 integrity of a vendor to do faithful, conscientious work and to promptly fulfill the contract  
20 according to its letter and spirit.

21  
22 The District may enter into cooperative purchasing contracts with one or more districts for  
23 procurement of food supplies or services. Such services and supplies may be purchased  
24 without complying with the above stated bidding requirements if the cooperative  
25 purchasing group has a publicly available master list of items available with pricing  
26 included and provides an opportunity at least twice yearly for any vendor to compete, based  
27 on lowest responsible bidder standard, for inclusion of the vendor’s supplies and services  
28 on the cooperative purchasing group’s master list.

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30 *Purchases Less than \$80,000 but Greater than \$3,500*

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32 Purchases of food service supplies, products, or equipment between \$3,500 and \$80,000  
33 shall be considered “Small Purchases.” The District is not required to use a formal bidding  
34 process for Small Purchases, but it shall use a competitive process to ensure fairness. For  
35 any Small Purchase, the District shall obtain at least two or more price quotes. The District  
36 shall maintain all procurement documentation to ensure the cost is less than \$80,000 but  
37 more than \$3,500 for a Small Purchase.

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39 *Purchases Less than \$3,500*

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41 Purchases of food service supplies, products, or equipment less than \$3,500 shall be  
42 “Micro-Purchases.” The District is not required to use a formal bidding process for Micro-  
43 Purchases, but it shall ensure that purchases are reasonable and equitably distributed among  
44 all qualified sources. The District shall maintain all procurement documentation to ensure  
45 the cost is less than \$3,500 for a Micro-Purchase.

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**Bid Specifications**

The District will not award a contract to a potential vendor who has written any of the bid specifications, the solicitation documents, or any of the contract language.

Identical bid specifications and/or request for proposals will be provided to all potential vendors.

**Geographic Preference**

As part of a Farm to School program, the District has the discretion to apply a geographic preference for procurement of unprocessed locally grown or locally raised domestic products only.

**Buy American**

The District shall procure domestic commodities and products (“Buy American”) for the use of its Child Nutrition Program to the maximum extent practicable. The District is permitted to buy foreign goods only when:

- Food preferences can only be met with foreign goods;
- A sufficient quantity and/or quality is not available through domestic commodities or products; or
- The cost of domestic commodities and products is significantly higher.

**Debarment and Suspension**

For any food service purchase in excess of \$25,000, the District shall obtain verification or certification from a vendor that neither it nor any of its principals (e.g., key employees) have been proposed for debarment, debarred, or suspended by a federal agency.

**Standard of Conduct**

District employees engaged in the award and/or administration of food service contracts supported by federal funds are subject to the following code of conduct:

- No employee may participate in the selection, award, or administration of a food service contract supported by federal funds if he or she has a conflict of interest or can reasonably be perceived as having a conflict of interest.
- No employee may solicit any gratuities, favors, or anything else of monetary value from a potential vendor.
- No employee may participate in the selection, award, or administration of a food service contract supported by federal funds when the employee or member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of these individuals has a financial interest in a vendor.
- Employees are expected to demonstrate integrity and honesty.

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Employees who fail to abide by this policy will be subject to disciplinary action up to and including discharge.

**Bid Protest Procedures**

Any vendor who desires to protest the award of a bid pursuant to this policy shall, within fifteen (15) days after award of the bid, give notice of their protest. The notice shall state in detail the basis of the claimant’s bid protest and the resolution requested. The bid protest shall be provided to the Business Manager or designee. The Business Manager or designee shall investigate the claim and issue a written decision within fifteen (15) days after receipt. If the claimant is not satisfied with the decision of the Business Manager or designee, the claimant may appeal the decision to the District’s Board of Trustees. The notice of appeal shall be filed with the Board of Trustees within fifteen (15) days after issuance of the decision from which the appeal is taken. The appeal shall state the basis of the appeal and provide to the Board the original bid protest, together with a copy of the decision being appealed from. The specific grounds for the appeal shall be stated in the appeal and shall not include additional claims or information not provided with the original bid protest.

The Board of Trustees at the next regular board meeting following the receipt of the appeal shall either hear the appeal or set a time to consider the appeal. The Board may in its discretion render a decision based upon the information and records before the Board of Trustees or, in the Board’s discretion, may request the claimant and a representative of the District to each present information pertaining to the bid protest.

The Board shall issue a written decision within thirty (30) days of the meeting in which it considered the appeal.

Legal References:	2 C.F.R. § 200.318	General Procurement Standards
	7 C.F.R. § 210.21	Procurement
	7 C.F.R. § 220.16	Procurement Standards
	7 C.F.R. § 225.17	Procurement Standards
	MCA § 20-9-204	Conflicts of interest, letting contracts, and calling for bids

Cross References:	Board Policy 5035	Staff Ethics and Political Activity
	Board Policy 5070	Disciplinary Action
	<u>Board Policy 5105</u>	<u>Conflicts of Interest</u>
	Board Policy 7010	Purchasing
	<u>Board Policy 7012</u>	<u>Procurement of Supplies, Materials, Equipment and Services Using Federal Funds</u>

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140 Policy History:

141 Adopted on: 2.14.2017

142 Revised on:



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3 SCHOOL FACILITIES

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5 Facility Goals

6  
7 The District recognizes the importance of the physical plant in providing an environment  
8 conducive to the learning/teaching process. Such an environment must be attractive,  
9 comfortable, safe, secure, and healthful.

10  
11 The District acknowledges its stewardship responsibilities under the law, which requires  
12 it to “hold in trust all real and personal property of the district for the benefit of the  
13 schools and children of the district.”

14  
15 Facilities represent a long-term investment, and proper care will extend the useful life of  
16 this investment far into the future. The District shall develop and implement an  
17 aggressive program to maintain and upgrade the buildings and grounds of the District.

18  
19 The District further recognizes the importance of planning in order to anticipate the  
20 facilities needs of the future. The District shall review changes in demographics, in health  
21 and safety factors, and in educational philosophy to keep the District physical plant fully  
22 responsive to the District’s education programs.

23  
24  
25  
26 Legal References: § 20-6-601, MCA Trustees’ power over property

27  
28 Cross References:

29  
30 Policy History:

31 Adopted On:

32 Revised On:

33

2  
3 SCHOOL FACILITIES

4  
5 Facility Planning

6  
7 The Board recognizes that planning is essential with respect to District facility needs.  
8 Further, the Board requires that facility planning consider the factors set forth below,  
9 without limitation to other factors.

- 10  
11 • Accommodation of educational needs of all students and consistency with the  
12 educational philosophy and instructional goals of the District  
13  
14 • Ability to meet or exceed all regulations with respect to public security, safety,  
15 health, and welfare  
16  
17 • Availability of federal moneys or other outside funding to supplement District  
18 financial resources  
19  
20 • Utilization of life-cycle costing (value engineering) in design of new facilities to  
21 achieve optimal initial costs along with long-term operating efficiencies  
22  
23 • Environmental impact  
24  
25 • Changing demographics, which shall be reviewed annually by the Board.  
26

27  
28 Legal References:

29  
30 Cross References:

31  
32 Policy History:

33 Adopted On:

34 Revised On:

35

3  
4 **SCHOOL FACILITIES**

5  
6 Facilities Master Plan

7  
8 The Board requires a facilities master plan be developed for the efficient and effective  
9 management of current facilities and the determination of future needs. The master plan  
10 will cover a five (5)-year period, will be reviewed annually by the Board, and will  
11 include at a minimum the following:

- 12
- 13 • a cost analysis of the financial ability of the District to implement its facilities  
14 program;
  - 15
  - 16 • a priority listing of projects to be completed each year of the five year period;
  - 17
  - 18 • existing and projected student enrollment figures;
  - 19
  - 20 • an inventory of undeveloped property and developed facilities, including an  
21 analysis of the number of students and/or staff in each facility and whether a  
22 facility is overcrowded or underutilized;
  - 23
  - 24 • an analysis of the appropriateness of facilities to meet student and/or staff needs  
25 including accessibility for those with special needs;
  - 26
  - 27 • recommendations for sale or other disposition of District property deemed as not  
28 being needed in the future; and
  - 29
  - 30 • recommendations for acquisition, construction, or modification of new sites for  
31 facilities, including how they may better meet student needs and the educational  
32 program of the District.
- 33

34  
35 Legal References:

36  
37 Cross References:

38  
39 Policy History:

40 Adopted On:

41 Revised On: