

Subchapter 7

School Leadership

10.55.701 BOARD OF TRUSTEES (1) The local board of trustees shall ensure that the school district complies with all local, state, and federal laws and regulations.

(2) Each school district shall make available to the staff and public:

- (a) goals that reflect the district's strategic plan of education;
- (b) sequential curriculum for each program area that aligns to the content standards, specific grade-level learning progressions, and program area standards;
- (c) policies establishing student assessment procedures that ensure evaluation of the district's curriculum and student learning. These procedures shall specify how and when data are to be collected, analyzed, and reported;
- (d) policies that delineate the responsibilities of the local board of trustees, superintendent, and personnel employed by the school district. The local board of trustees shall review these policies on a regular basis;
- (e) a policy on student, parent, and school employee due process rights;
- (f) policies addressing bullying, hazing, intimidation, and harassment of students and meeting the requirements in ARM 10.55.719;
- (g) an equity policy;
- (h) a transfer policy for determining the appropriate placement of incoming students;
- (i) an academic freedom policy;
- (j) a materials selection policy, including a challenge procedure, for all curricular and support materials;
- (k) a copyright policy;
- (l) a policy that defines the use of school facilities and resources;
- (m) comprehensive family engagement policy aligned to meet the following goals:
 - (i) families actively participate in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class;
 - (ii) families and school staff engage in regular, two-way meaningful communication about student learning;
 - (iii) families and school staff continuously collaborate to support student learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively;
 - (iv) families are empowered to be advocates for their own and other children, to ensure that students are treated equitably and have access to learning opportunities that will support their success;
 - (v) families and school staff partner in decisions that affect children and families and together inform, influence, and create policies, practices, and programs; and
 - (vi) families and school staff collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation;

- (n) a policy incorporating the distinct and unique cultural heritage of American Indians, ensuring integration of the history and contemporary portrayals of Indians, and that is aligned with district goals;
- (o) a policy addressing distance, online, and technology-delivered learning as defined in ARM 10.55.602;
- (p) a policy that defines a significant writing program; and
- (q) a policy that addresses student health issues that arise in the school setting.

(3) The local board of trustees shall have valid, written contracts with all regularly employed licensed administrative, supervisory, and teaching personnel.

(4) The local board of trustees shall have written policies and procedures for regular and periodic evaluation of all regularly employed personnel. The individual evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to his or her files. Personnel files shall be confidential.

- (a) The evaluation system used by a school district for licensed staff shall, at a minimum:
 - (i) be conducted on at least an annual basis with regard to nontenure staff and according to a regular schedule adopted by the district for all tenure staff;
 - (ii) be aligned with applicable district goals, standards of the Board of Public Education, and the district's mentorship and induction program required under ARM 10.55.701(5)(b);
 - (iii) identify what skill sets are to be evaluated;
 - (iv) include both formative and summative elements; and
 - (v) include an assessment of the educator's effectiveness in supporting every student in meeting rigorous learning goals through the performance of the educator's duties.
- (b) The Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with the MEA-MFT, Montana Rural Education Association, Montana School Boards Association, School Administrators of Montana, and Montana Small School Alliance. A school district adopting and using one of the model instruments shall be construed to have complied with this rule, though use of one of the models shall not be required provided that the district's evaluation instrument and process substantially conforms to the requirements set forth in this section.

(5) The local board of trustees shall:

- (a) establish conditions that contribute to a positive school climate which:
 - (i) keep parents/guardians up to date on students' progress;
 - (ii) engage in a continuous school improvement process; and
- (b) establish mentoring and induction programs to assist licensed staff in meeting teaching standards as defined in ARM 10.55.701(4)(a) and (b). (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2006 MAR p. 755, Eff. 3/24/06; AMD, 2007 MAR p. 692, Eff. 5/25/07; AMD, 2012 MAR p. 2042, Eff. 7/1/13; AMD, 2013 MAR p. 961, Eff. 6/7/13.)