

AGENDA for the REGULAR BUDGET MEETING
OF THE TRUSTEES OF JEFFERSON HIGH SCHOOL DISTRICT # 1

*** 6:30 p.m. September 18 2018 ***

Jefferson High School Library

(Board packet available upon request at the Central Office.)

This agenda is subject to changes until the Friday preceding the meeting. Please check the school website at www.jhs.k12.mt.us for the most current agenda and the packet of associated materials for the meeting.

A. Call to order-Chairperson

1. Pledge of Allegiance

B. Announcements and Public Comment. *Please see information printed on the back of the agenda and in the brochure at the entrance to the meeting about speaking to the board during this time.*

C. Student Report

D. Staff Report

E. Committee Reports - brief review

F. Administration Reports – *The board briefly reviews the written reports provided in board packet. Some specific, anticipated items are listed below. The Board will not take action on items in a report unless the item appears as an action item in the new or unfinished business sections of the agenda.*

1. Clerk/Business Manager – Staff breakfast PIR
2. Principal/A.D.
 - a. Breakfast/Snack program
 - b. Student, Staff, Activity Handbooks
3. Superintendent
 - a. Literacy update
 - b. 21st Century program offering
 - c. Safety Plan
 - d. Crisis Plan

G. Unfinished Business- Action is always possible for Unfinished Business items.

H. New Business – Action is always possible for New Business items.

1. Personnel – Action
 - a. Substitute applications – K. Synness, F. Cansler
 - b. Coaching evaluations, spring – possible closed session
 - c. Coaching positions – recommendations – assistant wrestling, Speech and Debate, assistant cheer
 - d. Superintendent evaluation - possible closed session
 - e. New personnel – recommendation - para position
 - f. Resignation - Thilges
2. Approval of Attendance Agreements – AYA/Elk Park/North end
3. Board Self-Evaluation
4. Proposed Pre-ROTC club
5. Approval of Corrected 1819 Budget for permissive Building Reserve
6. Approval of classification of fund balances
7. MOUs/Interlocal Agreements with Boulder Elementary School – School Foods & Literacy Grant
8. Safety Plan update
9. 1st Reading Policies
 - a. 3300 Suspension and Expulsion – Corrective Action and Punishment
 - b. 5330 Maternity Leave
 - c. 5329 and 5329P Long-Term Illness/Temporary Disability/Maternity Leave
 - d. 1401 Records Available to Public
 - e. 1420 School Board Meeting Procedure
 - f. 3141 Discretionary Non-resident Student Attendance
 - g. 4330 Community Use of School Facilities
 - h. 4330F School Facilities and Grounds Use and Liability Release Agreement
 - i. 5002 Accommodating Individuals with Disabilities and Section 504 of the Rehabilitation Act of 1973
 - j. 5010 Equal Employment Opportunity and Non-discrimination
 - k. 5460 Electronic Resources and Social Networking
 - l. 550 Payment of Wages Upon Termination
 - m. 6110P – Superintendent – Board Job Responsibilities
 - n. 7260 Endowments, Gifts, and Investments
 - o. 7320 Purchasing

- o. 7320 Purchasing
- p. 7332 Advertising in Schools – Revenue Enhancement
- q. Procurement of Supplies or Services
- r. 8123 Driver Training and Responsibility
- s. 8124 Student Conduct on Buses
- t. 4330F1 Assumption of Risk Waiver Form
- u. 8130 Air Quality Restrictions on Outdoor Activities, Practice, and Competition
- v. 8426 Therapy Animals
- w. 8426F Request for use of Therapy Animal in School
- x. 5000 Personnel Goals

A. Communication and Comments

- 1. Letters to the Board

B. Commendations and Recognition

C. Consent Agenda

- 1. Approval of Previous Minutes and High School Claims and Accounts – action

D. Follow-up/Adjournment – upcoming three months

- 1. Chair/Superintendent article for paper
- 2. October – Annual goals ((1610), Program Evals (2130), At-Risk(3610), Count Day (3121P)

NEXT REGULARLY SCHEDULED HIGH SCHOOL BOARD MEETING: October 16, 2018 6:30 P.M. Board chair-approved agenda items are due in the district office by the last Friday of the month prior to the board meeting.

All board meetings are held in the Jefferson High School Library, on the third Tuesday of each month at 6:30 p.m. (Exceptions often occur in May and August to follow legal requirements.) For updates, call the district office at 225-3740.

Jefferson High School Board Members

Sabrina Steketee, chair (Boulder area position)

Travis Pierce vice-chair (At-Large 2 position)

Larry Rasch (At-Large 3 position) **Mission Statement**

The Jefferson High School District #1's mission is to provide the best possible education for our youth for whatever path of life they choose; to be the school of choice for students, teachers, and staff; and to be the heart of the communities we serve.

Our vision for the future, second draft:

Students:

- Achieve high test scores and graduation rates that are competitive nationally;
- Graduate with a plan for life that they feel well equipped to pursue;
- Choose our school over others because of our solid reputation;
- Feel happy, challenged, safe and supported throughout their time

here;

- Appreciate and fully engage in our activities that augment our core curriculum; and
- Have access to technology that enhances their learning opportunities.

Teachers:

- Actively support students with their time, attention and obvious commitment;
- Have the tools and resources necessary to do optimal work;
- Are proud to work here and of their contribution to the school;

- Are committed to continuing education and the use of best practices;
- Look at our District as a long-term career commitment; and
- Feel confident about the Board's decisions and plans.

Our Administration and Board

- Commit to be knowledgeable about best practices
- Establish, devote themselves to, and evaluate their priority goals on a regular basis; and
- Work as a collaborative team to make decisions that always focus on what is best for students, teachers and our communities.

Our communities:

- Are knowledgeable of and highly respect our commitment to excellence; and
- Support our work in many ways – their time, funds, levy votes, ideas, and enthusiasm about our students and their activities.

Announcements and Public Comment. The board welcomes and encourages public comment and wishes the public comment process to be fair and orderly. Written comments may be submitted to the board through the District Clerk's office. Individuals wishing to address the board at the board meeting must sign in on the sheet provided. The clerk will collect the sheet when the meeting begins. Comments on topics that are on the agenda may be made when the meeting reaches that item's point on the agenda. Comments on non-agenda items may be made during the "Public Comment" agenda item. To avoid violations of individual rights of privacy, a member of the public wishing to address the Board during this time will not be allowed to make comments that would infringe upon the privacy rights of any student, staff member, or member of the public during his/her designated time to speak. Abusive or obscene comments will not be allowed. Time allowed for comments may be limited. Individuals will only be called upon twice for the same topic after all persons have been called upon and as time permits. The Board may not respond to and will not take action on non-agenda topics at this meeting but may schedule the topic on the agenda of a subsequent meeting.

From the desk of:

L orie

September 2018

GENERAL REPORT ITEMS

PAYROLL REPORT

Payroll warrants -88765 to -88732 (direct deposits) and 40871 - 40912 were approved by the superintendent and paid in September.

MASBO REGION 4

As part of the MASBO board, I continue to match mentors with mentees. I will be attending the ASBO International conference the 20th – 25th in Kissimmee, FL.

CURRENT OFFICE ITEMS

A few hours each day are used for preparation for the school audit in November.

NEW BUSINESS ITEMS

When I presented the numbers for the budgets in August, I inadvertently included only the increase portion for the Building Reserve Fund. The intention was that the increase would be added to the fund balance. That would be the approved expenditure budget. I am asking that you approve the increased budget.

As part of our audit each year, we are required to classify each fund balance. I will have a spreadsheet breakdown for you at the meeting. This is a fairly recent addition to our required items and I cannot say that I am very well-versed in its application. One year I followed the auditor's suggestions and when the audit came around, she said I had it wrong. The next year I changed it and it was also not how she felt it should be. It is one of those financial items that really do not affect the day-to-day operation of the school but may have an impact on our ability to levy or run a bond.



Principal's Report

September 18, 2018

The school year is off to a good start. The first week the freshmen arrived early on August 20 and staff had a half-day PIR on Infinite Campus. Tuesday, August 21st, all students arrived for a half-day, and teachers used the PIR to review expectations from Mr. Norbeck, Mr. Moodry, and Ms. L. Carey. It was decided that a memo on expected behaviors would be sent home, which went out on August 30th (see enclosure).

The last week in August began with teacher PIR on Monday (8/27). The PIR began with a two hour ACE (Adverse Childhood Experiences) training with Barb Reiter and Pam Hanna. The rest of the day teachers learned how to use the Newsela program to help students with reading intervention and the Literacy Grant. We had our first OLWEUS Training August 28.

The week of September 4-6 was business as usual. Our first late arrival was on Wednesday the teacher did professional development led by Mrs. Erickson. The PD covered various strategies in writing, vocabulary as well as a follow-up discussion of ACE's training with Mrs. Layng. Mr. Dave Stratton from WET Engineering gave a CAD demonstration to Mr. Heimanns CAD and Industrial Technologies classes. It was a great presentation about real world applications of CAD.

Last week we began with our first staff meeting on Monday at 7:45. We reviewed the fire drill procedures and checked-in for weekly events. Tuesday, we conducted our first fire drill. The evacuation was efficient and productive. We found some area to work on and a debrief email was sent to all staff. This year's first Panther of the Week was Mariah Maichel. You can find the Panther of the Week announcements on the school website and the JHS App.

It has been a goal of mine to be in all the classrooms everyday to checkin with students and teachers. I have been able to do this all but one day (which I only made it to half the classrooms). I have also been publishing the Moodry Minutes on the website and app. I give a recap of the previous week and give upcoming events in video format. A new episode airs every Friday. I continue to work on updating and streamlining our communications/social media.

Activities Update:

Thus far, we have hosted a cross-country meet, three football games (one in Missoula), and three volleyball games. The cheer squad and pep band will perform at all our home events and post-season tournaments. Student Council, Science Olympiad, and FCCLA have had their initial meetings. The 2018 Homecoming will be October 1-5 (see attached). The 21st Century Afterschool programs began on September 10th. Students have a different activity available every day.

In discussion with our Southern B division, we have the lowest priced activities passes and admission. We are proposing our admission prices be increased to \$5 from \$4 for students/seniors beginning immediately. For the 2019-20 school year we propose to increase our participation fee from \$20 to \$25, adults from \$35 to \$40, and family from \$100 to \$120.

JHS Proposed Dress Code

The District's dress code is established to teach grooming and hygiene, to prevent disruption, and minimize safety hazards.

The primary responsibility for a student's attire resides with the student and parents or guardians. The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student. Students should be given the most choice possible in how they dress for school. Any restrictions must be necessary to support the overall educational goals of the school and must be explained within the dress code. Any dress deemed to disrupt the educational process is inappropriate.

1. Basic Principle: Certain body parts must be covered for all students
 - a. Clothes must be worn in such a way that genitals, buttocks, and nipples are covered with opaque material. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.
2. Students MUST wear:
 - a. Clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.
 - b. Shirts and dresses must have fabric in the front and on the sides (under the arms).
 - c. Clothing that covers undergarments.
 - d. Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
 - e. Specialize courses may require specialized attire
3. Students MAY not wear:
 - a. Headwear
 - b. Clothing having pictures or words, which contain profanity, hate speech, suggestive phrases or references to alcohol, tobacco products, drugs or violence.
 - c. Images or language that creates a hostile or intimidating environment
 - d. Midriff Baring shirts
 - e. Visible underwear
 - f. Bathing suits
4. Students will keep jackets in lockers. Backpacks and bags determined to be reasonable size by school administration may be used in class and between classes to transport materials. Bags must be able to be stored under desks and not in a place that can create a trip hazard for others. Students choosing to use backpacks must also understand policy 3231 allows school administration, teachers, and support staff the right to search bags if there is reasonable suspicion that illegal items may be hidden or contained within the backpack. If use of backpacks create a hazard or restrictions are being ignored, backpacks can be revoked from the student by school administration.

~~A student with a shirt deemed inappropriate will be asked to remove that shirt and another more acceptable shirt will be provided.~~

3. Special requirements for attire may be given for extracurricular activities and special areas such as the shop, science lab or home economics classroom.
- ~~4. All students are to wear proper footwear at all times.~~
- ~~5. All apparel must be **modest and decent**. No bare midriff is to show when standing relaxed. Tank top straps must meet or exceed 3 finger widths. No undergarments will be shown at any time.~~
- ~~6. Excessively sloppy dress will not be allowed. Clothes shall be clean and in good repair. Clothing with excessive holes or those above mid thigh length will not be tolerated.~~
- ~~7. Suggestive patches or emblems will not be worn.~~
- ~~8. Any Head Gear is not to be worn in the building during the school day.~~
- ~~9. Shorts and skirts will be allowed under the following guidelines:
 - a. The hem shall reach no higher than mid thigh.
 - b. No spandex, unless worn under shorts.
 - c. No sweats or cutoffs, unless properly hemmed.~~
- ~~10. Sunglasses are for outside rather than in classrooms.~~

~~Girls~~

- ~~1. Skirts are allowed under the same length restrictions as shorts.~~
- ~~2. Pants (jeans) must fit to the degree that underwear is not exposed.~~

~~Boys~~

- ~~1. Pants (jeans) must fit to the degree that underwear is not exposed.~~
- ~~2. No athletic undershirts or underwear will be worn as outer garments.~~

Violation of any of the provisions of the dress code will result in the student's being required to change clothes and time lost in doing so must be made up after school. Repeat offenders will be assessed Disciplinary action.

During school hours open flavored beverages must be contained in spill proof, auto closed container, (such as a CamelBak or Contigo bottle) and are only allowed in the classroom with teacher discretion). Food is allowed with teacher permission. Garbage must be disposed of properly. It is important that students and staff keep these materials cleaned up and non-disruptive to the cleaning personnel. This is a privilege that can be lost! No food or drink is allowed at any computer station.



August 28, 2018

Greetings,

Welcome to another school year! We have distributed student handbooks in English classes this week. We have created this Student Behavior Areas of Focus to build a more positive and productive learning environment. The intent is also to set forth my expectations to students, parents, and staff.

Please read, review, sign, and return the back page of the handbook acknowledging you have completed this activity. The following will be some areas of focus for the staff and administration. This document will be reviewed with students.

We are in review of the handbook and will recommend some changes at the September school board meeting on September 18 at 6:30pm. Please feel free to offer public comment at that time.

If there is something you feel should be addressed contact me at 225-3317 or mike.moodry@jhs.k12.mt.us.

I am looking forward to a great school year!

Sincerely,

Mr. Moodry

JHS Principal

2018-19 STUDENT BEHAVIORS AREAS OF FOCUS

Attendance:

Student will be allowed eight (8) absences during a semester per class period. Following the 9th absence, a committee of teachers and principal will conduct a hearing to recommend loss of credit for the course(s). Students must be in the classroom prior to the tardy bell. If a student is tardy they must receive a tardy slip from the staff member from where they are coming or from the office. Students will not be admitted to the class without a tardy slip. Multiple tardies will be addressed according to the handbook (which are hours of Friday Opportunity depending on the number of tardies).

Dress Code:

"Apparel must be modest and decent." Please read the most common violation below.

Girls

1. Skirts are allowed under the same length restrictions as shorts (may not be above mid thigh or fingertip length with arms extended to the side).
2. Pants (jeans/leggings) must fit to the degree that underwear is not exposed.

3. Tops must have shoulder straps that are at least 3 inches in width and cover any undergarments. Tops without straps (boat tops or off-the-shoulder shirts) must cover at least 3 inches above the shoulder.

Boys

1. Pants (jeans/leggings) must fit to the degree that underwear is not exposed.
2. No athletic undershirts or underwear will be worn as outer garments. Mesh shirts are not allowed unless worn over a t-shirt.

General Guidelines

1. No headgear will be worn in the building.

Violation of any of the provisions of the dress code will result in the student being required to change clothes and time lost in doing so must be made up after school. Repeat offenders will be assessed disciplinary action.

Cell Phone:

Cell phone will only be allowed before school, after school, lunch and during passing times (between periods). Teachers may allow cell phones to be used for educational purposes during class. Parents, please refrain from calling or texting your student during school time.

Consequences for violation will be as follows:

First Offense: Device turned into the office and returned at the end of the day

Second Offense: Parents will be required to pick up the phone in the office

Third Offense: Principal will meet with student and parents with the recommendation to check the phone at the office daily or leave the phone at home.

Hall Passes:

Hall passes will vary from teacher to teacher. Students must have some form of hall pass to be outside the classroom during instruction time. Students will only be allowed out of the class one at a time. If a student is excessively in the hallways during class time, they will only be allowed to leave class in an emergency.

Food and Beverages:

Food and beverages (non-colored or unsweetened) will be allowed to the discretion of the teachers on non-carpeted areas. Students are responsible for cleanup. If the custodians find excessive messes, the privilege of food and drink will be suspended.

Announcements:

Announcements will be read during third period, and during announcement/snack period by the teacher.

Snack Period:

We will have a daily snack period from 10:37-10:44. The Family and Consumer Science Department will have a snack available for sale in the cafeteria during that time. *Vending machines are to be used only before and after school, as per federal law.* Snacks may be consumed in the cafeteria or other non-carpeted, teacher supervised and approved areas.

2018 JHS Homecoming Schedule

Friday--September 28

Decorate Hallways and Paint the "J"

- Staff that are able to attend would be appreciated and rewarded with lunch provided by Mr. Moodry and Mr. Norbeck.
- We will run a student bus (Montana City Store 7:22 return at 4:10 from JHS) .
- Painting Paws (Student Council w/help)

Monday-October 1

- College Day

Tuesday-October 2

- Twin Day

Wednesday-October 3

- Hawaiian

Thursday-October 4

- Panther Pride (Wear your purple and gold)
- CC @ 7 of 7 Meet Helena TBA
- Shortened schedule. 2:11-4:06
 - 1st 8:00-8:46
 - 2nd 8:49-9:35
 - 3rd 9:38-10:24
 - 4th 10:27-11:13
 - 5th 11:16-12:02
 - Lunch 12:02-12:30
 - 6th 12:30-1:16
 - 7th 1:19-2:05
- 2:05-2:35 Pep Rally North Gym
- 2:36-4:06 Float Decorating/Carnival Setup (JHS Boosters are giving a pizza party for best float)
- 4:00 VB vs Broadwater (Homecoming) Announce Royalty 6:00 game 7:00

Friday, October 5

- We will run bus schedule (Montana City Store 7:22 return at 4:10 from JHS).
- 9:00AM 4-75 Run
- 11:00AM Powderpuff
- 12:00PM Macho Volleyball
- 1:30PM Lineup for Parade
- 1:45PM Parade
- 2:15PM Carnival (All Clubs are encouraged to have a booth, JHS boosters will donate all the money back to your organization)
- 5:00PM Booster BBQ
- 7:00PM Kick Off

Saturday

VB--JHS Tournament 9:00AM

**Jefferson High School District #1
Board of Trustees**

Superintendent's Report

Date: September 18, 2018

Agenda Item: E-3

3a-At Risk Coordinator Plan

The At Risk Plan has been in place for the past 4 years and continues to provide support for students at risk. The plan will be incorporated with Montana Behavioral Institute (MBI), the Literacy Grant, and Olweus Bullying Prevention work taking place at JHS and shared with Altacare professionals working with the District. Mr. Michaud will attend the second component of Olweus training later this school year.

3b-Enrollment

The enrollment for Jefferson High School has another significant increase for the 2018-19 school year. The current unofficial enrollment is 285 students. Last year the student population was 262. The final numbers will change before the first OPI count in October as YDI continues to have fluctuations in client population.

This is an 8.8% increase on top of last year's 15% increase. I will explore the options for budget amendment for JHS.

3c-Montana Council of Educational Leadership (MCEL)

I have included the information for the October MCEL conference in Missoula. This is a Professional Development opportunity for the administration and school board. The information gives a synopsis of all the sessions that can be attended. There is a lot of great information and I would encourage you to attend if possible.

3d-Safety Procedure Manual

Enclosed is the updated Safety Procedure Manual required by all schools in Montana. These updates will need to be approved.

Recommendation

Approve updated Safety Plan

3e-School Resource Officer (SRO)

I have included a sample draft agreement from MTSBA regarding a School Resource Officer. I have also included a MTSBA presentation regarding the use of an SRO.

PROGRAM STRATEGY

The intent of this program is to provide assistance to all students at JHS who are at risk. The first key component involves identifying students. Academic and attendance concerns will be identified through the collaboration of administration, faculty, staff, and parents.

All students will be provided appropriate services that include identifying, monitoring, and guidance to assist students with academic performance, career opportunities, and social development. The end goal is improved academic progress, study skills, behavior, and interpersonal relationships. It is important for families to recognize the services that are provided and access them to support the needs of their students.

The program will be coordinated by the Administration team composed of faculty, staff, school counselor, administration, and co-op specialists when needed. The team will meet on a regular basis to identify students in need of support and develop an action plan to coordinate proper services needed for success.

IDENTIFY STUDENTS WITH NEEDS

Currently, JHS has between 10-15% of students who fall behind because of a variety of factors that include social, emotional, psychological, and leading to poor academic performance. JHS is committed to providing an appropriate educational plan for all students and provide support for the development of a positive self image and success academically. Program in place as well as additional means will be used to provide an effective program for students. These include:

- Additional assistance programs available during the school day (Time to Learn, EdReady, Literacy Grant components)
- Increased individualized instruction
- Coordination with elementary schools regarding past practices used (MAPPS)
- Continued summer school program for credit recovery (Acellus)
- Coordination with outside agencies
- Learning Center development for enrichment activities
- After school 21st Century program

IDENTIFICATION FACTORS

Student placement and program development will be determined based on greatest need and will be assisted by the Administration team. Referrals and placement will be determined based on needs associated with the following criteria:

- Lack of academic success
- Attendance issues
- Discipline referrals
- Poor daily work
- Risk for dropout
- Apathy towards school
- Low academic achievement
- Change in family status and/or stressors
- Homeless

- Mental health issues
- Involvement with the courts
- Bullying and harassment
- Pregnancy

PLAN OBJECTIVES

The intent of the plan is to provide a program of study to meet the individualized needs of all students to promote academic success. Academic structure and integrity will be maintained and JHS will provide flexibility to create programs beneficial for individualized needs. These objectives include:

- Regular attendance
- Positive self-esteem
- Positive social skills
- Respect for staff
- Appropriate behavioral skills
- Improved self-discipline
- Improved coping skills
- Effective communication skills
- Increased participation in school related activities
- Improved healthy lifestyle
- Increased awareness of career opportunities

SUPPORT PROGRAM

The use of testing policies currently available will be used to determine academic growth as well as guidelines for career opportunities. Identified students will be tracked through present course obligations and requirements and plans will be articulated to provide the most adequate educational plan.

Proper levels of communication will be formulated between the school, students, and families providing relevant information, support, and resources. JHS will maintain accurate data files of individualized programs and construct a comprehensive listing of services available.

PROGRAM EVALUATION

The following components will be used by the administration for program review:

- Annual dropout rates (GEMS)
- Annual graduation rates (GEMS)
- Discipline referrals for identified students
- Annual attendance rates (School Master)
- Annual survey information (under development)
- Academic achievement scores (MAPPS, ACT, SAT, ASVAB)
- Annual school activities participation rates
- Administration team observations
- Exit survey for graduates/dropouts (under development)

ROLES AND RESPONSIBILITIES

- Evaluate students and programs
- Monitor progress
- Coordinate student identification
- Provide In-service and training
- Meet needs of each student
- Serve as a resource for teachers
- Encourage parental involvement (JHS Open Houses, Graduation Matters, CSIP)
- Provide assessment strategies
- Collaborate with staff (Professional Development, late arrivals)
- Coordinate with other agencies (MBI, Jefferson County Health, Altacare, Intermountain Health)
- Mentor students (JHS mentorship program, Peer Mediation)
- Communicate with staff
- Monitor students attendance and behavior (Attendance coach, MBI platform)
- Provide study skills to students (Time to Learn)
- Maintain records
- Select adequate referrals for guidance

SIGNS OF SUICIDE (SOS)

The Signs of Suicide program has been implemented and instruction occurs during the 1st semester of each school year. This student and staff driven initiative has become a component of the curriculum and is used by all students. The program uses sequential components to provide adolescents skills in coping as well as identifying key signs associated with students harming themselves. The program also provides training regarding interacting skills that helps and encourages adolescents to seek out and communicate with adults if a crisis occurs.

GRADUATION MATTERS

The 2018-19 school year will include the 5th year of a local Graduation Matters program, a community wide effort to encourage and provide support for all students to graduate. Although Graduation Matters has been dropped by OPI, the JHS community will work together to provide assistance to develop strategies on keeping students in school.

Reach Higher Montana will continue to provide assistance and guidance with FAFSA completions. They are also going to provide student assistance during 0 period. These two components are vital in helping both students and families overcome the hurdles of completing these requirements. Assistance will help alleviate stress and improve the efficiency of completion.



Montana Conference of Education Leadership

Missoula, Montana | October 17-19, 2018

[Click here to download PDF](#)

[of all MCEL Sessions](#)

Pre-Conference Sessions - Virtual and Legal Tracks

**Wednesday, October
17**

Virtual Track

1:00 pm – 5:00 pm

Location: *Grant Creek Salon E*

**Denise Williams, Executive
Director, MASBO; Dennis Parman,
Executive Director, MREA, Lance
Melton, Executive Director,
MTSBA; Kirk Miller, Executive
Director, SAM**

**Advocating for Education in the
2019 Legislative Session--** We will
use this time to discuss the outcome
of the K-12 Vision Group
recommendations and the areas of
consensus that SAM, MTSBA,
MREA, and MASBO (MT-PEC) have
for priorities for the upcoming
session.

**Transformational Professional
Learning Opportunities for
Montana Education Leaders --** We
will describe the professional
learning opportunities we have

Thursday, October 18

Clinic Session I

10:40 am – 11:30 pm

Introduction to Procurement Cards

Presenter(s): Holly Wallace, Illinois
ASBO

This session will offer an in depth
look into how procurement cards
provide a variety of advantages and
benefits over cash, checks,
purchase orders and credit card
purchasing.

Location: *Grant Creek Salon A*

SAM LPLP -- Making a Difference for Education in Montana

Presenter(s): SAM LPLP
Leadership and Providers

The SAM Leaders Professional
Learning Program (LPLP) provides a
unique and innovative approach to
professional learning for Montana
school leaders by offering an
opportunity for participants to receive
student-focused, solution-based
professional development designed
to be responsive to the challenges
and issues administrators face each
day. Connecting new and
experienced administrators
throughout the state, LPLP's multi-

Friday, October 19

Clinic Session V

8:30 am – 9:20 am

The MCS Top Ten!

**Save your School Thousands \$\$
on Our Most Popular Products
and Services**

Presenter(s): Dave Puyear, Director
of MCS & AEPA Contract Specialists

This clinic session will feature the
most popular products and services
offered through MCS and our
national AEPA bids being used by 27
states across the country. Come
hear from a variety of experts on
how your school can save thousands
on these top-quality products.

Location: *Grant Creek Salon C*

Myth Busting – Fears that Inhibit Implementing Personalized Learning

Presenter(s): Joe Steele, St. Regis
School District

This presentation will address many
of the concerns teachers,
administrators, trustees and parents
have about transforming education
from a traditional methodology to a
personalized learning methodology.
Research and data will be provided

developed collaboratively (MT-PEC Governance Training) and the opportunities we have established for our members (e.g. SAM would highlight the SAM Leaders Professional Learning Program, MTSBA could highlight any number of workshops and opportunities provided throughout the year, MASBO could highlight their regional workshops, MREA could highlight the programs available to members like MCS). These are just examples, I'm sure we would each have some ideas.

Recruitment and Retention of Quality Educators for Montana --

We will highlight the progress of RISE4MT and the collaboration with the MUS Rural Recruitment and Retention Task Force leading to legislation, etc. We will also discuss the goals going forward -- the use of the REL NW Survey results, funding of legislation for 2017, creating education as a career pathway (Educator's Rising, BPE approval of Teacher Education Dual Credit course for CTE credit at Board discretion), the many other things that RISE4MT established going forward. Click [HERE](#) to see the RISE4MT report given to the Education Interim Committee in January that could be used as a resource for this session.

Flexibility and Efficiency Options for Montana's Public Schools--

Montana's public schools have gained substantial funding flexibility under changes in Montana law over the last several years. This session will provide an overview of these flexibilities as well as collaborative

faceted blended learning approach consists of a rich online resource center and collegial learning networks, including one-on-one coaching with experienced Providers. This session is intended for all administrators and school board members who want to learn more about this professional learning experience and how it can benefit your district.

Location: Grant Creek Salon B

Small and Rural School Leader Roundtable Discussion

Presenter(s): Dennis Parman, MREA Executive Director; Rich Batterman, MREA Chief Legal Counsel; John Iverson, MREA Lobbyist

If you are a small school leader in Montana, this workshop is for you. Several experienced Superintendents; MREA Executive Director, Dennis Parman; Rich Batterman, MREA Chief Legal Counsel; and John Iverson, MREA year-round lobbyist will on hand to help answer questions. Now is the time to join in this informative workshop designed specifically for the new small school leader in mind.

Location: Grant Creek Salon C

SAM at Work for You!

Presenter(s): Kirk Miller, Executive Director, SAM & Pat Audet, Associate Director, SAM

Join the SAM leaders for an interactive session exploring the resources available to SAM members and members of the education community for

as well as the progress and results of St. Regis Schools' implementation of personalized learning and competency-based learning.

Location: Bitterroot River A

Making Cents of Wellness

Presenter(s): Trina Bertram, MSSF, Operations Supervisor

How to provide an inexpensive wellness plan for your district. The ins and outs of getting your leadership team to make it effective and positive for your staff. Additionally, how does your dental and vision exams support your overall wellness.

Location: Bitterroot River B/C

Clinic Session VI

9:30 am – 10:20 am

Spending Dynamics Q&A

Presenter(s): Holly Wallace, Illinois ASBO

Participants of MASBO's Procurement Card program are encouraged to attend this session to learn the most efficient and effective ways to work with the SpendDynamics online program management and reporting tool. Bring your questions!

Location: Grant Creek Salon A

Follow up to The MCS Top Ten!

Save your School Thousands \$\$ on Our Most Popular Products and Services

Presenter(s): Dave Puyear, Director of MCS & AEPA Contract Specialists

decision-making processes for reviewing and determining which innovations are right for your district, based on resources in MTSBA's Flexibility and Efficiency Model Policy Series. Topics covered will include proficiency-based ANB, transfers for school safety, multidistrict agreements, flexible enrollment options below 5 and beyond graduation, tuition levy for unfunded IDEA costs, and Adult Education.

Building Reserve Funds – Permissive Levies -- Need to make improvements to your school buildings? Districts now have the ability to raise local funds through a permissive levy in the Building Reserve Fund. This session will focus on how it all works: the limits, potential state funding, allowed projects and accounting issues.

Drug Testing for Students and Staff -- In this session, the MTSBA policy services staff will review the laws and policies governing drug testing students and staff members. The presenters will review collective bargaining procedures, testing and sample maintenance, and appropriate discipline for positive tests.

Legal Track

1:00 pm – 5:00 pm

MTSBA Legal Staff

Location: *Grant Creek Salon F*

Closed Sessions: The Exception to the Open Meeting Law -- In this session we will review the legal

Professional Learning and Services, Advocacy and Leadership Involved in Decision Impacting Education. We will show you how to access and use those resources and have a great discussion about opportunities for professional learning, key advocacy issues, and leadership development.

Location: *Grant Creek Salon E – Virtual Track*

MTSBA Strategic Governance Policy Series

Presenter(s): MTSBA Policy Services Staff

In this session, we will review the policies that assist districts in adopting a research-based governance model called Knowledge Based Strategic Governance. The policies reviewed will include processes and techniques to ensure regular strategic analysis of the environment in which a school district operates to promote ongoing relevance in meeting staff, student and community needs.

Location: *Grant Creek Salon F*

Current Topics From OPI

Presenter(s): Jule Walker

I will be discussing relevant OPI issues current to Montana Hope—The whole child approach; Montana Teach—Growing Teachers and Education Leaders; Montana Learn—Academic Achievement; Montana Ready—College, Career, and Community Readiness.

Location: *Grant Creek Salon G*

Opportunities under ESSA in Montana

This clinic session will feature the most popular products and services offered through MCS and our national AEPA bids being used by 27 states across the country. Come hear from a variety of experts on how your school can save thousands on these top-quality products.

Location: *Grant Creek Salon C*

Twitter for Schools

Presenter(s): Kelly Kinsey, Lockwood School District

Twitter is a major force in helping schools. From personal pd. to staff help and getting your message out to your community. Twitter has something for all areas of your school. I will talk about how I use it for me, for staff, for our school.

Location: *Bitterroot River A*

This Could be Your Classroom. . . (2-hour presentation)

Presenter(s): Liz Cunningham, T.E.S.T., Inc.

Join T.E.S.T.'s workshop where SMART Technologies will model an effective interactive classroom where *students*(workshop participants) will be fully engaged and interactive with their learning. During this workshop, students will be immersed in a simulation of a real-life scenario that can occur in any classroom in Montana. Using emerging technologies, learn how to implement preventive measures to enable your teachers to use vetted practices to de-escalate some situations. Experience how the SAFE (Signal Alert For Education) System from Audio Enhancement,

standards that must be met before a board may meet in closed session, preparing for a closed session, and recent court decisions guiding how the school district should manage issues requiring a closed session.

Coach Evaluations and Contracts-

- In this session, we will review best practices for making coaching and other extra-duty decisions to ensure the rights of individuals and the interests of the district are protected.

Discipline for Change: Re-Integration of Employees After Discipline--

A discussion of rehabilitating employees with disciplinary issues. What can your school do to address disciplinary problems when they occur and how can those subjected to discipline be re-integrated into the staff? Discuss disciplinary best practices, management methods, and effecting change through personnel choices and strategies.

School Construction: Pre-Bond Preparation--

In this session will review the legal requirements and best practices for districts preparing for a major building or facilities project before the bond election. The presenters will review retaining the needed professional services, executing needed contracts and securing community input and support.

School Construction: Post-Bond Building--

In this session will review the legal requirements and best practices for districts preparing for a major building or facilities project after a bond measure has been

Presenter(s): Susie Hedalen

I will begin the presentation with an update on ESSA and FAQ's. I will discuss the opportunities within the ESSA to prepare our students to be college, career and community ready at each grade span. I will share information on the school report cards that will be coming out in December and how they can be used as a tool to set goals and work toward school improvement. I will ask for input on critical areas still under development in the state plan.

Location: Bitterroot River A

Increasing Efficiency in School Purchasing

Presenter(s): Dave Puyear, Director of MCS & AEPA Contract Specialists

MCS is part of the national AEPA consortium that leverages that purchasing power of 27 states in developing bids on thousands of products and services used by schools across the nation. These bids meet all Montana legal requirements and save Montana Schools tens of thousands each year. This session will feature information on the latest national bids now available to Montana schools along with updated information on the Online Marketplace and new Food Services Online Ordering System implemented this past year. MCS can save Montana schools tremendous time and precious resources...don't miss this update on a program owned and operated by-and-for our Montana Schools!!

Location: Bitterroot River B/C

Inc. will connect the teacher and classrooms to first responders for quick response and communication. This revolutionary system captures classroom proceedings for just-in-time help and safety. Integrated with Avigilon's unique portfolio of surveillance and access control solutions help protect what's most valuable, our kids and staff!

Location: Bitterroot River B/C

Clinic Session VII

10:30 am – 11:20 am

Excel Spreadsheets

Presenter(s): Rebekah Rhoades, Lewistown School District; Mike Waterman, Bozeman School District

Bring a laptop that has Excel, web access and a battery that will get you through 50 minutes of Excel formulas and graphs. Property tax concepts will also be covered.

Location: Grant Creek Salon A

SAM LPLP Transformational Learning (TL) Collegial Learning Network (CLN)

Presenter(s): SAM LPLP PL CLN Lead Provider and Team

The Transformational Learning Collegial Learning Network is a group of district and school leaders dedicated to implementing personalized learning practices in their schools. Each team member has their own specific purpose. The common purpose they all share is to improve student learning through the application of personalizing learning strategies in all classrooms that benefit individual student needs.

approved by the voters. The presenters will discuss bid procedures, alternative delivery options for retaining the needed professional services and executing needed contracts.

Staff Accountability and Evaluations-- A presentation on evaluative best practices and applied accountability in the workplace. How can your school maximize the value it deserves from its employees and document areas for improvement?

Clinic Session II

1:00 pm – 1:50 pm

Wage & Hour

Presenter(s): Windy Knutson, MT Dept of Labor

Learn about the provisions of the Montana Wage Payment Act, minimum wage and overtime law, Public Contracts / Prevailing Wage Law and how it applies to classified versus certified staff. Come with your questions about minimum wage, overtime, vacation and sick leave, holidays, and other wage and hour situations unique public to school districts.

Location: Grant Creek Salon A

SAM LPLP Face-to-Face Event

Presenter(s): SAM LPLP Leadership and Providers

This session is intended for all SAM LPLP 2018-19 Members to engage in dialogue about the start-up of the program and meet with their Providers and Collegial Learning Networks. You are also invited to this session to learn from those in the program the benefits of signing up. The SAM LPLP Program Director, LPLP Providers, and role-alike leaders will be present to meet with school leaders to discuss new questions and challenges that have come to light with their new position. Included will be some handy tools of the trade and advice from successful seasoned administrators. Information about SAM's LPLP Program will also be available at this session. We welcome any administrator relatively new to their

Location: Grant Creek Salon B

Preparing Students for ACT Test Skills and College Level Math and English with EdReady Montana

Presenter(s): Ryan Schrenk, Montana Digital Academy

Montana is leading the way for the nation in our use of EdReady to help meet the needs of preparing students for college-level math and English. Since 2013, both flagship universities in Montana have worked to prepare students using the program in math. Many of the state's colleges and high schools are also working to bridge the gap to preparing students for ACT and other standardized tests or directly for college math classes. The data from recent programs at both MSU and UM will be shared and discussed. The MPLEX re-take program at MSU and the soft placement for some math classes at UM have shown great results! Also new in 2018, is the EdReady English program. Learn how schools are using the program to prepare students for ACT test skills and college-level English. Montana has been piloting the new program for 2 years and our educators have helped shape the program into what needed to be leading up to the public release in 2018.

Location: Grant Creek Salon C

Safety Supervisory Skills for Principals and Supervising Teachers

Presenter(s): Annette Satterly and Harry Cheff, MSGIA

position who would like to come, visit and ask questions regarding their administrative role.

Location: Grant Creek Salon B

Preparing Students for High School Level Math with EdReady Montana

Presenter(s): Ryan Schrenk,
Montana Digital Academy

Montana is leading the way nationally in the way we are using EdReady to bridge the math learning gaps between primary and secondary education. Learn about the innovative approaches and impacts of the program at this session. A panel of educators will discuss their experiences with the program and how it has impacted their schools, teaching practices and students.

Location: Grant Creek Salon C

School Safety Measures in Montana

Presenter(s): MTSBA Policy
Services Staff

In this session, the MTSBA policy services staff will discuss the overall issues with school safety and the steps the Montana legislature and Montana school districts have taken to provide students with a more secure school environment. Discussions will include facility safety measures, budgetary flexibility, relations with school resources officers, coordination between school districts and law enforcement, student

Join the MSGIA risk management team as they guide you through helpful risk management checklists and best practices for this unique group of front-line supervisors as it relates to liability and workplace safety exposures in our Montana public schools.

Location: Bitterroot River A

Clinic Session VIII

11:30 am – 12:20 pm

Roundtable Discussions – four 20-minute rounds (2-hour Presentation)

- Multidistrict Agreements – Lora Tauck, Ekalaka
- Protested Taxes – Donnie McVee, Laurel
- INTERCAP Loans – Louise Welsh, Board of Investments
- Small Schools Issues – Della Van Horn
- Clerk/Superintendent/Board Duties – Carrie Ruff
- MASBO Mentor Program – Lorie Carey

Location: Grant Creek Salon A

Building Opportunities for Student Success

Presenter(s): Douglas Reisig,
Hellgate Elementary School District

There are many components that are factors in developing and maintaining high performing schools. Hellgate Elementary, a 2015 National Blue Ribbon School, with an enrollment of 1,500 students, implemented six key components that assisted the school district in re-tooling its culture, its operations and

privacy concerns, and authorizing school employees to carry a weapon.

Location: Grant Creek Salon E – Virtual Track

Transforming Educational Outcomes

Presenter(s): Emily Dean, Communications Specialist, MTSBA

There are few other factors more determinant of a child's future than proximity to poverty and educational opportunities. In this session, we will explore research and strategies to improve student outcomes and wellbeing. We will discuss data-driven tools to develop greater opportunities for students and increase the likelihood of breaking the cycles of poverty to fulfill the promise of education as the 'Great Equalizer.'

Location: Grant Creek Salon F

Historical Trauma Through Cultural Resilience (2-Hour presentation)

Presenter(s): Deserae Kill Eagle

This presentation will be an overview of U.S. federal policies and how they have historically impacted Indigenous communities of North America, resulting in the loss of traditional ways of life through forced acculturation and assimilation. Resultantly, tribal nations currently suffer from historical and intergenerational trauma due to the impact of colonization. Despite governmental assimilative tactics,

its educational commitment to its students, parents, and community stakeholders in order to be recognized as a high performing school district.

Location: Grant Creek Salon B

MTDA Rural Access Initiatives

Presenter(s): Robert Currie and Jason Neiffer, Montana Digital Academy; Dennis Parman, MREA

Since 2010, MTDA has been offering distance learning opportunities to students across Big Sky Country. Recognizing the particular importance of our programs to Montana's rural schools MTDA has established itself as the primary resource and partner in providing equal access to educational opportunities and options to students. Join MTDA leadership along with MREA's Executive Director and participate in a discussion of the academy's data and impact as well as plans for expanding AP and dual credit opportunity initiatives for high school students.

Location: Grant Creek Salon C

Federal Update

Presenter(s): Dennis Parman, Executive Director, MREA

Come hear the latest news out of Washington DC that has been, is, or could be impacting K12 public schools in Montana. From impacts of trade, health care, USED, to the White House – there are many moving parts you will want to hear about.

tribal nations still possess innate protective factors such as cultural resiliency to overcome historical loss symptoms of poverty, violence, discrimination, and oppression.

We will explore the complexities of the human experience, by examining and validating the historical experiences of American Indians, which is often compromised in the research, literature, and within educational institutions. In addition, information regarding the history of Indigenous people will promote a better understanding of the multi-faceted challenges that exist on reservations, which are direct derivatives of intergenerational and historical trauma. Lastly, this session will help create a sense of community by viewing the current assets of tribal nations as tools to overcome historical loss and contribute to sustainable solutions for future generations.

Location: Grant Creek Salon G

How to Make the Most of P12 and Two-Year Partnerships

Presenter(s): Dr. Dave Gurchiek, Dean Highlands College; Dr. Susan Wolff, Dean Great Falls College; Dr. Stacy Klippenstein, President Miles City Community College; Dr. Cliff Coppersmith, City College

Join academic leaders from throughout Montana for a discussion of critical issues impacting two-year education and its mission in preparing students for high-skilled, high-demand careers and the challenge of providing America a skilled labor force that meet the

Location: Grant Creek Salon E – Virtual Track

Avoiding and Defending Human Rights Complaints

Presenter(s): MTSBA Legal Staff

A discussion of best practices for avoiding discrimination complaints and the process involved in defending complaints filed with the Montana human Rights Bureau.

Location: Grant Creek Salon F

Creating Connections with Students of Trauma

Presenter(s): Sara and Beez Lucero, Miles City Public Schools

Being trauma-informed is a must for every educator in today's schools. We will provide strategies and information that can immediately be put to use in classrooms at both the primary and secondary level. Our training is specifically geared towards education and providing teachers, school support staff, and administration with a better understanding of students who struggle and how to build relationships with them. This shift in mindset has truly altered how we work with all students on a daily basis and has had a major impact on our teachers who have attended this training.

Location: Grant Creek Salon G

You are the Wild Card

Presenter(s): Jon Konen, Billings Public Schools; Travis Niemeyer, Great Falls Public Schools

needs of the 21st century. Topics include dual enrollment, certificates, and associate degrees that create pathways to employment and/or transferability to four-year colleges and universities. Attend this presentation to learn how two-year education is an investment in the future of our workforce, our economy, and our country.

Location: Bitterroot River A

Intelligent Unemployment

Presenter(s): Theresia LeSueur,
Director of MTSUIP

You will come away with actionable strategies for reducing unemployment costs through the next generation of intelligent claims response. This session will help you identify and elimination sources of non-compliant claims response. Recognize various strategies for reducing improper and fraudulent charges to a school district's state unemployment account.

Location: Bitterroot River B/C

Clinic Session III

2:00 pm – 2:50 pm

ESSA Expenditure Reporting

Presenter(s): Kara Sperle, Office of
Public Instruction

Provisions of the Every Student Succeeds Act (ESSA) require an ESSA report card for each school district which includes a per pupil expenditure report. Districts with an enrollment greater than 1,000 are required to report expenditures by

The principal is the most influential person in the school. The Wild Card. Travis and Jon will delve into 21+ ideas on how the principal drives the culture of a school. Participants will share their work on culture building strategies as well as being part of a larger card game.

Location: Bitterroot River A

We Need a New School...Now What?

Presenter(s): Anthony Perpignano,
CWG Architects

Many districts are dealing with either outgrowing their current environment or deteriorating facilities. So what is the solution? Whether the answer is to remodel, add an expansion, or build a brand new school, this presentation will take you through the process from passing a bond, to selecting your design team and contractor, to the completion of the project.

Location: Bitterroot River B/C

Clinic Session IX

12:30 pm – 1:20 pm

A Place to Belong and Become

Presenter(s): Laurie Barron,
Evergreen School District

Educators have been entrusted with the care, nurturing, and education of our students, and, therefore, our schools must be places where student feel they belong, where they are respected and valued. Schools must also be places where students can become, where their potential is recognized and nurtured. Based on

school code beginning in FY2019. The districts with an enrollment less than 1,000 will have a report completed at the LE level instead of the school code level. This session will explain the ESSA requirements and guidance that was developed by a work group of OPI staff, business manager/clerks from affected districts and software programmers.

Location: Grant Creek Salon A

SAM LPLP Comprehensive Schools (CS) Collegial Learning Network (CLN)

Presenters: SAM LPLP CS CLN Lead Provider and Team

This presentation will give a better understanding of how the Office of Public Instruction's Comprehensive Schools Program operates with the assistance of the SAM LPLP. This face-to-face event is for CS CLN members to continue their work in guiding their program and navigating the resources available to them.

Location: Grant Creek Salon B

A Pathway to Change – School Infrastructure Improvement Projects (2-hour presentation)

Presenter(s): Bridget Ekstrom, D.A. Davidson & Co.; Dan Semmens, Dorsey & Whitney; Mike Waterman, Bozeman Public Schools; Pat McHugh, Missoula Public Schools; Scott Kinney, Superior K-12 District; Doug Reisig, Hellgate Elementary District; Christopher Morgan, S&P Global Ratings; David Mares, S&P Global Ratings

The presenters will provide:

the AMLE book of the same name, Laurie will share practical strategies and programs schools can implement to ensure schools are places where students can both belong and become.

Location: Grant Creek Salon B

Top 5 Ways to get in Special Education Trouble and How to Avoid Them

Presenter(s): Frank Podobnik, Dick Trerise, Mandi Gibb, Dale Kimmet, OPI/Special Education

Districts often find themselves in conflict with parents of students with disabilities. This discussion will reveal common mistakes districts make and offer solutions to avoid costly, negative situations that may end up in legal proceedings.

Location: Grant Creek Salon C

SAM LPLP -- Making a Difference for Education in Montana

Presenter(s): SAM LPLP Leadership and Providers

The SAM Leaders Professional Learning Program (LPLP) provides a unique and innovative approach to professional learning for Montana school leaders by offering an opportunity for participants to receive student-focused, solution-based professional development designed to be responsive to the challenges and issues administrators face each day. Connecting new and experienced administrators throughout the state, LPLP's multi-faceted blended learning approach

i: ideas on how some school districts have recently implemented change in their communities through facility improvement projects; and

ii: information on important steps to consider during the planning, election, financing, rating and construction phases of the process.

The successful recent building projects highlighted during the presentation will provide ideas and inspiration to bring about change in attendees' districts.

Location: Grant Creek Salon E – Virtual Track

Receiving and Processing Complaints in Montana School Districts

Presenter(s): MTSBA Legal Staff

In this session, the MTSBA legal staff will review complaints that can be submitted to school districts under the uniform complaint procedure, Title IX and Section 504. The presenters will cover effective investigative techniques, appeal procedures, and compliance with state and federal laws.

Location: Grant Creek Salon F

Creating Trauma Sensitive Schools and Communities

Presenter(s): Darlene Sellers, MSU Northern Professor; Craig Mueller, Havre School District; Curtis Smeby, MSU Northern Professor

This presentation will highlight the experience of Havre's Trauma Sensitive School Initiative (HTSSI) which includes the Havre community and the National Council for

consists of a rich online resource center and collegial learning networks, including one-on-one coaching with experienced Providers. This session is intended for all administrators and school board members who want to learn more about this professional learning experience and how it can benefit your district.

Location: Grant Creek Salon E – Virtual Track

Effective School District Communications and Community Engagement

Presenter(s): MTSBA Communications Staff

In this session, the MTSBA communications staff will review the best practices for school districts to establish a brand in the community through innovative and traditional community engagement strategies. The presenters will review methods of distributing timely and accurate information to community stakeholders while meeting emerging groups through new platforms.

Location: Grant Creek Salon F

A Guide to ADA Transition Plans

Presenter(s): Scott McDowell, Anderson School District

Accessibility is bigger than just your website! A Board-approved ADA Transition Plan not only will help you plan to remove the barrier to further promote the success of all students...it is the law! Com learn

Behavioral Health's Trauma Sensitive School – Learning Community. Havre was one of twenty districts nationwide to engage in this year long process. The presentation will provide a background of trauma research beginning with the Adverse Childhood Experiences (ACEs) research and its transition to understanding toxic stress and how it effects the learning processes. It will also provide participants the opportunity to share and think how increasing trauma awareness and sensitivity in their districts would support the success of all their students. Lastly, the presentation will share resources and introduce the importance of self-care, maintaining community partners support, developing protocols and building best practices

Location: Bitterroot River A

Clinic Session IV

3:00 pm – 3:50 pm

Wage & Hour

Presenter(s): Windy Knutson, MT
Department of Labor

Learn about the provisions of the Montana Wage Payment Act, minimum wage and overtime law, Public Contracts / Prevailing Wage Law and how it applies to classified versus certified staff. Come with your questions about minimum wage, overtime, vacation and sick leave, holidays, and other wage and hour situations unique public to school districts.

Location: Grant Creek Salon A

some general facts, guidelines, and tips for developing an ADA Plan for your buildings and playgrounds.

Location: Grant Creek Salon G

How the OPI Montana Autism Education Project Can Help Your School

Presenter(s): Doug Doty, OPI
Montana Autism Education Project

The OPI Montana Autism Education project can provide the following FREE services to public schools in Montana:

- Consultation on students with autism
- In-district, regional and statewide training on autism
- Online autism training for OPI CEUs
- Attend and learn how to use these FREE services for your school/district.

Location: Bitterroot River A

Stay Back from the Cliff: Teaching Staff About Professional Boundaries

Presenter(s): Michelle Paine,
Kalispell School District

Effective schools embrace the idea that relationships are key components to learning, engagement, and motivation. However, sometimes relationships cross the boundary into dangerous places. This session explores ways to define and promote appropriate relationships and how to train staff on best practices.

Location: Bitterroot River B/C

**SAM LPLP Social Emotional
Learning (SEL) Collegial Learning
Network (CLN)**

Presenter(s): SAM LPLP SEL CLN
Lead Provider and Team

The Social and Emotional Learning Collegial Learning Network is a group of district and school leaders dedicated to implementing effective social and emotional learning practices in their schools. Each network member has his or her own specific purpose. The common purpose they all share is to improve student learning through the application of social & emotional learning strategies in their classrooms.

Location: Grant Creek Salon B

Legal Ethics for Trustees

Presenter(s): MTSBA Legal Staff

Join the MTSBA legal staff for a discussion of statutory and other ethical obligations and restrictions for school district trustees.

Location: Grant Creek Salon F

**Partnerships with Job Corps the
Change Students' Lives**

Presenter(s): Arlene Bigby, Kicking Horse Job Corps

This presentation explains the opportunities for partnerships between Montana schools and the three Job Corps: Anaconda, Kicking Horse and Trapper Creek in the state. These partnerships give students options for successfully completing their secondary education while obtaining trade certification and still maintaining ties

to their home school. The presentation will outline how schools and job corps can work together as well as the trades offered at the three centers.

Location: Grant Creek Salon G

**Writing Coaches of Montana –
Inspiring and Supporting
Students as Thinkers and Writers**

Presenter(s): Beverly Ann Chin,
University of Montana, Dept. of
English

Do your students need to improve their writing skills? Are you looking for ways to engage your community as supporters of teachers and students? If you answer YES to these questions, then you'll want to learn about Writing Coaches of Montana (WMC), a non-profit community-based organization that works in middle/high schools with individual students to inspire and improve their thinking and writing.

Location: Bitterroot River A



SAFETY PROCEDURE MANUAL

Revised 9/7/2018

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COMMUNICATION PROCEDURE FOR PERSON IN CHARGE

Fire.....225-4075
 Ambulance.....225-3196
 Sheriff.....225-4075
 Boulder Police.....225-3694
 Poison Control.....1-800-525-5042

Inform dispatcher specifically where your command post is (the location where the Person in Charge or his/her designee can be found at all times). Remain there until help arrives.

If it is necessary to send anyone to a hospital by ambulance for a serious injury, send a staff member along to serve as a liaison between the hospital and district administration, with instructions to relay progress reports as soon as possible.

Immediately Report Crisis to:	Home	Cell	Office
THE OFFICE OF SUPERINTENDENT (If no answer, one of the principals)	N/A	498-4539	225-3740
CHAIRPERSON OF THE SCHOOL BOARD			
RED CROSS (IF NECESSARY) WILL CONTACT			
ADMINISTRATIVE CHAIN OF COMMAND			
High School Emergencies			
Tim Norbeck	N/A	498-4539	225-3740

MEDIA PROCEDURE

The only means to inform the general public is by the mass media (radio, television, and newspapers). We must provide prompt and accurate information. Any misinformation can create confusion. Isolated quotes from individuals are usually incomplete or misleading and therefore **MUST BE AVOIDED**.

PLEASE ALERT ALL STAFF TO THE FOLLOWING DIRECTIVE: After calling emergency series and following safety procedures for your building, it is imperative that employees **IMMEDIATELY** relay factual information regarding any emergency or disaster to the Superintendent's office. (This phone will **ALWAYS** be answered.) The Superintendent's office will notify other school district people determined necessary to respond to the emergency.

Superintendent, or their appointed designees will handle the release information. Please refer ALL media to them.

BUILDING CHAIN OF COMMAND (Person in Charge)

	Home	Cell	Office
Tim Norbeck		498-4539	225-3740
Mike Moodry		490-1816	225-3317
Dan Studevart		439-9297	225-3317

ALTERNATE SCHOOL LOCATIONS

(Except for Hazardous Materials, see Hazardous Materials Section for exceptions)

The following locations have been secured for immediate, temporary housing of students before they are bused to another safe alternate site.

St. Catherine's Catholic Church	214 S Elder	225-3222
Boulder Elementary	205 S Washington	225-3316

The students will walk to these locations and then be bused to the fairgrounds until the emergency is over. If the emergency is resolved before the end of the school day, students will return to the school and school will be dismissed with the buses running as usual.

In the rare event an alternate site is needed, a phone call **MUST** be made to alert the people in the alternate facility. If the alternate location is not a school, a "Hold Harmless Agreement" will be signed by the school district and the property owner assuring them that students will be supervised by district employees while on the premises and the school has insurance to cover any injuries or property damage while the students are at their facility. The property owner, school, and administrative office will each have copies of the agreement.

Some Special Education students may need special transportation. Make arrangements following instructions under section "References Unique to Your Building."

JEFFERSON HIGH SCHOOL DISTRICT #1 HOLD HARMLESS AGREEMENT

In consideration of the use of _____
for a temporary shelter for school children during a School District determined emergency, Jefferson High School District #1 to defend and hold harmless for injuries or property damage arising out of such use. The coverage is to be in effect while students are at your location. The students will be supervised by District employees while on your premises.

You will be notified by the School District before any students are brought to your facility.

FIRE DRILL PROCEDURES

1. At the sound of the fire alarm, all students must exit the building in a prompt, safe, and orderly fashion.
2. The first pupils outside must move away from the building so they do not block the exit from those following.
3. Teachers are responsible to see that students move away from the building, take roll call, and cross the street when necessary to clear the area.
4. The principal of the building will be responsible for preparing an evacuation diagram for each floor of the building under his/her supervision. It shall be posted on the wall in every classroom.

POLICY STATEMENT OF THE SUPERINTENDENT

School authorities have both a moral obligation and a legal responsibility to provide for protection of public property and life, health and property to students, faculty and staff emergencies.

A comprehensive, concise and specific plan has been developed and coordinated to cover emergencies and will consist of a plan for the high school in Boulder, Montana.

Plans will include checklists and lines of succession and emergency assignments clearly designated. Consideration must also be given to security and preservation of essential records and sensitive areas such as boiler room and electrical panels.

See tab "Emergency Numbers-Communication Procedure" for the name of the Person in Charge to succeed me in the event of my absence or incapacitation.

This Crisis Procedure must be previewed and updated annually prior to the commencement of school in August. Any changes will be provided to the principal and must be reflected in all procedure manuals immediately.

Tim Norbeck, Superintendent

STATEMENT OF CIVIL DEFENSE DIRECTOR'S RESPONSIBILITY

The Jefferson County Office of Disaster and Emergency Services (Civil Defense) will assist school officials in disaster awareness. Their responsibilities include:

1. Collection, analysis and dissemination of information concerning potential disasters.
2. Establishment of a warning system to assure that school officials receive immediate word of any situation that may cause a threat to the schools or their students.
3. Coordination of fire, sheriff, and other support for the schools, both in disaster planning and in the event of an actual disaster.
4. Assistance in the training of school personnel who may require special training as a result of their disaster response assignment.
5. Assistance in dealing with state or federal officials during the recovery phase.

POLICY STATEMENT OF THE PRINCIPAL

Each school's Crisis Procedure plan will be updated yearly to better reflect the actions required to minimize the loss of life and injury to persons and to property.

The principal will be the planning coordinator and will involve the necessary staff to accomplish the objectives. Faculty responsibilities for implementation of the plan will be assigned by position.

Assignment of duties to specific individuals does not relieve other school employees from acting in their areas of responsibility in emergencies.

At least once a year, within one month after school commences, the principal will arrange for a faculty meeting for the purpose of reviewing the validity of the plan and to update the staff regarding new procedures.

A chain of command (Person in Charge) that will include names and phone numbers of the persons to succeed the principal in the event of his absence or incapacitation will be designated in writing on tab "Media Procedure-Building Chain of Command" and prominently displayed in the school office.

PRINCIPAL'S CHECKLIST

1. Determine command post in your building (that location where Person in Charge or designee can be found at all times), usually the office so there is access to a telephone. Appoint a person to stay by the phone.
2. Assign written chain of command (Person in Charge) in your building and have posted in the building administrative office. Record names on the tab "Media Procedure—Building Chain of Command". Alert all personnel to their assignment.
3. Have first aid equipment and instruction in designated shelter area in your building.
4. Review teacher checklist with staff on a regular basis and be certain each teacher has a check list available at his/her desk in his/her classroom.
5. Review custodian checklist with staff on a regular basis and be certain each custodian has this list immediately available in his/her office.
6. In an emergency, see Chain of Command listed below for Person in Charge. It is mandatory that the Person in Charge be easily identified by wearing a "Person in Charge" badge (provided). Person in Charge will arrange for checking of all restrooms, vacant rooms and locker rooms.
7. Secretary will secure all records and office valuables in a safe place.
8. Confirm that roll count of students is received at command post.
9. If a student is released to an individual other than parent, get a signed statement from that person including the child's name, pickup time, the person picking up the student and the final designation.

Reference unique to your building: See final tab.

CHAIN OF COMMAND (PERSON IN CHARGE)

Tim Norbeck, Superintendent 225-3740

Mike Moody 225-3317

EMERGENCY MEMO

JEFFERSON HIGH SCHOOL – BOULDER, MONTANA

TO: All parents and/or Guardians of Jefferson High School
FROM: Tim Norbeck, Superintendent of Schools
RE: Emergency Procedures for Jefferson High School

Jefferson High School District #1 has just updated the Crisis Procedure manual that is designed to minimize danger to anyone occupying a school should an emergency occur. Our main objective is to attend to the health and welfare of your child/children in the event of a crisis and to see that he/she gets home safely by walking, bus or by transportation provided by parents.

It is impossible to foresee all the potential emergencies, but we have researched the most effective way to use our resources to respond immediately to those emergencies that cannot be avoided. Any disaster will disrupt the "normal" way of doing things. It will cause inconvenience for all of us. The responsibilities are shared by school, staff and parents.

IN MOST EMERGENCIES YOUR CHILD/CHILDREN WILL REMAIN AND BE CARED FOR AT THE SCHOOL HE/SHE ATTENDS. IN THE RARE EVENT OF AN EMERGENCY AFFECTING THE SCHOOL YOUR CHILD ATTENDS THAT PROHIBITS RE-ENTRY TO THE BUILDING (SUCH AS A BROKEN GAS OR WATER MAIN, A FIRE OR A SUDDEN LOSS OF UTILITIES IN BAD WEATHER) STUDENTS AND STAFF WILL BE MOVED IMMEDIATELY TO THAT SCHOOL'S ALTERNATE SITE, OR ANOTHER SAFE SITE TO BE ANNOUNCED AT THE TIME.

We ask you to follow this procedure if you hear rumors of any school emergency:

1. TURN ON YOUR RADIO. We will keep the media accurately informed of any emergency.

KBLL-AM/FM, 99.5 Helena

2. PLEASE DO NOT COME TO THE SCHOOL. Any emergency involving your child's school may mean emergency vehicles and disaster workers must be able to get to the building. If the emergency necessitates relocation of staff and students, follow these instructions:

a. If, for any reason "school" must be evacuated during regular school hours, your child will be taken to and cared for at an alternate site.

b. Stay tuned to the radio stations for updated, accurate reports and information provided by the school district administration concerning when and where to pick up your child.

TRANSPORTATION PROCEDURES

In the event of a disaster or emergency, the Superintendent, acting under Board authority, may close the schools and arrange transportation for bus students. Schools affected will be advised by the Superintendent's office as to the option to exercise depending on the nature of the disaster.

OPTIONS:

1. Immediate closure of specified schools and transportation of the students either to their homes or to alternate locations.
2. Placement of school buses at pre-determined schools in readiness to transport should the situation require.
3. Holding of students at schools and provision of shelter at the school.
4. Acceleration of regular transportation schedule (run the regular route but ahead of schedule with no deviations).

PUPIL DISMISSAL PROCEDURES

Once the dismissal order is received from the proper school authority, the principal will:

1. Relay dismissal instructions to every classroom by most rapid and efficient means.
2. Review dismissal procedure already provided to parents to assure that it will be followed. This procedure should provide guidance regarding parents who have made special arrangements for care in the event the parents are not at home.
3. Designated school personnel will inspect the entire structure once dismissal is completed to assure the building is empty and any precautions dictated by the Fire Plan or other specific disaster plans are taken.
4. School principal may request assistance from Administration and or Department of Emergency Services to assure that students disperse from the school building to minimize hazards and reduce congestion.
5. All dealings with the news media and the public must be handled through the Superintendent's office.

CUSTODIAL CHECKLIST

1. Cut off gas and water supplies immediately.
2. Cut off electricity, ONLY if directed to do so.
3. In the event of an earthquake or crisis that damages buildings, provide the person in charge with condition report and damage survey. Always send two people for initial damage assessment.

References unique to your building: see final tab.

CHAIN OF COMMAND (people in charge)

	Home	Cell	Office
Tim Norbeck		498-4539	225-3740
Mike Moodry		490-1816	225-3317
Dan Studevant		439-9297	225-3317

TEACHER CHECKLIST

IF INDOORS:

1. If advised by Person in Charge, stay in your room.
 - a. Immediately take roll count of students.
2. Take protective action if building is threatened.
 - a. Keep children away from windows and outside walls.
 - b. Take shelter under desks, tables and heavy furniture.
 - c. Move away from light fixtures and other suspended objects.
 - d. Shut off or disconnect any electrical or gas operated appliances.
 - e. Be alert to any developing threats such as broken water pipes or electrical wires.
 - f. Communicate roll count of students and situation to the Person in Charge.
 - g. Be prepared to evacuate if advised to do so.
 - h. If advised to evacuate, follow the fire drill plan.
 - i. EARTHQUAKE ONLY—Leave doors to room open to prevent jamming.
 - j. NUCLEAR WARNING—Move to inner core of building to the lowest level openings to the outside. Remember, SHIELDING IS REQUIRED.
 - k. PLANE CRASH—Be prepared to evacuate if advised to do so, following fire plans with possible modifications.

IF OUTDOORS:

1. EARTHQUAKE (can happen without warning)
 - a. Move away from building to open space.
 - b. Avoid overhead wires and utility poles.
 - c. Lie flat, face down. Wait for earth to stop moving. The rolling motion of the earth is frightening, but not dangerous.
 - d. Keep students assembled and take roll count of students. Be prepared to provide this information to the Person in Charge.
 - e. Do not light fires or touch any fallen wires.
 - f. Do not enter building until authorized to do so.

SUDDEN LOSS OF UTILITIES IN SEVERE WEATHER

1. When advised by Person in Charge, evacuate building.
2. Proceed to alternate site for your school.
3. If repairs cannot be made to the school to allow classes to resume, parents can pick up their children at the appropriate alternative site.

Information on where students may be picked up will be supplied by the

school district administration and will be broadcast on radio and television. The parents of students who are to walk or be bused home will be notified by phone. Parents of high school students driving their own vehicles will also be called.

KBLL-AM/FM 99.5 Helena
KTVH-TV12 Helena

SEVERE STORM/OTHER WEATHER-RELATED EMERGENCIES

1. If a severe storm or other weather-related emergency is forecast and has hit the area, the Superintendent of Schools will determine if school will open for the day.
2. Tune to the Boulder, Helena, and Butte radio stations for early morning reports.
KDGZ-FM 98.3 Boulder
KOPR-FM 94.1 Butte
KBOW-AM 550 Butte
KBLL-AM/FM 99.5 Helena
3. Other school district personnel not employed at elementary or secondary schools will be advised by the same radio report whether or not they are to report for work.
4. If a storm develops during the day, our primary means of warning of a severe storm or other weather-related emergency will be by the WEATHER ALERT WARNING radio. The Superintendent will determine the action to be taken and advise the principals. The news media will be informed by the school administrators of the procedures being followed. Bus Drivers will call parents of all students on their bus routes. In town students' parents will be advised to pick them up at school.

EARTHQUAKES

Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremor subsides.

The school staff and students should be guided by the following:

IF INSIDE:

1. Don't panic. If protected from falling objects, the rolling motion of the earth is frightening but not dangerous.
2. To protect from falling objects, take cover in this manner:
 - a. Use triangle of safety.
 - b. If no cover is available, get against inside doorway or crouch against inside wall and cover head. Stay away from outside walls, windows or other expanses of glass.
3. All doors should be left OPEN to minimize jamming if the building shifts.
4. Stay put and take best cover. Do not attempt to run through building or outside because falling objects are found near outside doors and walls. If in a lavatory or other room with no desk or furniture, get against wall or inside doorway and crouch.

IF OUTSIDE:

1. Move quickly away from building and away from overhead electrical wires.
2. Lie flat, face down, and wait for shocks to subside.
3. Take roll count of students and report to Person in Charge as soon as safe.
4. Do not attempt to enter building until authorized to do so.

5. Do not light fires or touch fallen wires.
6. Be alert for instructions from Person in Charge.

HAZARDOUS MATERIALS SPILL OR LEAK

The main threats include toxic vapors or major fire explosions.

STUDENTS ARE INSIDE:

1. Unless the threat is obvious or imminent, DO NOT EVACUATE THE BUILDING until advised by public safety official in charge.
2. Close all doors and windows and turn off heating or ventilation equipment (try to make the building an airtight environment).
3. If evacuation is required, direct all evacuees out of the downwind side of the building.
4. Evacuees will walk or use provided transportation-NO PRIVATE VEHICLES.
5. Alternate sites will depend on the distance needed for safe refuge, the wind direction and may not be the normally designated building(s).

STUDENTS ARE OUTSIDE:

1. If outside, move the students upwind if possible.
2. Don't step in or get near any spilled materials.
3. Follow directions of public safety official in charge.

UNEXPECTED EXPLOSIONS

1. When advised by Person in Charge, evacuate building using fire drill plan, with possible modifications.
2. Proceed to alternate site for your school (See Alternate School Location tab).
3. If possible, students will be sent home by walking or bus, or parents can pick them up at the alternate location. Information on the picking up of students will be supplied by the school administration and broadcast on radio and television.

TORNADO

While considered a remote possibility, tornadoes have occurred in the Townsend area and must be included in the overall Crisis Procedure Plan.

Information regarding tornadoes will be broadcast on the Weather Alert Warning radio.

occur.

2. **TORNADO WARNING**—means a funnel cloud has actually been sighted. The approximate location and direction of travel is usually given when the warning is broadcast.

The best shelter from a tornado is a specially constructed fallout shelter. Lacking this, a steel framed or reinforced concrete structure is best. If this type structure is not available, take these precautions:

1. Stay away from windows.
2. Get beneath heavy furniture. Otherwise, lay face down, head covered, along the wall of an interior hallway on the lowest floor available.
3. Avoid auditoriums, gyms or any room with a wide free span roof.
4. If a tornado strikes the building, follow the same procedure that is used after an earthquake when the tornado passes.

FLOODS

In general, there will be advance warning of an impending flood.

The following guidelines will be used:

1. Notify the principal or PERSON IN CHARGE.
2. Notify necessary emergency services.
3. Notify the Superintendent's office of the probable flood situation.

The teachers will attend to the welfare of their students:

1. Prepare to evacuate to alternate sites, if informed to do so.
2. Coordinate efforts for transportation of students.
3. If time allows secure individual classroom area.
 - a. Put all books, materials and equipment on shelving.
 - b. Empty file cabinets.
 - c. Empty desks (students take book with them).

The principal or their designee will:

1. Coordinate efforts with the Superintendent's office to inform parents regarding the flood situation and the status of the students. Local, Helena and Butte radio numbers stations will be utilized.

KDGZ-FM, 98.3, Boulder(Superintendent of Schools will take care of this notification)
KOPR-FM, 94.1 Butte at (406) 494-9999
KBOW-AM, 550 Butte at (406) 494-3699
KBLL-AM/FM, 99.5 Helena at (406) 449-7791
KTVH-TV 12 Helena at (406) 457-1212

2. Notify utility company and request all power and gas be shut off.

PLANE CRASH

Be prepared to evacuate, if advised to do so, following fire drill plan, with possible modifications.

NUCLEAR WARNING PROCEDURES

1. The primary means of warning of a nuclear attack will be by the Weather Alert Warning radio located in the administration office of each building. TAKE IMMEDIATE PROTECTIVE ACTION.
2. In the event a Public Shelter (marked with a black and yellow "Fallout Shelter" sign) is not available, take the following steps:
 - a. Remember SHIELDING IS REQUIRED. This means to move to the center of the building of the lowest level (if there is more than one story) away from outside walls or any openings to the outside.
 - b. The heavier, thicker and denser the shielding materials are between you and the outside, the better the protection.
 - c. Radiation is carried by physical particles of dust or dirt. If you keep this dust and dirt out, you are minimizing the amount of radiation exposure.
 - d. If at all possible, keep a portable radio and monitor the Emergency Broadcast Station. If this is not possible, be alert to attempts by Civil Defense officials to get information to you.

BOMB THREAT PROCEDURES

1. Use your Threat Call Checklist (see below).
2. Upon receipt of a bomb threat, the person receiving the call should make every attempt to:
 - a. Prolong the conversation as much as possible.
 - b. Identify background noises.
 - c. Note distinguished voice characteristics.

- e. Determine the caller's knowledge of the facility.
- f. **DON'T HANG UP THE PHONE!** (Use another phone to call authorities.)
3. The person receiving the call will immediately alert the sheriff at 911.
4. The principal will confirm notification of the sheriff.
5. The principal will decide whether to evacuate the school immediately.
6. The bomb can be almost anything, ranging from the most overt bundle of dynamite and clock to cleverly concealed, perfectly ordinary objects. A briefcase, tool boxes and pieces of pipe have been used. You will be looking for something that doesn't belong.
7. If what appears to be a bomb is found, **DO NOT TOUCH IT.** The sheriff's department will take charge.
8. If the caller indicates a time the bomb is due to explode, and the principal determines the threat is valid, the standard fire drill with possible modifications will be announced for evacuation of the facility.
9. Evacuate personnel at least 300 feet from the building. During inclement weather and a possible prolonged search, move students to your school's alternate location (see alternate location tab).
10. Check absentee list for possible clues to who might have phoned in the bomb scare.
11. Attendance will be taken when the students are assembled away from school. Give roll count to Person in Charge.
12. Alert office of Superintendent of Schools.

IF BOMB THREAT CALL IS RECEIVED AT HIGH SCHOOL OR ELEMENTARY MAIN OFFICE:

1. Use threat Call Checklists: **DO NOT DISCONNECT INCOMING CALL LINES.**
2. Immediately call the sheriff's department at 911
3. Call the school involved.
4. Alert Office of Superintendent of Schools.

BOMB THREAT—THREAT CALL CHECKLIST

DON'T HANG UP THE PHONE

(use another phone to call sheriff)

Record the exact words used by caller.

ASK

- Is it a time bomb?
- How will you set off the bomb?
- What time is it set for?
- Where is it?
- What does it look like?
- Why are you doing this?
- Who are you?
- Who do you want to hurt?

VOICE ON THE PHONE CHECKLIST:

_____ Man
_____ Intoxicated

_____ Woman
_____ Speech Impediment

_____ Child
_____ Accent

____ Other _____

BACKGROUND NOISE CHECKLIST:

____ Music	____ Children	____ Talk
____ Airplane	____ Traffic	____ Typing
____ Machines	____ Other	

DO NOT HANG UP THE PHONE (use another phone to call the sheriff at 225-4075)
Person receiving call, immediately notifies authorities and gives above information, then notify person in charge and alert Superintendent's office.

DATE: _____ Time of Call: _____

Distribute copies immediately as shown below:

cc: Immediate Supervisor
Superintendent's Office

SUICIDE

In the event of a suicide, the school's primary consideration is the prevention of additional suicides or attempted suicides. Treatment and care for students, especially those particularly affected, should continue for as long as it is needed. This longer term care should be developed on a case by case basis. The following plan is designed to meet the immediate needs of the student body in general.

The initial response upon verification of a suicide should be to protect the privacy of the family. The problems a family encounters take precedence over the curiosity of others. REQUIRE STATEMENTS REGARDING THE DEATH TO COME FROM THE DESIGNATED SPOKESPERSON.

DAY ONE

1. Gather principals, counselors, and crisis team as identified by each school.
2. If needed, provide additional counselors from community resources:
3. Brief the teachers regarding the student's behavior to expect and how to deal with it (hand out suicide guidelines).
4. Provide rooms and additional staff for students who wish to talk as needed.
5. There would be an obvious void in the classroom with the student missing. Make a counselor available to follow the students schedule especially on the first day.
6. Send information home to parents concerning the situation and alert them to any danger of which they should be aware. Encourage parents to attend the funeral with their children.

DAY TWO

1. Have counselors and community resources available to assist students or staff having a particularly difficult time with the tragedy.
2. Provide extra supervision in non-instructional areas such as:
 - a. restrooms

- b. locker rooms
 - c. areas of the school infrequently used
3. Provide phone number of counselors for further assistance.
 4. A district committee, made up of counselors, administrators, and other personnel with pertinent expertise, will meet to formulate follow-up procedures regarding the tragedy.

NOTES

**MEMORANDUM OF UNDERSTANDING
SCHOOL RESOURCE OFFICER PROGRAM
AT _____ SCHOOLS**

**CITY OF _____ POLICE DEPARTMENT
_____ PUBLIC SCHOOLS**

We do hereby agree that it is mutually beneficial to all parties for _____ Police Officers to be assigned as School Resource Officers to schools within the City of _____. It is understood by all parties that officers are employees of the City of _____ Police Department.

The purpose of this document is to facilitate a clear understanding of roles, duties, and responsibilities. This Memorandum of Understanding (MOU) is being set forth on this _____ day of _____, 2012 with full recognition that the agreement and document must be a living document to allow for program evolution and provide for some City of _____ and _____ School District variances, needs, and future changes. This MOU is being set forth to provide universal clarification of expectations, to minimize confusion, and to provide for consistency between officers, schools, principals, and directors.

The _____ Police Department recognizes and supports the need for safe schools and a safe learning environment for our youth. In furtherance of that goal, the _____ Police Department School Resource Officers shall work in partnership with school officials toward this end. The schools will provide a private office, office furnishings, telephone, and a computer to the SRO for his/her use in the school. The Police Department will provide any required police equipment, including radios and motorized and non-motorized vehicles to the SROs.

MISSION STATEMENT - SCHOOL RESOURCE OFFICER PROGRAM

Through education and enforcement and by cooperative efforts with the school staff, the students, the parents, the courts, the surrounding neighborhood, and the community's social service organizations, the SRO program strives to assist the schools with providing a safe school and neighborhood environment, and strives to hold juveniles responsible for their actions and prevent individual problems from developing into patterns of delinquency.

**POLICE DEPARTMENT
SCHOOL RESOURCE OFFICER PROGRAM
PROGRAM OBJECTIVES**

1. Friendly contact between the Police Department and the City's youth.
2. Assistance and information sharing concerning problems and issues affecting the schools and students.
3. Education of children regarding the role of laws, courts, and Police in society.
4. Protection and education of children involving molestation, involvement with older law violators, and other harmful influences.
5. Investigation of cases involving juveniles and use of effective alternatives to court whenever possible.
6. Prevention of crime or delinquent behavior by juveniles within the School Resource Officers' areas of assignment.
7. Effective problem solving and liaison with neighborhoods surrounding the schools, which are affected negatively by the conduct of students.

It should be recognized that School Resource Officers:

- ◆ are encouraged to act and work as a school official when requested, and to work as a team with other school officials for the betterment of students and the school and neighborhood environment as a whole;

- ◆ are encouraged to work extra curricular activities as requested by the school administrator. It is recognized by all parties that these assignments provide further opportunities for crime prevention and crime detection. Any work by the SRO in this capacity will be approved by the assigned Police Department Supervisor and will be consistent with the FLSA and Police Union Contract. The SRO will not be used as a replacement officer for off-duty/special duty assignments. It will not relieve the School District of the need to provide adequate security at special events. All after hours work shall be approved by the SRO supervisor in advance;

- ◆ are expected to keep the school principal or his designee informed about law enforcement action which occurs on school property and/or which may involve a student. This, of course, will occur consistent with the laws of the State of _____.

- ◆ are police officers assigned as Uniform Patrol Officers of the Operations Division of the _____ Police Department. As such, their primary responsibilities are to

investigate criminal cases involving youth, maintain order through the enforcement of local, state and federal laws, and enforcement of the school code of conduct for the purpose of maintaining a safe and effective learning environment in the schools;

- ♦ are to be involved in school discipline, When it pertains to preventing a disruption that would, if ignored, place students, faculty and staff at risk of harm, the SRO will resolve the problem to preserve the school climate. IN ALL OTHER CASES, disciplining students is a School District responsibility, and the SRO will take students violating the code of conduct to the principal where school discipline can be meted out.

- ♦ are governed by the rules, policies, shifts, schedules, procedures and practices of the _____ Police Department and the City of _____, under the supervision of an assigned Sergeant;

- ♦ are expected to attend all training, meetings and appointments assigned by the Police Department. It is recognized that some of these will conflict with officer availability at the school during normal school hours. These conflicts will be minimized as much as possible but the potential exists that such requirements will take precedence over school presence. The officer shall strive to keep the school principal or his representative informed about his/her absences and/or activities as appropriate on a need to know basis;

- ♦ are governed and covered by the current Collective Labor Agreement between City of _____ and the _____;

- ♦ are considered by the City of _____ as “non-exempt” employees covered by the Fair Labor Standards Act and subject to it and the Police Union Contract for compensation and pay; Duty assignment in the summer months, when school is not in session, will be under the direction of the Police Operations Commander. SRO's may also be required to work regular police duty assignments, at other times when school is not in session, when so directed by the Police Operations Commander;

- ♦ are police officers and not school teachers, school administrators, nor school counselors. The officers will assist teachers with classroom presentations on relative topics when requested and able. They will also work with families, individual students and other school staff members with counseling and guidance efforts when requested and appropriate. We, the undersigned, encourage team work, partnerships, cooperation and coordination between the officers, their supervisors and the school administrators and their staff, as well as with the surrounding neighborhood;

- ♦ SROs, School Administration for the respective schools and the assigned Police Supervisor will meet at the beginning of each school year to determine the goals and objectives of the SRO for the respective school. An assessment mechanism will be developed jointly, in an effort to determine the effectiveness of the SRO program.

Quarterly and year end meetings will be held to determine progress and to make adjustments as needed.

SELECTION AND FINANCIAL CONSIDERATION

Officers will be selected by means of a joint selection committee, comprised of three (3) representatives from the _____ School District who will be appointed by the Superintendent of Schools and three (3) representatives from the _____ Police Department who will be appointed by the _____ Chief of Police. The Selection Committee will make recommendations to the Chief of Police. While he will duly consider the Committee's recommendations, selection of each School Resource Officer is within the sole discretion of the Chief of Police.

PROGRAM ASSESSMENT

The School Resource Officer Program will be assessed annually, and the evaluation will be conducted jointly between the _____ Police Department and _____ Public Schools. The following areas, at a minimum, will be used to evaluate the program:

- ◆ Success of established goals and objectives.
- ◆ An internal survey of high school administration, faculty and student council members, primarily concerning perceptions of safety and security.
- ◆ Traditional police-citizen contacts (citations, arrests, FIRs, etc.).
- ◆ Non-traditional police-citizen contacts (meetings attended, problem areas addressed, student or family interviews, etc.).
- ◆ Surrounding neighborhood feedback and reaction to police efforts to address issues concerning the schools and students.
- ◆ Accomplishment of tasks agreed upon as part of any work plan written in conjunction with the Principal.

Each officer's effectiveness in the program will be evaluated at the end of each school term. The Principal will provide input into the evaluation. This may include a recommendation to the Chief that the officer not be assigned to that school the following year. The Chief will seriously consider the evaluation and the input of the Superintendent when assigning an officer to a building, and will make a good faith effort to address any concerns raised. Ultimately, however, the final decision on which officer will be assigned as a school resource officer is within the sole discretion of the Police Chief.

EFFECTIVE DATE

This Memorandum of Understanding is effective _____, and shall remain in effect through _____ unless renewed by agreement of both parties or terminated as provided herein.

TERMINATION OF AGREEMENT

Either party may terminate this agreement upon sixty (60) days written notice to the other party.

MODIFICATION; ENTIRE AGREEMENT OF PARTIES EXPRESSED

No modification of this Agreement shall be valid or binding unless the modification is in writing, duly dated and signed by both parties.

Executed this ____ day of _____, 2012.

_____ **SCHOOL DISTRICT**

By: _____

SUPERINTENDENT

_____ **POLICE DEPARTMENT**

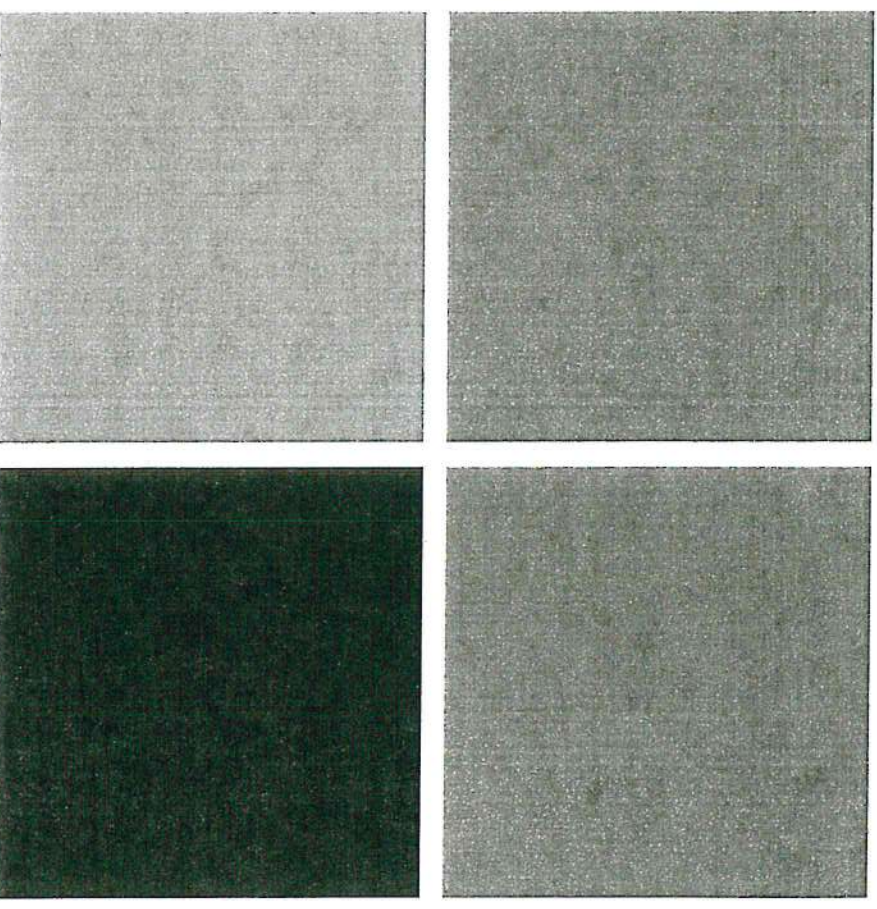
By: _____

CHIEF OF POLICE



MTSBA

Montana School Boards Association



The Role of School Resource Officers and Associated Legal Issues

+ What is a Student Resource Officer, or SRO?

- The term “student resource officer” is not specifically defined in federal or state law – the term is included nowhere in the Montana Code Annotated.
- The SRO (also sometimes called “Educational Facilities Officer” or “EFO”) is typically a uniformed law enforcement officer permanently assigned to a particular school or schools pursuant to an agreement, contract, or memorandum of understanding with the school district.
- SROs or EFOs can be, and sometimes are, private security personnel employed directly by a school district.
- The very first SRO program was developed in Flint, Michigan, in 1953.



What Does An SRO Do?

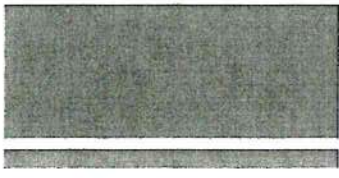


- According to the U.S. Department of Justice, the goals of a law enforcement agency in assigning uniformed officers to work in a public school setting include the following:
 - Reduce school related crime and disorder;
 - Reduce bullying in schools;
 - Address underage drinking;
 - Reduce child abuse and neglect in the home;
 - Reduce school vandalism and break-ins;
 - Improve relations between the law enforcement community and the public;
 - Establish positive relationship with students;
 - Provide security for the school.



What Does An SRO Do?

- From a school district's point of view, an SRO:
 - Provides security for the schools of the district;
 - Responds to criminal activity occurring on school property;
 - Assists district personnel in investigating student disciplinary matters;
 - Participates in the educational mission of the district by educating students about subjects within the SRO's area of expertise;
 - Acts as an informal counselor to students.





Family Educational Rights and Privacy Act (FERPA) and the SRO



- FERPA is a federal law that protects the privacy of student education records maintained by schools receiving federal funding.
- FERPA generally prohibits the disclosure of information from a student's education record without written parental consent unless one of several exceptions apply.
- There is no FERPA exception that permits the disclosure of protected student information to law enforcement officers without a warrant, court order, or subpoena, other than in the case of a health and safety emergency.
- Granting an SRO open access to student education records would constitute a violation of FERPA.



SRO as “School Official”

- FERPA permits the disclosure of protected student information without parental consent to a school official with a legitimate educational interest in accessing the information.
- An outside party can be designated as a school official with a legitimate educational interest in accessing student information, but only if that party:
 1. Performs an institutional service or function for which the school district would otherwise use employees;
 2. Is under the direct control of the school district with respect to the use and maintenance of education records; and
 3. Is subject to the requirements in 34 C.F.R. § 99.33(a) which prohibits the re-disclosure of student information to any other party without the prior consent of the parent or eligible student..



SRO as “School Official”



- An SRO could possibly be considered a school official with a legitimate educational interest in accessing protected student information under circumstances where an SRO is asked to assist with a student disciplinary matter.
- A “school official” that has received protected student information may only use that information for the specific purpose for which the disclosure was made, and may not disclose the information to any other party without parental consent (unless another FERPA exception applies).
- If an SRO receives protected student information in order to assist school officials with a student disciplinary matter, the information may only be used in connection with student discipline (as opposed to criminal proceedings), and may not be disclosed by the SRO to other law enforcement officials.

+ SRO as “Law Enforcement Unit”

- Another FERPA exception provides that the records created and maintained by a school district’s “law enforcement unit” for a law enforcement purpose are not protected by FERPA.
- A “law enforcement unit” is an individual, office, department, division, or other component of a school district that is:
 - authorized or designated by the district to enforce any local, state, or federal law (or refer enforcement to appropriate authorities); or
 - authorized or designated by the district to maintain the physical security and safety of the agency or institution.”
- However, records provided by a law enforcement unit to other school officials become education records protected by FERPA, and education records provided to a law enforcement unit may not be disclosed further (such as to police for criminal proceedings) without parental consent (unless another FERPA exception applies).



What about Body Cameras?



- Video taken by a police officer in a school for law enforcement purposes would not constitute a school record protected by FERPA.
- Video taken by a member of a school district's law enforcement unit for the purposes of law enforcement would not be protected by FERPA.
- If a video is provided to school officials for the purposes of student discipline, the video would become a student record protected by FERPA.
- Video provided by a school official to an SRO as either a school official with a legitimate educational interest in receiving the video or as a member of a school designated law enforcement unit may only use the video for the purpose for which it was disclosed (student discipline) and may not disclose the video to third parties, including other police officers or prosecutors without parental consent or unless another FERPA exception applies (subpoena, court order).



Reasonable Suspicion or Probable Cause?

- A school official may conduct a search of a student or his or her belongings (backpack, purse, etc.) with a reasonable suspicion of discovering contraband or items that violate laws or school policies.
- A police officer may not conduct a search of a person or their belongings without probable cause. Probable cause means the existence of sufficient facts or evidence to support a reasonable person's conclusion that a suspect has committed a crime.
- An SRO may be either a school official or a police officer, depending on the facts and circumstances of any given situation.



Reasonable Suspicion or Probable Cause?



- In determining which standard to apply to a search conducted in a school setting, courts have generally reached the following three conclusions:
 1. When a search is initiated by school officials and/or police involvement is minimal, the reasonable suspicion standard applies.
 2. When the search involves school resource officers acting at the direction or request of other school officials, or acting on their own initiative to further educationally related goals, the reasonable suspicion standard applies.
 3. When the search is initiated by, or at the direction or request of, outside police officers probable cause requirements apply. This is generally true whether the search is conducted by school officials, an SRO officer, or the outside police officers.



Reasonable Suspicion or Probable Cause?

- Included in the factors considered by courts when determining whether an SRO is acting as a school official or a police officer are the following:
 - Was the SRO in uniform?
 - Does the SRO have an office on the school campus?
 - How much time is the SRO at the school each day?
 - Is the SRO employed by the school system or an independent law enforcement agency?
 - What are the SRO's duties at the school?
 - Who initiated the investigation?
 - Who conducted the search?
 - Were other school officials involved?
 - What was the SRO's purpose in conducting the search?



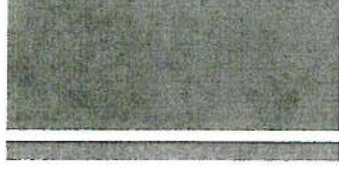
What About Miranda Warnings?

- Whether or not an SRO must inform a student of their Miranda rights prior to questioning the student hinges in large part upon the purpose of the interrogation.
- If an SRO is investigating a matter as a school official for the purposes of student discipline, then a Miranda warning is not required.
- If an SRO is conducting a custodial interview of a student in the context of investigating a crime, then the SRO is acting as a police officer, and not a school official, and Miranda warnings are required.
- In cases where the lines may be blurred because there are issues of both student discipline and criminal investigation, it may be advisable for separate investigations and inquiries to be conducted.





Documenting the Relationship



- Any time a police officer is assigned to a school as an SRO, there should be a written document setting forth the parameters of the relationship between the school district, the police department, and the SRO.
- It is advisable to address at least the following topics:
 - Financial aspects of the arrangement, including who pay's the SRO's salary;
 - The level of authority of school administrators over the SRO in a school building;
 - Training of SRO related to interacting with students, and, in particular, with special needs students;
 - The sharing of records and information;
 - Procedures for initiation of an investigation or search on school property;
 - Duties and educational activities of the SRO above and beyond typical law enforcement duties;



Questions

Tony C. Koenig
Director of Legal and HR Services
Montana School Boards Association
(406) 442-2180
tkoenig@mtsba.org



Mr. Tim Norbeck
Superintendent
Jefferson High School (JHS)
312 South Main Street
Boulder, MT 59632

Dear Mr. Norbeck,

This letter serves as formal notification that I am resigning from Jefferson High School, Jefferson School District School, Boulder, Montana from my paraprofessional position, effective September 10, 2018. I will use my accumulated sick leave until that time due to several medical appointments this upcoming week. I will not return to the school to work additional hours.

The recent concern expressed by some employees of the school to you regarding my "ward" caused me to reflect on my responsibilities and the legal requirements in this matter. In this situation, where I am a court appointed legal guardian of a minor, who is currently on probation, my obligations conflict directly with my duties at JHS. I find it is unfair to place others in any precarious situation by asking them to supervise my ward in my absence. These are a set of duties that I alone am accountable for as my ward's only approved supervisor. The Juvenile Probation Department of Lewis and Clark County provides strict guidelines for my ward and I to adhere to during the probation period. I underestimated the impact of these constraints on my current JHS job duties. I did not consider that some employees might feel unsafe or even threatened by the presence of my ward. On the other hand, my commitment to my ward also includes ensuring his safety and isolating him from those closed minded individuals who might accuse him falsely or intentionally jeopardize his future. Thus, it is with regret that I will not be able to continue in my current employee role and associated responsibilities with Jefferson High School.

I appreciate the opportunities I have been given at Jefferson High School. The paraprofessional position was both rewarding and enjoyable for me. Thank you.

Sincerely,


Michael G. Thilges

cc: Mr. Michael Moodry, Principal, Jefferson High School, Boulder, Montana
Ms. Mary Drynan, Special Education Services

THE BOARD OF TRUSTEES

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Records Available to Public

All District records, except those restricted by state and federal law, shall be available to citizens for inspection at the Clerk's office.

Any individual may request public information from the district. The district shall make the means of requesting public information accessible to all persons.

Upon receiving a request for public information, the district shall respond in a timely manner to the requesting person by:

(a) Making the public information available for inspection and copying by the requesting person; or

(b) Providing the requesting person with an estimate of the time it will take to fulfill the request if the public information cannot be readily identified and gathered and any fees that may be charged.

The district may charge a fee for fulfilling a public information request. The fee may not exceed the actual costs directly incident to fulfilling the request in the most cost-efficient and timely manner possible. The fee must be documented. The fee may include the time required to gather public information. The district may require the requesting person to pay the estimated fee prior to identifying and gathering the requested public information.

The district is not required to alter or customize public information to provide it in a form specified to meet the needs of the requesting person. If the district agrees to a request to customize a records request response, the cost of the customization may be included in the fees charged by the district.

~~An individual wishing public information that is in electronic format or other nonprint media must submit a detailed description, to the Superintendent, of the information requested. The District will provide the public information as required under § 2-6-110, MCA.~~

In accordance with § 20-9-213(1), MCA, the record of the accounting of school funds shall be open to public inspection at any meeting of the trustees. A fee may be charged for any copies requested. Copies will be available within a reasonable amount of time following a request.

A written copy of Board minutes shall be available to the general public within five (5) working days following approval of the minutes by the Board. If requested, one (1) free copy of minutes shall be provided to local media within five (5) working days following approval by the Board.

Fees will be charged as follows:

a) Copy of Board minutes - 15¢ per page

b) Copy of other materials - 25¢ per page

THE BOARD OF TRUSTEES

1401

c) Time spent researching a copy project will be charged at the employee's hourly rate of pay.

Legal References:	§ 2-6-110, MCA	Electronic Information and non-print records
	<u>§ 2-6-1003, MCA</u>	<u>Access to Public Information</u>
	<u>§ 2-6-1006, MCA</u>	<u>Public Information requests - fees</u>
	§ 20-3-323, MCA	District policy and record of acts
	§ 20-9-213, MCA	Duties of trustees

Policy History:

Adopted on: February 2007

Revised on: 7/20/2010, X/X/2018

*Note: Lines 6-8 were added to clarify procedure for requests of electronic information.
2018 revision to match MCA language.*

THE BOARD OF TRUSTEES

1420

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School Board Meeting ProcedureAgenda

The agenda for any Board meeting shall be prepared by the Superintendent in consultation with the Board Chair and members. The Board Chair must approve any items submitted by Board members or members of the public, to be placed on the agenda. Items submitted by Board members to be placed on the agenda must have prior approval of the Board Chairperson. Citizens may also suggest inclusions on the agenda. Such suggestions must be received by the Superintendent at least ten (10) days before the Board meeting, unless of immediate importance. Individuals who wish to be placed on the Board agenda must also notify the Superintendent, in writing, of the request. The request must include the reason for the appearance. If the reason for the appearance is a complaint against any District employee, the individual filing the complaint must demonstrate the Uniform Complaint Procedure has been followed. Citizens wishing to make brief comments about school programs or procedures will follow the public comment procedures in district policy. or items on the agenda need not request placement on the agenda, and may ask for recognition by the Chairperson at the appropriate time.

The agenda also must include a “public comment” portion to allow members of the general public to comment on any public matter under the jurisdiction of the District which is not specifically listed on the agenda, except that no member of the public will be allowed to comment on contested cases, other adjudicative proceedings, or personnel matters. The Board Chairperson may place reasonable time limits on any “public comment” period to maintain and ensure effective and efficient operations of the Board. The Board shall not take any action on any matter discussed, unless the matter is specifically noticed on the agenda, and the public has been allowed opportunity to comment.

With consent of a majority of members present, the order of business at any meeting may be changed. Copies of the agenda for the current Board meeting, minutes of the previous Board meeting, and relevant supplementary information will be prepared and distributed to each trustee at least twenty-four (24) hours in advance of a Board meeting and will be available to any interested citizen at the Superintendent’s office twenty-four (24) hours before a Board meeting. An agenda for other types of Board meetings will be prepared, if circumstances require an agenda.

Consent Agenda

To expedite business at its meetings, the Board may approve the use of a consent agenda, which includes those items considered to be routine in nature. Any item that appears on the consent agenda may be removed by a member of the Board. Any Board member who wishes to remove an item from the consent agenda must give advance notice in a timely manner to the Superintendent. Remaining items will be voted on by a single motion. The approved motion will be recorded in the minutes, including a listing of all items appearing on the consent agenda.

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Minutes

Appropriate minutes of all meetings required to be open must be kept and must be available for inspection by the public. If an audio recording of a meeting is made and designated as official, the recording constitutes the office record of the meeting. If an official recording is made, a written record of the meeting must also be made and must also include:

- Date, time, and place of the meeting;
- Presiding officer;
- Board members recorded as absent or present;
- Summary of discussion on all matters discussed (including those matters discussed during the “public comment” section), proposed, deliberated, or decided, and a record of any votes taken;
- Detailed statement of all expenditures;
- Purpose of recessing to closed session; and
- Time of adjournment.

When issues are discussed that may require a detailed record, the Board may direct the Clerk to record the discussion verbatim. Any verbatim record may be destroyed after the minutes have been approved, pursuant to § 20-1-212, MCA.

If the minutes are recorded and designated as the official record, a log or time stamp for each main agenda item is required for the purpose of providing assistance to the public in accessing that portion of the meeting.

Unofficial minutes shall be delivered to Board members in advance of the next regularly scheduled meeting of the Board. Minutes need not be read publicly, provided that Board members have had an opportunity to review them before adoption. A file of permanent minutes of Board meetings shall be maintained in the office of the Clerk, to be made available for inspection upon request. A written copy shall be made available within five (5) working days following approval by the Board.

Quorum

No business shall be transacted at any meeting of the Board unless a quorum of its members is present. A majority of the full membership of the Board shall constitute a quorum, whether the individuals are present physically or electronically. A majority of the quorum may pass a resolution, except as provided in § 20-4-203(1), MCA, and § 20-4-401(4), MCA.

Electronic Participation

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The Board may allow members to participate in meetings by telephone or other electronic means. Board members may not simply vote electronically, but must be connected with the meeting throughout the discussion of business.

If a Board member electronically joins the meeting after an item of business has been opened, the remotely located member shall not participate until the next item of business is opened. If the Board allows a member to participate electronically, the member will be considered present and will have his or her actual physical presence excused. The member shall be counted present for purposes of convening a quorum. The Clerk will document it in the minutes when members participate in the meeting electronically.

Any Board member wishing to participate in a meeting electronically will notify the Board chairperson and superintendent as early as possible. The superintendent will arrange for the meeting to take place in a location with the appropriate equipment so that Board members participating in the meeting electronically may interact and the public may observe or hear the comments made. The superintendent will take measures to verify the identity of any remotely located participants.

Meeting Conduct and Order of Business

General rules of parliamentary procedure are used for every Board meeting. Robert's Rules of Order may be used as a guide at any meeting. The order of business shall be reflected on the agenda. The use of proxy votes shall not be permitted. Voting rights are reserved to those trustees in attendance. Voting shall be by acclamation or show of hands.

Rescind a Motion

A motion to rescind (cancel previous action) may be made anytime by any trustee that voted on the prevailing side of the motion being considered for revision. A motion to rescind must be properly noticed on the Board agenda for the meeting. It is in order any time prior to accomplishment of the underlying action addressed by the motion.

Cross Reference: 1441 Audience Participation

Legal References:	§ 2-3-103, MCA	Public participation - governor to ensure guidelines adopted
	§ 2-3-202, MCA	Meeting defined
	§ 2-3-212, MCA	Minutes of meetings – public inspection
	§ 20-1-212, MCA	Destruction of records by school officer
	§ 20-3-322, MCA	Meetings and quorum
	§ 20-3-323, MCA	District policy and record of acts Jones and Nash v. Missoula Co., 2006 MT2, 330 Mont 2005

Policy History:

Adopted on: February 2007

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Revised on: October, 2011 xx/xx/2018

Note: First revision was addition of Legal Reference 2-3-202, MCA. Second revision was the addition of the “Rescind a Motion” language.

Note: Third revision was the addition of language for recorded minutes (lines 3-6 and 22-24 of page 2). It also included a revision of the “Rescind a Motion” language.

Note: 2018 revision clarified responsibilities and requirements regarding construction of agenda

1st Reading

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Discretionary Nonresident Student Attendance Policy

~~The Board, recognizing that its resident students need an orderly educational process and environment, free from disruption, overcrowding, and any kind of violence or disruptive influences, hereby establishes criteria for the discretionary admission of nonresident students.~~

The parents or guardians of the student must complete and submit to the Superintendent an out-of-district attendance agreement form preceding the requested admission. The Superintendent may accept a late application if good cause is shown.

1. Except as required by § 20-5-321, MCA, the District will admit nonresident students at its discretion. ~~As such, the District will screen all nonresident students and consider only those who meet the criteria set forth in this policy.~~

2. The Superintendent will recommend to the Board any nonresident student admission in accordance with this policy, with the Board making the final decision on admission.

~~3. Usually, nonresident students who do not qualify for mandatory attendance will not be admitted to District schools. Exceptions are foreign exchange students, under Policy 3145, and children in the immediate family of nonresident District employees. The District, at its discretion, also may consider for admission other nonresident students provided they:~~

~~Be in good standing with the most recently attended school in terms of academics, conduct, and attendance;~~

~~Be able to demonstrate a record free of truancy;~~

~~Be able to demonstrate a clean behavior record in the school last attended for a period of one (1) year;~~

~~Have passing grades in the school previously attended;~~

~~Have correctly completed the nonresident student application process; and~~

~~Present no other educationally related detriment to the students of the District.~~

34. The District will examine a student's records from this District and other previous school districts before any Board approval for admission. Review of the records and decisions regarding admission cannot be inconsistent with District policies regarding nondiscrimination.

~~5. The District has the option of accepting a nonresident student who does not meet the criteria set forth by the administration, if the student agrees to special conditions of~~

STUDENTS

~~admission as set forth by the District.~~

46. The District will not admit nonresident students when doing so would cause the district to exceed the class size standards under 10.55.712 and 10.55.713, ARM require hiring additional staff or providing educational services not currently offered or would create crowding of existing classes.

57. All resident students who become nonresidents because their parents or guardians move out of the District may continue attendance for the semester/school year, barring registration in another District. At the completion of the semester, a student must apply as a nonresident student.

68. The Board reserves the right to charge tuition for nonresident students. At its discretion, the Board may charge or waive tuition for all students whose tuition is required to be paid by one kind of entity, defined as either a parent or guardian or a school district. Any waiver of tuition will be applied equally to all students whose tuition is paid by the same kind of entity (i.e., if the District charges tuition in those circumstances where a resident district pays but waives tuition in those circumstances where a parent or guardian is responsible for tuition, the tuition waiver will be applicable to all students whose parents or guardians bear the responsibility for payment).

79. All nonresident students will be considered ineligible transportees for school transportation services (§ 20-10-101, MCA).

~~10. The Board may declare an emergency which, in its opinion, necessitates the removal of all nonresident students from District schools.~~

811. The Board will not admit any student who is expelled from another school district.

9. Nonresident students enrolled under this policy are subject to all District policies, rules, and regulations on the same basis as resident students.

<u>Cross Reference:</u>	<u>Policy 2161 -2161P</u>	<u>Special Education</u>
	<u>Policy 3110</u>	<u>Entrance, Placement, and Transfer</u>
	<u>Policy 3125</u>	<u>Education of Homeless Children</u>
	<u>Policy 3210</u>	<u>Equal Education, Nondiscrimination and Sex Equity</u>

Legal Reference:	§ 20-5-314, MCA	Reciprocal attendance agreement with adjoining State or province
	§ 20-5-320, MCA	Attendance with discretionary approval
	§ 20-5-321, MCA	Attendance with mandatory approval – tuition and transportation
	§ 20-5-322, MCA	Residency determination – notification – appeal for attendance agreement

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§ 20-5-323, MCA	Tuition and transportation rates
10.10.301B, ARM	Out-of-District Attendance Agreements
<u>10.55.713, ARM</u>	<u>Teacher Load and Class Size – High School</u>

Policy History:

Adopted on: February 2007

Revised on: XX/XX/2018

Revision Note: 2018 Revision to clarify responsibilities of District and ensures conformity with ARM rules.

PERSONNEL

5000

Board Goal/Personnel

District staff are invaluable in creating an effective educational program and vibrant learning environment. The Board seeks always to employ highly qualified individuals for all positions in the District. The Board realizes opportunities for staff development should be provided periodically.

The Board expects supervision and evaluation of staff to be conducted in a positive and helpful manner, with the intent of improving staff performance. The Board looks to staff to promote a positive school climate in all educational endeavors, so students may work toward their greatest potential, and the community will be proud of its investment.

Nothing contained in the policies or administrative procedures included herein is intended to limit the legal rights of the Board or its agents except as expressly stated.

Should any provision of Board policy or administrative procedure be held to be illegal by a court of competent jurisdiction, all remaining provisions shall continue in full force and effect.

Policy History:

Adopted on: February 2007

Revised on:

PERSONNEL

5002

Accommodating Individuals With Disabilities and Section 504 of the Rehabilitation Act of 1973

~~Individuals with disabilities shall be provided opportunity to participate in all school-sponsored services, programs, or activities on an basis equal to those without disabilities and will not be subject to illegal discrimination.~~

~~The District may provide auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity.~~

~~Each service, program, or activity operated in existing facilities shall be readily accessible to, and usable by, individuals with disabilities. New construction and alterations to facilities existing before January 26, 1992, will be accessible when viewed in their entirety.~~

It is the intent of the District to ensure that qualified employees with disabilities under Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate accommodations or other positive actions in assistance.

The District will not discriminate against a qualified individual on the basis of disability in regard to job application procedures, the hiring, advancement, or discharge of employees, employee compensation, job training, or other terms, conditions, and privileges of employment.

The Superintendent is designated the Americans with Disabilities Act Title II Coordinator and, in that capacity, is directed to:

1. Oversee District compliance efforts, recommend to the Board necessary modifications, and maintain the District's final Title II self-evaluation document and keep it available for public inspection.
2. ~~Institute plans to m~~Make information regarding Title II protection available to any interested party.
3. Coordinating and monitoring the district's compliance with Section 504 and Title II of the ADA, as well as state civil rights requirements regarding discrimination and harassment based on disability.
4. Overseeing prevention efforts to avoid Section 504 and ADA violations by necessary actions, including by not limited to, scheduling Section 504 meetings, implementing and monitoring Section 504 plans of accommodation and providing information to employees and supervisors.
5. Implementing the district's discrimination complaint procedures with respect to allegations of Section 504/ADA violations, discrimination based on disability, and disability harassment; and

PERSONNEL

5002

6. Investigating complaints alleging violations of Section 504/ADA, discrimination based on disability, and disability harassment.

The District's procedure for resolution of complaints alleging violation of this policy is set forth in Policy 1700.

An individual with a disability should notify the Superintendent or building principal if they have a disability which will require special assistance or services and what services are required. This notification should occur as far as possible before the school-sponsored function, program, or meeting.

Cross Reference: 1700 Uniform Complaint Procedure

Legal Reference : Americans with Disabilities Act, 42 U.S.C. §§ 12111, et seq., and 12131, et seq.; 28 C.F.R. Part 35.

Policy History:

Adopted on: February 2007

Revised on: xx/xx/2018

Revision Note: Updated to meet 504 standards.

PERSONNEL

5500

Payment of Wages Upon Termination

When a District employee ~~quits, is laid off, or is discharged~~separates from employment, wages owed will be paid on the next regular pay day for the pay period in which the employee left employment or within fifteen (15) days, whichever occurs first.

In the case of an employee discharged for allegations of theft connected to the employee's work, the District may withhold the value of the theft, provided:

- The employee agrees in writing to the withholding; or
- The District files a report of theft with law enforcement within seven (7) business days of separation.

If no charges are filed within thirty (30) days of the filing of a report with law enforcement, wages are due within a thirty-(30)-day period.

Legal Reference: § 39-3-205, MCA Payment of wages when employee separated from employment prior to payday – exceptions

Policy History:

Adopted on: February 2007

Revised on:

Note: Revision included the change from 15 days to 30 days in lines 15-16.

ADMINISTRATION

6110P

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Superintendent

The Board will:	The Superintendent will:
Select the Superintendent and delegate to him/ her all necessary administrative powers.	Serve as chief executive officer of the District.
Adopt policies for the operations of the school system and review administrative procedures.	Recommend policies or policy changes to the Board and develop procedures which implement Board policy.
Formulate a statement of goals, annually at the regular October Board meeting, reflecting the philosophy of the District.	Provide leadership in the development, operation, supervision, and evaluation of the educational program.
Adopt annual objectives, annually at the regular October Board meeting, for improvement of the District.	Recommend annual objectives for improvement of the District.
Approve courses of study.	Recommend courses of study.
Approve textbooks.	Recommend textbooks.
Approve the annual budget at the regular August Board meeting.	Prepare and submit the annual budget to the Board at the regular August Board meeting.
Employ certificated and classified staff, in its discretion, upon recommendation of the Superintendent.	Recommend candidates for employment as certificated and classified staff.
Authorize the allocation of certificated and classified staff.	Recommend staff needs based on student enrollment, direct and assign teachers and other employees of the schools under his/her supervision; shall organize, reorganize, and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the District, subject to the approval of the Board.
Approve contracts for major construction, remodeling, or maintenance.	Recommend contracts for major construction, remodeling, or maintenance.
Approve payment of vouchers and payroll.	Recommend payment of vouchers and payroll.
Approve proposed major changes of school plant and facilities.	Prepare reports regarding school plant and facilities needs.

ADMINISTRATION

6110P

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The Board will:	The Superintendent will:
Approve collective bargaining agreements.	Supervise negotiation of collective bargaining agreements.
At the regular September Board meeting, assure that appropriate criteria and processes for evaluating staff are in place.	Establish criteria and processes for evaluating staff shall be presented to the Board at the regular September Board meeting.
Appoint citizens and staff to serve on special Board committees, if necessary.	Recommend formation of <i>ad hoc</i> citizens' committees.
Conduct regular meetings.	As necessary, attend all Board meetings and all Board and citizen committee meetings, serve as an ex-officio member of all Board committees, and provide administrative recommendations on each item of business considered by each of these groups.
Serve as final arbitrator for staff, citizens, and students.	Inform the Board of appeals and implement any such forthcoming Board decisions.
Promptly refer to the Superintendent all criticisms, complaints, and suggestions called to its attention.	Respond and take action on all criticism, complaints, and suggestions, as appropriate.
Authorize the ongoing professional enrichment of its administrative leader, as feasible.	Undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations.
Approve appropriate District expenditures recommended by the Superintendent for the purpose of ongoing District operations.	Diligently investigate and make purchases that benefit the most efficient and functional operation of the District.

Legal Reference: ARM 10.55.701 Board of Trustees

Procedure History:

Promulgated on: February 2007

Revised on: February 15, 2011 XX/XX/2018

Revision Note: 2018 revision adds legal reference

FINANCIAL MANAGEMENT

Endowments, Gifts, and Investments

The Board may accept gifts, endowments, legacies, and devises subject to the lawful conditions imposed by the donor. Endowments received by the District will be deposited to an endowment fund as an expendable or non-expendable trust. Neither the Board nor the Superintendent will approve any gifts that are inappropriate. Unless conditions of an endowment instrument require immediate disbursement, the Board will invest money deposited in the endowment fund according to the provisions of the Uniform Management of Institutional Funds Act (Title 72, chapter 30, MCA).

The Board authorizes the Superintendent to establish procedures for determining the suitability or appropriateness of all gifts received and accepted by the District.

Once accepted, donated funds are public funds subject to state law. Benefactors may not adjust or add terms or conditions to donated funds after the donation has been accepted.

~~Educational foundations which seek to promote, enhance, and enable educational opportunities and school improvement activities in the District may solicit and receive tax deductible funds from donors. Educational foundations may be sanctioned by the Board but not managed or directed by it. The Board may appoint non-voting advisors to the foundation board if the bylaws of the foundation permit that action.~~

The Board directs that all school funds be invested in a prudent manner so as to achieve maximum economic benefit to the District. Funds not needed for current obligations may be invested in investment options as set out in Montana statutes, whenever it is deemed advantageous for the District to do so.

Educational Foundations may exist in the community, but are not managed, directed, or approved by the Board of Trustees.

Legal Reference:	§ 20-6-601, MCA	Power to accept gifts
	§ 20-7-803, MCA	Authority to accept gifts
	§ 20-9-212, MCA	Duties of county treasurer
	§ 20-9-213(4), MCA	Duties of trustees
	§ 20-9-604, MCA	Gifts, legacies, devises, and administration of endowment fund

Policy History:

Adopted on: February 2007

Revised on: xx/xx/2018

Revision Note: Updated for clarification

Purchasing

Authorization and Control

The Superintendent is authorized to direct expenditures and purchases within limits of the detailed annual budget for the school year. The Board must approve purchase of capital outlay items, when the aggregate total of a requisition exceeds \$50,000 ~~(cannot exceed \$50,000)~~, except the Superintendent shall have the authority to make capital outlay purchases without advance approval when necessary to protect the interests of the District or the health and safety of staff or students. The Superintendent will establish requisition and purchase order procedures to control and maintain proper accounting of expenditure of funds. Staff who obligate the District without proper authorization may be held personally responsible for payment of such obligations.

Bids and Contracts

Whenever the cost of any supplies, equipment, or work shall exceed ~~Twenty-Five~~Fifty Thousand Dollars (\$50,000), the District will call for formal bids by issuing public notice as specified in statute. Specifications will be prepared and made available to all vendors interested in submitting a bid. The contract shall be awarded to the lowest responsible bidder, except that the trustees may reject any or all bids. The Board, in making a determination as to which vendor is the lowest responsible bidder, the Board will take into consideration not only the amount of each bid, but will also consider the skill, ability, and integrity of a vendor to do faithful, conscientious work and to promptly fulfill the contract according to its letter and spirit. Bidding requirements do not apply to a registered professional engineer, surveyor, real estate appraiser, or registered architect; a physician, dentist, pharmacist, or other medical, dental, or health care provider; an attorney; a consulting actuary; a private investigator licensed by any jurisdiction; a claims adjuster; or an accountant licensed under Title 37, Chapter 50.

Advertisement for bid must be made once each week for two (2) consecutive weeks, and a second (2nd) publication must be made not less than five (5) nor more than twelve (12) days before consideration of bids.

The Superintendent will establish bidding and contract-awarding procedures. Bid procedures will be waived only as specified in statute. Any contract required to be let for bid shall contain language to the following effect:

In making a determination as to which vendor is the lowest responsible bidder, if any, the District will take into consideration not only the pecuniary ability of a vendor to perform the contract, but will also consider the skill, ability, and integrity of a vendor to do faithful, conscientious work and promptly fulfill the contract according to its letter and spirit. References must be provided and will be contacted. The District further reserves the right to contact others with whom

a vendor has conducted business, in addition to those listed as references, in determining whether a vendor is the lowest responsible bidder. Additional information and/or inquiries into a vendor's skill, ability, and integrity are set forth in the bid specifications.

Cooperative Purchasing

The District may enter into cooperative purchasing contracts with one or more districts for procurement of supplies or services. A district participating in a cooperative purchasing group may purchase supplies and services through the group without complying with the provisions of 20-9-204(3), MCA if the cooperative purchasing group has a publicly available master list of items available with pricing included and provides an opportunity at least twice yearly for any vendor, including a Montana vendor, to compete, based on a lowest responsible bidder standard, for inclusion of the vendor's supplies and services on the cooperative purchasing group's master list.

Purchasing will be done locally when it is in the best interest of the school district.

Legal Reference:	§§ 18-1-101, et seq., MCA	Public Contracts
	§§ 18-1-201, et seq., MCA	Bid Security
	§ 20-9-204, MCA	Conflicts of interest, letting contracts, and calling for bids
	<i>Debcon v. City of Glasgow</i> , 305 Mont. 391 (2001)	

Policy History:

Adopted on: May 6, 2002

Revised on: February 2007, November 15, 2011, XX/XX2018

Note: Lines 9-14, Page 2, were added based on the 2011 Legislative session.

2018 revision to clean up contradictory statements and other language.

FINANCIAL MANAGEMENT

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Advertising in Schools/Revenue Enhancement

Revenue enhancement through a variety of District-wide and District-approved marketing activities, including, but not limited to, advertising, corporate sponsorship, signage in or on District facilities, ~~etc.~~, is a Board-approved venture. The Board may approve such opportunities subject to certain restrictions in keeping with the ~~contemporary community~~ standards of good taste. Advertising will model and promote positive values for District students through proactive educational messages and not be simply traditional advertising of a product. Preferred advertising includes messages encouraging student achievement and establishment of high standards of personal conduct.

All sponsorship contracts will allow the District to terminate the contract on at least an annual basis, if it is determined that it will have an adverse impact on implementation of curriculum or the educational experience of students.

The revenue derived should:

1. Enhance student achievement;
2. Assist in maintenance of existing District athletic and activity programs; and
3. Provide scholarships for students participating in athletic, academic, and activity programs, who demonstrate financial need and merit.

Appropriate opportunities for marketing activities include but are not limited to:

1. Fixed signage.
2. Banners.
3. District-level publications.
4. Television and radio broadcasts.
5. Athletic facilities, including stadiums, high school baseball fields, and high school gymnasiums.
6. District-level projects.
7. Expanded usage of facilities beyond traditional uses (i.e., concerts, rallies, etc.).
8. The interior and exterior of a limited number of District buses, if the advertising is associated with student art selected by the District. The only advertising information allowed will note sponsorship of the student art by the participant. Maintenance for these buses will include but not exceed normal maintenance costs.
9. Individual school publications (when not in conflict with current contracts).

Advertising will not be allowed in classrooms, other than corporate-sponsored curriculum materials approved subject to Board policy.

The following restrictions will be in place when seeking revenue enhancement. Revenue

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FINANCIAL MANAGEMENT

7332

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enhancement activities will not:

1. Promote hostility, disorder, or violence;
1. Attack ethnic, racial, or religious groups;
2. Discriminate, demean, harass, or ridicule any person or group of persons on the basis of gender;
3. Be libelous;
4. Inhibit the functioning of the school and/or District;
5. Promote, favor, or oppose the candidacy of any candidate for election, adoption of any bond/budget issues, or any public question submitted at any general, county, municipal, or school election;
6. Be obscene or pornographic, as defined by prevailing community standards throughout the District;
7. Promote the use of drugs, alcohol, tobacco, firearms, or certain products that create community concerns;
8. Promote any religious or political organization;
9. Use any District or school logo without prior approval.

Cross Reference: 2120 Curriculum Development and Assessment
 2309 Library Materials
 2311 Instructional Materials

Policy History:

Adopted on: February 2007

Revised on: XX/XX/2018

Revision Note: Language change to clarify intent of policy

FINANCIAL MANAGEMENT

7530

Procurement of Supplies or Services

The Board adopts the following provisions of the Montana Procurement Act (i.e., § 18-4-101, et seq., MCA):

1. § 18-4-303, MCA – Competitive sealed bidding. With the exception of construction contracts, allows the District to negotiate an adjustment of the bid price with the lowest responsible bidder in order to bring the bid within the amount of available funds, if, and only if, all bids exceed available funds and the lowest responsible bid does not exceed available funds by more than five percent (5%).
2. § 18-4-306, MCA – Sole source procurement. A contract may be awarded for a supply or service item without competition when, the District determines in writing that:
 - (a) there is only one source for the supply or service item;
 - (b) only one source is acceptable or suitable for the supply or service item;
 or
 - (c) the supply or service item must be compatible with current supplies or services.
3. § 18-4-307, MCA - Cancellation of invitations for bids or requests for proposals. An invitation for bids, a request for proposals, or other solicitation may be cancelled or any or all bids or proposals may be rejected in whole or in part, as may be specified in the solicitation, when it is in the best interests of the state. The reasons therefor must be made part of the contract file.

Legal Reference:	§ 18-4-121, et seq., MCA	Montana Procurement Act
	<u>§ 18-4-303, MCA</u>	<u>Competitive Sealed Bidding</u>
	<u>§ 18-4-306, MCA</u>	<u>Sole Source Procurement--records</u>
	<u>§ 18-4-307, MCA</u>	<u>Cancellation of invitations for bids or requests for proposals</u>
	2.5.604, ARM	Sole Source Procurement

Policy History:

Adopted on: May 21, 2002

Revised on: February 2007, ~~XX/XX/2018-~~

Note: The revision included the addition of lines 15-18 for additional clarification. 2018 revision adds cancellation of bid.

NONINSTRUCTIONAL OPERATIONS

8123

Driver Training and Responsibility

Bus drivers shall observe all state statutes and administrative rules governing traffic safety and school bus operation. At the beginning of each school year, the District will provide the contractor with a copy of the District's written rules for bus drivers and for student conduct on buses. It is the contractor's responsibility to make sure each driver receives a list of the written rules.

Each bus driver will meet the qualifications established by the Superintendent of Public Instruction, including possession of a valid Montana commercial driver's license (with a school bus "S" and passenger "P" endorsements), receive ten (10) hours of in-service annually, and Department of Transportation-approved physician's certification that he or she is medically qualified for employment as a bus driver. The bus driver shall secure a valid standard first aid certificate from an authorized instructor, within two (2) months after being employed, and maintain a valid first aid certificate throughout employment as a bus driver. The bus driver must have five (5) years driving experience.

A school bus driver is prohibited from operating a school bus while using a cellular phone, including hands free cellular phone devices, except:

- (1) During an emergency situation;
- (2) To call for assistance if there is a mechanical breakdown or other mechanical problem;
- (3) When the school bus is parked.

A teacher, coach, or other certified staff member assigned to accompany students on a bus will have primary responsibility for behavior of students in his or her charge. The bus driver has final authority and responsibility for the bus. The Superintendent will establish written procedures for bus drivers.

Maximum Driving Time

The district recognizes from a risk management and student safety standard the importance of driver safety while transporting students. Therefore, the district will meet the federal standard on maximum driving time for drivers.

Legal Reference:	§ 20-10-103, MCA	School bus driver qualifications
	10.7.111, ARM	Qualification of Bus Drivers
	10.64.201, ARM	Drivers
	§ 50-46-205, MCA	Limitations of Medical Marijuana Act 42
	National Highway Traffic Safety Administration	
	<u>CFR 49, Part 395</u>	<u>Transportation- Hours of Service for Drivers</u>

Policy History:

Adopted on: February 2007

Revised on: April 20, 2010 XX/XX/2018

Revision Note: 2018 revision adds Maximum Driving Time

NONINSTRUCTIONAL OPERATIONS

8124

Student Conduct on Buses

The general student code of conduct is applicable to conduct on school buses.

The Superintendent will establish written rules of conduct for students riding school buses. Such rules will be reviewed annually by the Superintendent and revised if necessary. If rules are substantially revised, they will be submitted to the Board for approval.

At the beginning of each school year, a copy of the rules of conduct for students riding buses will be provided to students. A copy of the rules will be posted in each bus and will be available upon request at the District office and in the principal's office.

The bus driver is responsible for enforcing the rules and will work closely with a parent and building principal to modify a student's behavior. Rules shall include consistent consequences for student misbehavior. A recommendation for permanent termination of bus privileges, accompanied by a written record of the incident(s) that led to the recommendation, shall be referred to the principal for final determination. The student's parent or guardian may appeal a termination to the Superintendent and then the Board. No further appeal shall be allowed.

Cross Reference: 3310 Student Discipline
 8111 Transportation of Students With Disabilities

Legal Reference: § 20-4-302, MCA Discipline and punishment of pupils – definition of corporal punishment – penalty – defense
 § 20-5-201, MCA Duties and sanctions

Policy History:

Adopted on: February 2007

Revised on:

Air Quality Restrictions on Outdoor Activities, Practice and Competition

Each school district is responsible for ensuring the safety of its students and student athletes when participating in physical education, recess, practices or athletic contests.

The Jefferson High School District Board of Trustees and Administration will use the Recommendations for Outdoor Activities Based on Air Quality for Schools guidelines, developed by the Montana Department of Environmental Quality (DEQ) and the DEQ's Air Data Map, as the determining factor when making a decision to allow or not allow students to participate in outdoor activities and contests.

The Jefferson High School District Board of Trustees and Administration have developed the following protocol for determination of allowing students and student athletes to participate in outdoor activities when Air Quality Restrictions have reached the Unhealthy for Sensitive Groups or higher categories as indicated on the DEQ guidelines.

1. The Jefferson School District will use the geographical spot on the todaysair.mt.gov website to determine the air quality for our school district.

2. The following personnel will make the decision to hold or cancel outdoor activities, practices, or contests:

- a. High School practices (all levels) JHS Administration
- b. High School contests (all levels) JHS Administration
- c. All outdoor activities, (all levels) JHS Administration

3. The decision to hold or cancel outdoor activities will be made two hours in advance of the activity.

4. The notice to hold or cancel an outdoor activity will be communicated to:

- a. Students through all electronic means
- b. Staff through all electronic means
- c. Coaches through all electronic means
- d. Parents through all electronic means
- e. Community all electronic means

Legal References: 10.55.701(q), ARM Board of Trustees

Other References: www.todaysair.mt.gov
<http://svc.mt.gov/deq/todaysair/smokereport/mostRecentUpdate.aspx>

Policy History:

Adopted on: xx/xx/2018

Revised on:

Revision Note:

Jefferson High School District #1

Request to use Therapy Animal in School

8426F

Board Policy 8426 governs the use of therapy animals in school. The request shall be submitted to the Superintendent for approval each school year and/or whenever the Owner wishes to use a different therapy animal.

Name of Owner: _____

Name of Handler (if different from Owner): _____

Owner address: _____

Handler address (if different from Owner): _____

Owner email: _____

Handler email (if different from Owner): _____

Building(s) where animal will be used: _____

Please describe, in detail, what the animal will do at the school. _____

Date: _____ Owner Phone Number: _____

Handler Phone Number: _____

Name of Therapy Animal: _____

Please attach the following to this form:

Proof of registration as a therapy animal handler with the individual animal to be used (Note: Such registration shall be from an organization that requires an evaluation of the therapy animal and handler prior to registration and at least every two years)

Proof from a licensed veterinarian that the therapy animal is in good health and has been immunized against diseases common to the particular animal. Such vaccinations shall be kept current and up to date at all times.

Proof of licensure from the local licensing authority.

Copy of an insurance policy that provides liability coverage for the work of the handler and therapy animal while the two are on school district property.

Owner's Signature: _____ Date: _____

Handler's Signature (if different from Owner): _____ Date: _____

Superintendent's Signature: _____ Date: _____

Legal Reference:

Policy History:

Adopted on:

Revised on:

Revision Note:

The District supports the use of therapy dogs and other therapy animals by teachers or other qualified school personnel ("Owner") for the benefit of its students, subject to the conditions of this policy.

Therapy Animals

Therapy dogs and other therapy animals are family pets that are trained and registered or certified through therapy organizations. They are only half of the therapy team. The handler is the other half. Therapy teams enter the school by invitation or prior approval.

A therapy animal is not a service animal, and unlike a service animal, a therapy animal does not assist a person with a disability with activities of daily living, nor does it accompany a person with a disability at all times. Therapy animals do not have legal rights.

Requirements of Therapy Animals and User/Owners

Individuals with disabilities using therapy or companion animals are responsible for their animals at all times and must comply with the following requirements:

Request: An Owner must submit a written request to the Superintendent. The request must be renewed each school year or whenever a different therapy animal will be used.

Registration, Training and Certification: The Owner must register the therapy animal and provide documentation of the registration, certification, and training to the Superintendent. The registration and certification must remain current at all times.

Health and Vaccination: The therapy animal must be clean, well groomed, in good health, house broken, and immunized against diseases common to dogs. The Owner must submit proof of current licensure from the local licensing authority and proof of the therapy animal's current vaccinations and immunizations from a licensed veterinarian.

Control: A therapy animal must be under the control of the "Owner", at all times, through the use of a leash or other tether unless the use of a leash or other tether would interfere with the therapy animals' safe, effective performance of its work or tasks.

Identification: The therapy animals must wear appropriate visible identification that identifies in writing that the animal is a therapy animal.

Behavior: The Owner must take responsibility for the behavior of the animal in private and public places, and for due care and diligence in the use of the animal on school district property.

Health and Safety: The therapy animal must not pose a health and safety risk to any student, employee, or other person at the school.

Supervision and Care of Therapy Animals: The Owner is solely responsible for the supervision and care of the therapy dog, including any feeding, exercising, and clean-up while the animal is in the school building or on school property. The school district is not responsible for providing any care, supervision, or assistance for a therapy animal.

Authorized Areas: The Owner shall only allow the therapy animal to be in areas in school buildings or on school property that are authorized by the school administrators.

Insurance: The Owner must submit a copy of an insurance policy that provides liability coverage for the therapy animal while on school property.

Exclusion or Removal from School. A therapy animal may be excluded from school property and buildings if a school administrator determines that:

(1) A handler does not have control of the therapy animal;

(2) The therapy animal is not house broken;

(3) The therapy animal presents a direct and immediate threat to others in the school; or

(4) The animal's presence otherwise interferes with the educational process.

The Owner shall be required to remove the therapy animal from school premises immediately upon such a determination.

Allergic Reactions. If any student or school employee assigned to a classroom in which a therapy animal is permitted, and suffers an allergic reaction to the therapy animal, the Owner of the animal will be required to remove the animal to a different location designated by an administrator.

Damages to School Property and Injuries: The Owner of a therapy animal is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy animal.

Therapy Animals in Training; This policy shall also be applicable to therapy animals in training that are accompanied by a bona fide trainer.

Policy History:

Adopted on: XX/XX/2018

Revised on:

Revision Note:

AGENDA for the *REGULAR BUDGET MEETING*
OF THE TRUSTEES OF JEFFERSON HIGH SCHOOL DISTRICT # 1

*** 6:30 p.m. September 18 2018 ***

Jefferson High School Library

(Board packet available upon request at the Central Office.)

This agenda is subject to changes until the Friday preceding the meeting. Please check the school website at www.jhs.k12.mt.us for the most current agenda and the packet of associated materials for the meeting.

A. Call to order-Chairperson

1. Pledge of Allegiance

B. Announcements and Public Comment. *Please see information printed on the back of the agenda and in the brochure at the entrance to the meeting about speaking to the board during this time.*

C. Student Report

D. Staff Report

E. Committee Reports - brief review

F. Administration Reports – *The board briefly reviews the written reports provided in board packet. Some specific, anticipated items are listed below. The Board will not take action on items in a report unless the item appears as an action item in the new or unfinished business sections of the agenda.*

1. Clerk/Business Manager – Staff breakfast PIR
2. Principal/A.D.
 - a. Breakfast/Snack program
 - b. Student, Staff, Activity Handbooks
3. Superintendent
 - a. Literacy update
 - b. 21st Century program offering
 - c. Safety Plan
 - d. Crisis Plan

G. Unfinished Business- Action is always possible for Unfinished Business items.

H. New Business – Action is always possible for New Business items.

1. Personnel – Action
 - a. Substitute applications – K. Synness, F. Cansler
 - b. Coaching evaluations, spring – possible closed session
 - c. Coaching positions – recommendations – assistant wrestling, Speech and Debate, assistant cheer
 - d. Superintendent evaluation - possible closed session
 - e. New personnel – recommendation - para position
 - f. Resignation - Thilges
2. Approval of Attendance Agreements – AYA/Elk Park/North end
3. Board Self-Evaluation
4. Proposed Pre-ROTC club
5. Approval of Corrected 1819 Budget for permissive Building Reserve
6. Approval of classification of fund balances
7. MOUs/Interlocal Agreements with Boulder Elementary School – School Foods & Literacy Grant
8. Safety Plan update
9. 1st Reading Policies
 - a. 3300 Suspension and Expulsion – Corrective Action and Punishment
 - b. 5330 Maternity Leave
 - c. 5329 and 5329P Long-Term Illness/Temporary Disability/Maternity Leave
 - d. 1401 Records Available to Public
 - e. 1420 School Board Meeting Procedure
 - f. 3141 Discretionary Non-resident Student Attendance
 - g. 4330 Community Use of School Facilities
 - h. 4330F School Facilities and Grounds Use and Liability Release Agreement
 - i. 5002 Accommodating Individuals with Disabilities and Section 504 of the Rehabilitation Act of 1973
 - j. 5010 Equal Employment Opportunity and Non-discrimination
 - k. 5460 Electronic Resources and Social Networking
 - l. 550 Payment of Wages Upon Termination
 - m. 6110P – Superintendent – Board Job Responsibilities
 - n. 7260 Endowments, Gifts, and Investments
 - o. 7320 Purchasing

- o. 7320 Purchasing
- p. 7332 Advertising in Schools – Revenue Enhancement
- q. Procurement of Supplies or Services
- r. 8123 Driver Training and Responsibility
- s. 8124 Student Conduct on Buses
- t. 4330F1 Assumption of Risk Waiver Form
- u. 8130 Air Quality Restrictions on Outdoor Activities, Practice, and Competition
- v. 8426 Therapy Animals
- w. 8426F Request for use of Therapy Animal in School
- x. 5000 Personnel Goals

A. Communication and Comments

- 1. Letters to the Board

B. Commendations and Recognition

C. Consent Agenda

- 1. Approval of Previous Minutes and High School Claims and Accounts – action

D. Follow-up/Adjournment – upcoming three months

- 1. Chair/Superintendent article for paper
- 2. October – Annual goals ((1610), Program Evals (2130), At-Risk(3610), Count Day (3121P)

NEXT REGULARLY SCHEDULED HIGH SCHOOL BOARD MEETING: October 16, 2018 6:30 P.M. Board chair-approved agenda items are due in the district office by the last Friday of the month prior to the board meeting.

All board meetings are held in the Jefferson High School Library, on the third Tuesday of each month at 6:30 p.m. (Exceptions often occur in May and August to follow legal requirements.) For updates, call the district office at 225-3740.

Jefferson High School Board Members

Sabrina Steketee, chair (Boulder area position)

Travis Pierce vice-chair (At-Large 2 position)

Larry Rasch (At-Large 3 position) **Mission Statement**

The Jefferson High School District #1's mission is to provide the best possible education for our youth for whatever path of life they choose; to be the school of choice for students, teachers, and staff; and to be the heart of the communities we serve.

Our vision for the future, second draft:

Students:

- Achieve high test scores and graduation rates that are competitive nationally;
- Graduate with a plan for life that they feel well equipped to pursue;
- Choose our school over others because of our solid reputation;
- Feel happy, challenged, safe and supported throughout their time

here;

- Appreciate and fully engage in our activities that augment our core curriculum; and
- Have access to technology that enhances their learning opportunities.

Teachers:

- Actively support students with their time, attention and obvious commitment;
- Have the tools and resources necessary to do optimal work;
- Are proud to work here and of their contribution to the school;

- Are committed to continuing education and the use of best practices;
- Look at our District as a long-term career commitment; and
- Feel confident about the Board's decisions and plans.

Our Administration and Board

- Commit to be knowledgeable about best practices
- Establish, devote themselves to, and evaluate their priority goals on a regular basis; and
- Work as a collaborative team to make decisions that always focus on what is best for students, teachers and our communities.

Our communities:

- Are knowledgeable of and highly respect our commitment to excellence; and
- Support our work in many ways – their time, funds, levy votes, ideas, and enthusiasm about our students and their activities.

Announcements and Public Comment. The board welcomes and encourages public comment and wishes the public comment process to be fair and orderly. Written comments may be submitted to the board through the District Clerk's office. Individuals wishing to address the board at the board meeting must sign in on the sheet provided. The clerk will collect the sheet when the meeting begins. Comments on topics that are on the agenda may be made when the meeting reaches that item's point on the agenda. Comments on non-agenda items may be made during the "Public Comment" agenda item. To avoid violations of individual rights of privacy, a member of the public wishing to address the Board during this time will not be allowed to make comments that would infringe upon the privacy rights of any student, staff member, or member of the public during his/her designated time to speak. Abusive or obscene comments will not be allowed. Time allowed for comments may be limited. Individuals will only be called upon twice for the same topic after all persons have been called upon and as time permits. The Board may not respond to and will not take action on non-agenda topics at this meeting but may schedule the topic on the agenda of a subsequent meeting.

From the desk of:

L orie

September 2018

GENERAL REPORT ITEMS

PAYROLL REPORT

Payroll warrants -88765 to -88732 (direct deposits) and 40871 - 40912 were approved by the superintendent and paid in September.

MASBO REGION 4

As part of the MASBO board, I continue to match mentors with mentees. I will be attending the ASBO International conference the 20th – 25th in Kissimmee, FL.

CURRENT OFFICE ITEMS

A few hours each day are used for preparation for the school audit in November.

NEW BUSINESS ITEMS

When I presented the numbers for the budgets in August, I inadvertently included only the increase portion for the Building Reserve Fund. The intention was that the increase would be added to the fund balance. That would be the approved expenditure budget. I am asking that you approve the increased budget.

As part of our audit each year, we are required to classify each fund balance. I will have a spreadsheet breakdown for you at the meeting. This is a fairly recent addition to our required items and I cannot say that I am very well-versed in its application. One year I followed the auditor's suggestions and when the audit came around, she said I had it wrong. The next year I changed it and it was also not how she felt it should be. It is one of those financial items that really do not affect the day-to-day operation of the school but may have an impact on our ability to levy or run a bond.



Principal's Report

September 18, 2018

The school year is off to a good start. The first week the freshmen arrived early on August 20 and staff had a half-day PIR on Infinite Campus. Tuesday, August 21st, all students arrived for a half-day, and teachers used the PIR to review expectations from Mr. Norbeck, Mr. Moodry, and Ms. L. Carey. It was decided that a memo on expected behaviors would be sent home, which went out on August 30th (see enclosure).

The last week in August began with teacher PIR on Monday (8/27). The PIR began with a two hour ACE (Adverse Childhood Experiences) training with Barb Reiter and Pam Hanna. The rest of the day teachers learned how to use the Newsela program to help students with reading intervention and the Literacy Grant. We had our first OLWEUS Training August 28.

The week of September 4-6 was business as usual. Our first late arrival was on Wednesday the teacher did professional development led by Mrs. Erickson. The PD covered various strategies in writing, vocabulary as well as a follow-up discussion of ACE's training with Mrs. Layng. Mr. Dave Stratton from WET Engineering gave a CAD demonstration to Mr. Heimanns CAD and Industrial Technologies classes. It was a great presentation about real world applications of CAD.

Last week we began with our first staff meeting on Monday at 7:45. We reviewed the fire drill procedures and checked-in for weekly events. Tuesday, we conducted our first fire drill. The evacuation was efficient and productive. We found some area to work on and a debrief email was sent to all staff. This year's first Panther of the Week was Mariah Maichel. You can find the Panther of the Week announcements on the school website and the JHS App.

It has been a goal of mine to be in all the classrooms everyday to checkin with students and teachers. I have been able to do this all but one day (which I only made it to half the classrooms). I have also been publishing the Moodry Minutes on the website and app. I give a recap of the previous week and give upcoming events in video format. A new episode airs every Friday. I continue to work on updating and streamlining our communications/social media.

Activities Update:

Thus far, we have hosted a cross-country meet, three football games (one in Missoula), and three volleyball games. The cheer squad and pep band will perform at all our home events and post-season tournaments. Student Council, Science Olympiad, and FCCLA have had their initial meetings. The 2018 Homecoming will be October 1-5 (see attached). The 21st Century Afterschool programs began on September 10th. Students have a different activity available every day.

In discussion with our Southern B division, we have the lowest priced activities passes and admission. We are proposing our admission prices be increased to \$5 from \$4 for students/seniors beginning immediately. For the 2019-20 school year we propose to increase our participation fee from \$20 to \$25, adults from \$35 to \$40, and family from \$100 to \$120.

JHS Proposed Dress Code

The District's dress code is established to teach grooming and hygiene, to prevent disruption, and minimize safety hazards.

The primary responsibility for a student's attire resides with the student and parents or guardians. The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student. Students should be given the most choice possible in how they dress for school. Any restrictions must be necessary to support the overall educational goals of the school and must be explained within the dress code. Any dress deemed to disrupt the educational process is inappropriate.

1. Basic Principle: Certain body parts must be covered for all students
 - a. Clothes must be worn in such a way that genitals, buttocks, and nipples are covered with opaque material. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.
2. Students MUST wear:
 - a. Clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.
 - b. Shirts and dresses must have fabric in the front and on the sides (under the arms).
 - c. Clothing that covers undergarments.
 - d. Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
 - e. Specialize courses may require specialized attire
3. Students MAY not wear:
 - a. Headwear
 - b. Clothing having pictures or words, which contain profanity, hate speech, suggestive phrases or references to alcohol, tobacco products, drugs or violence.
 - c. Images or language that creates a hostile or intimidating environment
 - d. Midriff Baring shirts
 - e. Visible underwear
 - f. Bathing suits
4. Students will keep jackets in lockers. Backpacks and bags determined to be reasonable size by school administration may be used in class and between classes to transport materials. Bags must be able to be stored under desks and not in a place that can create a trip hazard for others. Students choosing to use backpacks must also understand policy 3231 allows school administration, teachers, and support staff the right to search bags if there is reasonable suspicion that illegal items may be hidden or contained within the backpack. If use of backpacks create a hazard or restrictions are being ignored, backpacks can be revoked from the student by school administration.

~~A student with a shirt deemed inappropriate will be asked to remove that shirt and another more acceptable shirt will be provided.~~

3. Special requirements for attire may be given for extracurricular activities and special areas such as the shop, science lab or home economics classroom.
- ~~4. All students are to wear proper footwear at all times.~~
- ~~5. All apparel must be **modest and decent**. No bare midriff is to show when standing relaxed. Tank top straps must meet or exceed 3 finger widths. No undergarments will be shown at any time.~~
- ~~6. Excessively sloppy dress will not be allowed. Clothes shall be clean and in good repair. Clothing with excessive holes or those above mid thigh length will not be tolerated.~~
- ~~7. Suggestive patches or emblems will not be worn.~~
- ~~8. Any Head Gear is not to be worn in the building during the school day.~~
- ~~9. Shorts and skirts will be allowed under the following guidelines:
 - a. The hem shall reach no higher than mid thigh.
 - b. No spandex, unless worn under shorts.
 - c. No sweats or cutoffs, unless properly hemmed.~~
- ~~10. Sunglasses are for outside rather than in classrooms.~~

~~Girls~~

- ~~1. Skirts are allowed under the same length restrictions as shorts.~~
- ~~2. Pants (jeans) must fit to the degree that underwear is not exposed.~~

~~Boys~~

- ~~1. Pants (jeans) must fit to the degree that underwear is not exposed.~~
- ~~2. No athletic undershirts or underwear will be worn as outer garments.~~

Violation of any of the provisions of the dress code will result in the student's being required to change clothes and time lost in doing so must be made up after school. Repeat offenders will be assessed Disciplinary action.

During school hours open flavored beverages must be contained in spill proof, auto closed container, (such as a CamelBak or Contigo bottle) and are only allowed in the classroom with teacher discretion). Food is allowed with teacher permission. Garbage must be disposed of properly. It is important that students and staff keep these materials cleaned up and non-disruptive to the cleaning personnel. This is a privilege that can be lost! No food or drink is allowed at any computer station.



August 28, 2018

Greetings,

Welcome to another school year! We have distributed student handbooks in English classes this week. We have created this Student Behavior Areas of Focus to build a more positive and productive learning environment. The intent is also to set forth my expectations to students, parents, and staff.

Please read, review, sign, and return the back page of the handbook acknowledging you have completed this activity. The following will be some areas of focus for the staff and administration. This document will be reviewed with students.

We are in review of the handbook and will recommend some changes at the September school board meeting on September 18 at 6:30pm. Please feel free to offer public comment at that time.

If there is something you feel should be addressed contact me at 225-3317 or mike.moodry@jhs.k12.mt.us.

I am looking forward to a great school year!

Sincerely,

Mr. Moodry

JHS Principal

2018-19 STUDENT BEHAVIORS AREAS OF FOCUS

Attendance:

Student will be allowed eight (8) absences during a semester per class period. Following the 9th absence, a committee of teachers and principal will conduct a hearing to recommend loss of credit for the course(s). Students must be in the classroom prior to the tardy bell. If a student is tardy they must receive a tardy slip from the staff member from where they are coming or from the office. Students will not be admitted to the class without a tardy slip. Multiple tardies will be addressed according to the handbook (which are hours of Friday Opportunity depending on the number of tardies).

Dress Code:

"Apparel must be modest and decent." Please read the most common violation below.

Girls

1. Skirts are allowed under the same length restrictions as shorts (may not be above mid thigh or fingertip length with arms extended to the side).
2. Pants (jeans/leggings) must fit to the degree that underwear is not exposed.

3. Tops must have shoulder straps that are at least 3 inches in width and cover any undergarments. Tops without straps (boat tops or off-the-shoulder shirts) must cover at least 3 inches above the shoulder.

Boys

1. Pants (jeans/leggings) must fit to the degree that underwear is not exposed.
2. No athletic undershirts or underwear will be worn as outer garments. Mesh shirts are not allowed unless worn over a t-shirt.

General Guidelines

1. No headgear will be worn in the building.

Violation of any of the provisions of the dress code will result in the student being required to change clothes and time lost in doing so must be made up after school. Repeat offenders will be assessed disciplinary action.

Cell Phone:

Cell phone will only be allowed before school, after school, lunch and during passing times (between periods). Teachers may allow cell phones to be used for educational purposes during class. Parents, please refrain from calling or texting your student during school time.

Consequences for violation will be as follows:

First Offense: Device turned into the office and returned at the end of the day

Second Offense: Parents will be required to pick up the phone in the office

Third Offense: Principal will meet with student and parents with the recommendation to check the phone at the office daily or leave the phone at home.

Hall Passes:

Hall passes will vary from teacher to teacher. Students must have some form of hall pass to be outside the classroom during instruction time. Students will only be allowed out of the class one at a time. If a student is excessively in the hallways during class time, they will only be allowed to leave class in an emergency.

Food and Beverages:

Food and beverages (non-colored or unsweetened) will be allowed to the discretion of the teachers on non-carpeted areas. Students are responsible for cleanup. If the custodians find excessive messes, the privilege of food and drink will be suspended.

Announcements:

Announcements will be read during third period, and during announcement/snack period by the teacher.

Snack Period:

We will have a daily snack period from 10:37-10:44. The Family and Consumer Science Department will have a snack available for sale in the cafeteria during that time. *Vending machines are to be used only before and after school, as per federal law.* Snacks may be consumed in the cafeteria or other non-carpeted, teacher supervised and approved areas.

2018 JHS Homecoming Schedule

Friday--September 28

Decorate Hallways and Paint the "J"

- Staff that are able to attend would be appreciated and rewarded with lunch provided by Mr. Moodry and Mr. Norbeck.
- We will run a student bus (Montana City Store 7:22 return at 4:10 from JHS) .
- Painting Paws (Student Council w/help)

Monday-October 1

- College Day

Tuesday-October 2

- Twin Day

Wednesday-October 3

- Hawaiian

Thursday-October 4

- Panther Pride (Wear your purple and gold)
- CC @ 7 of 7 Meet Helena TBA
- Shortened schedule. 2:11-4:06
 - 1st 8:00-8:46
 - 2nd 8:49-9:35
 - 3rd 9:38-10:24
 - 4th 10:27-11:13
 - 5th 11:16-12:02
 - Lunch 12:02-12:30
 - 6th 12:30-1:16
 - 7th 1:19-2:05
- 2:05-2:35 Pep Rally North Gym
- 2:36-4:06 Float Decorating/Carnival Setup (JHS Boosters are giving a pizza party for best float)
- 4:00 VB vs Broadwater (Homecoming) Announce Royalty 6:00 game 7:00

Friday, October 5

- We will run bus schedule (Montana City Store 7:22 return at 4:10 from JHS).
- 9:00AM 4-75 Run
- 11:00AM Powderpuff
- 12:00PM Macho Volleyball
- 1:30PM Lineup for Parade
- 1:45PM Parade
- 2:15PM Carnival (All Clubs are encouraged to have a booth, JHS boosters will donate all the money back to your organization)
- 5:00PM Booster BBQ
- 7:00PM Kick Off

Saturday

VB--JHS Tournament 9:00AM

**Jefferson High School District #1
Board of Trustees**

Superintendent's Report

Date: September 18, 2018

Agenda Item: E-3

3a-At Risk Coordinator Plan

The At Risk Plan has been in place for the past 4 years and continues to provide support for students at risk. The plan will be incorporated with Montana Behavioral Institute (MBI), the Literacy Grant, and Olweus Bullying Prevention work taking place at JHS and shared with Altacare professionals working with the District. Mr. Michaud will attend the second component of Olweus training later this school year.

3b-Enrollment

The enrollment for Jefferson High School has another significant increase for the 2018-19 school year. The current unofficial enrollment is 285 students. Last year the student population was 262. The final numbers will change before the first OPI count in October as YDI continues to have fluctuations in client population.

This is an 8.8% increase on top of last year's 15% increase. I will explore the options for budget amendment for JHS.

3c-Montana Council of Educational Leadership (MCEL)

I have included the information for the October MCEL conference in Missoula. This is a Professional Development opportunity for the administration and school board. The information gives a synopsis of all the sessions that can be attended. There is a lot of great information and I would encourage you to attend if possible.

3d-Safety Procedure Manual

Enclosed is the updated Safety Procedure Manual required by all schools in Montana. These updates will need to be approved.

Recommendation

Approve updated Safety Plan

3e-School Resource Officer (SRO)

I have included a sample draft agreement from MTSBA regarding a School Resource Officer. I have also included a MTSBA presentation regarding the use of an SRO.

PROGRAM STRATEGY

The intent of this program is to provide assistance to all students at JHS who are at risk. The first key component involves identifying students. Academic and attendance concerns will be identified through the collaboration of administration, faculty, staff, and parents.

All students will be provided appropriate services that include identifying, monitoring, and guidance to assist students with academic performance, career opportunities, and social development. The end goal is improved academic progress, study skills, behavior, and interpersonal relationships. It is important for families to recognize the services that are provided and access them to support the needs of their students.

The program will be coordinated by the Administration team composed of faculty, staff, school counselor, administration, and co-op specialists when needed. The team will meet on a regular basis to identify students in need of support and develop an action plan to coordinate proper services needed for success.

IDENTIFY STUDENTS WITH NEEDS

Currently, JHS has between 10-15% of students who fall behind because of a variety of factors that include social, emotional, psychological, and leading to poor academic performance. JHS is committed to providing an appropriate educational plan for all students and provide support for the development of a positive self image and success academically. Program in place as well as additional means will be used to provide an effective program for students. These include:

- Additional assistance programs available during the school day (Time to Learn, EdReady, Literacy Grant components)
- Increased individualized instruction
- Coordination with elementary schools regarding past practices used (MAPPS)
- Continued summer school program for credit recovery (Acellus)
- Coordination with outside agencies
- Learning Center development for enrichment activities
- After school 21st Century program

IDENTIFICATION FACTORS

Student placement and program development will be determined based on greatest need and will be assisted by the Administration team. Referrals and placement will be determined based on needs associated with the following criteria:

- Lack of academic success
- Attendance issues
- Discipline referrals
- Poor daily work
- Risk for dropout
- Apathy towards school
- Low academic achievement
- Change in family status and/or stressors
- Homeless

- Mental health issues
- Involvement with the courts
- Bullying and harassment
- Pregnancy

PLAN OBJECTIVES

The intent of the plan is to provide a program of study to meet the individualized needs of all students to promote academic success. Academic structure and integrity will be maintained and JHS will provide flexibility to create programs beneficial for individualized needs. These objectives include:

- Regular attendance
- Positive self-esteem
- Positive social skills
- Respect for staff
- Appropriate behavioral skills
- Improved self-discipline
- Improved coping skills
- Effective communication skills
- Increased participation in school related activities
- Improved healthy lifestyle
- Increased awareness of career opportunities

SUPPORT PROGRAM

The use of testing policies currently available will be used to determine academic growth as well as guidelines for career opportunities. Identified students will be tracked through present course obligations and requirements and plans will be articulated to provide the most adequate educational plan.

Proper levels of communication will be formulated between the school, students, and families providing relevant information, support, and resources. JHS will maintain accurate data files of individualized programs and construct a comprehensive listing of services available.

PROGRAM EVALUATION

The following components will be used by the administration for program review:

- Annual dropout rates (GEMS)
- Annual graduation rates (GEMS)
- Discipline referrals for identified students
- Annual attendance rates (School Master)
- Annual survey information (under development)
- Academic achievement scores (MAPPS, ACT, SAT, ASVAB)
- Annual school activities participation rates
- Administration team observations
- Exit survey for graduates/dropouts (under development)

ROLES AND RESPONSIBILITIES

- Evaluate students and programs
- Monitor progress
- Coordinate student identification
- Provide In-service and training
- Meet needs of each student
- Serve as a resource for teachers
- Encourage parental involvement (JHS Open Houses, Graduation Matters, CSIP)
- Provide assessment strategies
- Collaborate with staff (Professional Development, late arrivals)
- Coordinate with other agencies (MBI, Jefferson County Health, Altacare, Intermountain Health)
- Mentor students (JHS mentorship program, Peer Mediation)
- Communicate with staff
- Monitor students attendance and behavior (Attendance coach, MBI platform)
- Provide study skills to students (Time to Learn)
- Maintain records
- Select adequate referrals for guidance

SIGNS OF SUICIDE (SOS)

The Signs of Suicide program has been implemented and instruction occurs during the 1st semester of each school year. This student and staff driven initiative has become a component of the curriculum and is used by all students. The program uses sequential components to provide adolescents skills in coping as well as identifying key signs associated with students harming themselves. The program also provides training regarding interacting skills that helps and encourages adolescents to seek out and communicate with adults if a crisis occurs.

GRADUATION MATTERS

The 2018-19 school year will include the 5th year of a local Graduation Matters program, a community wide effort to encourage and provide support for all students to graduate. Although Graduation Matters has been dropped by OPI, the JHS community will work together to provide assistance to develop strategies on keeping students in school.

Reach Higher Montana will continue to provide assistance and guidance with FAFSA completions. They are also going to provide student assistance during 0 period. These two components are vital in helping both students and families overcome the hurdles of completing these requirements. Assistance will help alleviate stress and improve the efficiency of completion.



Montana Conference of Education Leadership

Missoula, Montana | October 17-19, 2018

[Click here to download PDF](#)

[of all MCEL Sessions](#)

Pre-Conference Sessions - Virtual and Legal Tracks

**Wednesday, October
17**

Virtual Track

1:00 pm – 5:00 pm

Location: *Grant Creek Salon E*

**Denise Williams, Executive
Director, MASBO; Dennis Parman,
Executive Director, MREA, Lance
Melton, Executive Director,
MTSBA; Kirk Miller, Executive
Director, SAM**

**Advocating for Education in the
2019 Legislative Session--** We will
use this time to discuss the outcome
of the K-12 Vision Group
recommendations and the areas of
consensus that SAM, MTSBA,
MREA, and MASBO (MT-PEC) have
for priorities for the upcoming
session.

**Transformational Professional
Learning Opportunities for
Montana Education Leaders --** We
will describe the professional
learning opportunities we have

Thursday, October 18

Clinic Session I

10:40 am – 11:30 pm

Introduction to Procurement Cards

Presenter(s): Holly Wallace, Illinois
ASBO

This session will offer an in depth
look into how procurement cards
provide a variety of advantages and
benefits over cash, checks,
purchase orders and credit card
purchasing.

Location: *Grant Creek Salon A*

SAM LPLP -- Making a Difference for Education in Montana

Presenter(s): SAM LPLP
Leadership and Providers

The SAM Leaders Professional
Learning Program (LPLP) provides a
unique and innovative approach to
professional learning for Montana
school leaders by offering an
opportunity for participants to receive
student-focused, solution-based
professional development designed
to be responsive to the challenges
and issues administrators face each
day. Connecting new and
experienced administrators
throughout the state, LPLP's multi-

Friday, October 19

Clinic Session V

8:30 am – 9:20 am

The MCS Top Ten!

**Save your School Thousands \$\$
on Our Most Popular Products
and Services**

Presenter(s): Dave Puyear, Director
of MCS & AEPA Contract Specialists

This clinic session will feature the
most popular products and services
offered through MCS and our
national AEPA bids being used by 27
states across the country. Come
hear from a variety of experts on
how your school can save thousands
on these top-quality products.

Location: *Grant Creek Salon C*

Myth Busting – Fears that Inhibit Implementing Personalized Learning

Presenter(s): Joe Steele, St. Regis
School District

This presentation will address many
of the concerns teachers,
administrators, trustees and parents
have about transforming education
from a traditional methodology to a
personalized learning methodology.
Research and data will be provided

developed collaboratively (MT-PEC Governance Training) and the opportunities we have established for our members (e.g. SAM would highlight the SAM Leaders Professional Learning Program, MTSBA could highlight any number of workshops and opportunities provided throughout the year, MASBO could highlight their regional workshops, MREA could highlight the programs available to members like MCS). These are just examples, I'm sure we would each have some ideas.

Recruitment and Retention of Quality Educators for Montana --

We will highlight the progress of RISE4MT and the collaboration with the MUS Rural Recruitment and Retention Task Force leading to legislation, etc. We will also discuss the goals going forward -- the use of the REL NW Survey results, funding of legislation for 2017, creating education as a career pathway (Educator's Rising, BPE approval of Teacher Education Dual Credit course for CTE credit at Board discretion), the many other things that RISE4MT established going forward. Click [HERE](#) to see the RISE4MT report given to the Education Interim Committee in January that could be used as a resource for this session.

Flexibility and Efficiency Options for Montana's Public Schools--

Montana's public schools have gained substantial funding flexibility under changes in Montana law over the last several years. This session will provide an overview of these flexibilities as well as collaborative

faceted blended learning approach consists of a rich online resource center and collegial learning networks, including one-on-one coaching with experienced Providers. This session is intended for all administrators and school board members who want to learn more about this professional learning experience and how it can benefit your district.

Location: Grant Creek Salon B

Small and Rural School Leader Roundtable Discussion

Presenter(s): Dennis Parman, MREA Executive Director; Rich Batterman, MREA Chief Legal Counsel; John Iverson, MREA Lobbyist

If you are a small school leader in Montana, this workshop is for you. Several experienced Superintendents; MREA Executive Director, Dennis Parman; Rich Batterman, MREA Chief Legal Counsel; and John Iverson, MREA year-round lobbyist will on hand to help answer questions. Now is the time to join in this informative workshop designed specifically for the new small school leader in mind.

Location: Grant Creek Salon C

SAM at Work for You!

Presenter(s): Kirk Miller, Executive Director, SAM & Pat Audet, Associate Director, SAM

Join the SAM leaders for an interactive session exploring the resources available to SAM members and members of the education community for

as well as the progress and results of St. Regis Schools' implementation of personalized learning and competency-based learning.

Location: Bitterroot River A

Making Cents of Wellness

Presenter(s): Trina Bertram, MSSF, Operations Supervisor

How to provide an inexpensive wellness plan for your district. The ins and outs of getting your leadership team to make it effective and positive for your staff. Additionally, how does your dental and vision exams support your overall wellness.

Location: Bitterroot River B/C

Clinic Session VI

9:30 am – 10:20 am

Spending Dynamics Q&A

Presenter(s): Holly Wallace, Illinois ASBO

Participants of MASBO's Procurement Card program are encouraged to attend this session to learn the most efficient and effective ways to work with the SpendDynamics online program management and reporting tool. Bring your questions!

Location: Grant Creek Salon A

Follow up to The MCS Top Ten!

Save your School Thousands \$\$ on Our Most Popular Products and Services

Presenter(s): Dave Puyear, Director of MCS & AEPA Contract Specialists

decision-making processes for reviewing and determining which innovations are right for your district, based on resources in MTSBA's Flexibility and Efficiency Model Policy Series. Topics covered will include proficiency-based ANB, transfers for school safety, multidistrict agreements, flexible enrollment options below 5 and beyond graduation, tuition levy for unfunded IDEA costs, and Adult Education.

Building Reserve Funds – Permissive Levies -- Need to make improvements to your school buildings? Districts now have the ability to raise local funds through a permissive levy in the Building Reserve Fund. This session will focus on how it all works: the limits, potential state funding, allowed projects and accounting issues.

Drug Testing for Students and Staff -- In this session, the MTSBA policy services staff will review the laws and policies governing drug testing students and staff members. The presenters will review collective bargaining procedures, testing and sample maintenance, and appropriate discipline for positive tests.

Legal Track

1:00 pm – 5:00 pm

MTSBA Legal Staff

Location: *Grant Creek Salon F*

Closed Sessions: The Exception to the Open Meeting Law -- In this session we will review the legal

Professional Learning and Services, Advocacy and Leadership Involved in Decision Impacting Education. We will show you how to access and use those resources and have a great discussion about opportunities for professional learning, key advocacy issues, and leadership development.

Location: *Grant Creek Salon E – Virtual Track*

MTSBA Strategic Governance Policy Series

Presenter(s): MTSBA Policy Services Staff

In this session, we will review the policies that assist districts in adopting a research-based governance model called Knowledge Based Strategic Governance. The policies reviewed will include processes and techniques to ensure regular strategic analysis of the environment in which a school district operates to promote ongoing relevance in meeting staff, student and community needs.

Location: *Grant Creek Salon F*

Current Topics From OPI

Presenter(s): Jule Walker

I will be discussing relevant OPI issues current to Montana Hope—The whole child approach; Montana Teach—Growing Teachers and Education Leaders; Montana Learn—Academic Achievement; Montana Ready—College, Career, and Community Readiness.

Location: *Grant Creek Salon G*

Opportunities under ESSA in Montana

This clinic session will feature the most popular products and services offered through MCS and our national AEPA bids being used by 27 states across the country. Come hear from a variety of experts on how your school can save thousands on these top-quality products.

Location: *Grant Creek Salon C*

Twitter for Schools

Presenter(s): Kelly Kinsey, Lockwood School District

Twitter is a major force in helping schools. From personal pd. to staff help and getting your message out to your community. Twitter has something for all areas of your school. I will talk about how I use it for me, for staff, for our school.

Location: *Bitterroot River A*

This Could be Your Classroom. . . (2-hour presentation)

Presenter(s): Liz Cunningham, T.E.S.T., Inc.

Join T.E.S.T.'s workshop where SMART Technologies will model an effective interactive classroom where *students*(workshop participants) will be fully engaged and interactive with their learning. During this workshop, students will be immersed in a simulation of a real-life scenario that can occur in any classroom in Montana. Using emerging technologies, learn how to implement preventive measures to enable your teachers to use vetted practices to de-escalate some situations. Experience how the SAFE (Signal Alert For Education) System from Audio Enhancement,

standards that must be met before a board may meet in closed session, preparing for a closed session, and recent court decisions guiding how the school district should manage issues requiring a closed session.

Coach Evaluations and Contracts-

- In this session, we will review best practices for making coaching and other extra-duty decisions to ensure the rights of individuals and the interests of the district are protected.

Discipline for Change: Re-Integration of Employees After Discipline--

A discussion of rehabilitating employees with disciplinary issues. What can your school do to address disciplinary problems when they occur and how can those subjected to discipline be re-integrated into the staff? Discuss disciplinary best practices, management methods, and effecting change through personnel choices and strategies.

School Construction: Pre-Bond Preparation--

In this session will review the legal requirements and best practices for districts preparing for a major building or facilities project before the bond election. The presenters will review retaining the needed professional services, executing needed contracts and securing community input and support.

School Construction: Post-Bond Building--

In this session will review the legal requirements and best practices for districts preparing for a major building or facilities project after a bond measure has been

Presenter(s): Susie Hedalen

I will begin the presentation with an update on ESSA and FAQ's. I will discuss the opportunities within the ESSA to prepare our students to be college, career and community ready at each grade span. I will share information on the school report cards that will be coming out in December and how they can be used as a tool to set goals and work toward school improvement. I will ask for input on critical areas still under development in the state plan.

Location: Bitterroot River A

Increasing Efficiency in School Purchasing

Presenter(s): Dave Puyear, Director of MCS & AEPA Contract Specialists

MCS is part of the national AEPA consortium that leverages that purchasing power of 27 states in developing bids on thousands of products and services used by schools across the nation. These bids meet all Montana legal requirements and save Montana Schools tens of thousands each year. This session will feature information on the latest national bids now available to Montana schools along with updated information on the Online Marketplace and new Food Services Online Ordering System implemented this past year. MCS can save Montana schools tremendous time and precious resources...don't miss this update on a program owned and operated by-and-for our Montana Schools!!

Location: Bitterroot River B/C

Inc. will connect the teacher and classrooms to first responders for quick response and communication. This revolutionary system captures classroom proceedings for just-in-time help and safety. Integrated with Avigilon's unique portfolio of surveillance and access control solutions help protect what's most valuable, our kids and staff!

Location: Bitterroot River B/C

Clinic Session VII

10:30 am – 11:20 am

Excel Spreadsheets

Presenter(s): Rebekah Rhoades, Lewistown School District; Mike Waterman, Bozeman School District

Bring a laptop that has Excel, web access and a battery that will get you through 50 minutes of Excel formulas and graphs. Property tax concepts will also be covered.

Location: Grant Creek Salon A

SAM LPLP Transformational Learning (TL) Collegial Learning Network (CLN)

Presenter(s): SAM LPLP PL CLN Lead Provider and Team

The Transformational Learning Collegial Learning Network is a group of district and school leaders dedicated to implementing personalized learning practices in their schools. Each team member has their own specific purpose. The common purpose they all share is to improve student learning through the application of personalizing learning strategies in all classrooms that benefit individual student needs.

approved by the voters. The presenters will discuss bid procedures, alternative delivery options for retaining the needed professional services and executing needed contracts.

Staff Accountability and

Evaluations-- A presentation on evaluative best practices and applied accountability in the workplace. How can your school maximize the value it deserves from its employees and document areas for improvement?

Clinic Session II

1:00 pm – 1:50 pm

Wage & Hour

Presenter(s): Windy Knutson, MT
Dept of Labor

Learn about the provisions of the Montana Wage Payment Act, minimum wage and overtime law, Public Contracts / Prevailing Wage Law and how it applies to classified versus certified staff. Come with your questions about minimum wage, overtime, vacation and sick leave, holidays, and other wage and hour situations unique public to school districts.

Location: Grant Creek Salon A

SAM LPLP Face-to-Face Event

Presenter(s): SAM LPLP
Leadership and Providers

This session is intended for all SAM LPLP 2018-19 Members to engage in dialogue about the start-up of the program and meet with their Providers and Collegial Learning Networks. You are also invited to this session to learn from those in the program the benefits of signing up. The SAM LPLP Program Director, LPLP Providers, and role-alike leaders will be present to meet with school leaders to discuss new questions and challenges that have come to light with their new position. Included will be some handy tools of the trade and advice from successful seasoned administrators. Information about SAM's LPLP Program will also be available at this session. We welcome any administrator relatively new to their

Location: Grant Creek Salon B

Preparing Students for ACT Test Skills and College Level Math and English with EdReady Montana

Presenter(s): Ryan Schrenk,
Montana Digital Academy

Montana is leading the way for the nation in our use of EdReady to help meet the needs of preparing students for college-level math and English. Since 2013, both flagship universities in Montana have worked to prepare students using the program in math. Many of the state's colleges and high schools are also working to bridge the gap to preparing students for ACT and other standardized tests or directly for college math classes. The data from recent programs at both MSU and UM will be shared and discussed. The MPLEX re-take program at MSU and the soft placement for some math classes at UM have shown great results! Also new in 2018, is the EdReady English program. Learn how schools are using the program to prepare students for ACT test skills and college-level English. Montana has been piloting the new program for 2 years and our educators have helped shape the program into what needed to be leading up to the public release in 2018.

Location: Grant Creek Salon C

Safety Supervisory Skills for Principals and Supervising Teachers

Presenter(s): Annette Satterly and
Harry Cheff, MSGIA

position who would like to come, visit and ask questions regarding their administrative role.

Location: Grant Creek Salon B

Preparing Students for High School Level Math with EdReady Montana

Presenter(s): Ryan Schrenk,
Montana Digital Academy

Montana is leading the way nationally in the way we are using EdReady to bridge the math learning gaps between primary and secondary education. Learn about the innovative approaches and impacts of the program at this session. A panel of educators will discuss their experiences with the program and how it has impacted their schools, teaching practices and students.

Location: Grant Creek Salon C

School Safety Measures in Montana

Presenter(s): MTSBA Policy
Services Staff

In this session, the MTSBA policy services staff will discuss the overall issues with school safety and the steps the Montana legislature and Montana school districts have taken to provide students with a more secure school environment. Discussions will include facility safety measures, budgetary flexibility, relations with school resources officers, coordination between school districts and law enforcement, student

Join the MSGIA risk management team as they guide you through helpful risk management checklists and best practices for this unique group of front-line supervisors as it relates to liability and workplace safety exposures in our Montana public schools.

Location: Bitterroot River A

Clinic Session VIII

11:30 am – 12:20 pm

Roundtable Discussions – four 20-minute rounds (2-hour Presentation)

- Multidistrict Agreements – Lora Tauck, Ekalaka
- Protested Taxes – Donnie McVee, Laurel
- INTERCAP Loans – Louise Welsh, Board of Investments
- Small Schools Issues – Della Van Horn
- Clerk/Superintendent/Board Duties – Carrie Ruff
- MASBO Mentor Program – Lorie Carey

Location: Grant Creek Salon A

Building Opportunities for Student Success

Presenter(s): Douglas Reisig,
Hellgate Elementary School District

There are many components that are factors in developing and maintaining high performing schools. Hellgate Elementary, a 2015 National Blue Ribbon School, with an enrollment of 1,500 students, implemented six key components that assisted the school district in re-tooling its culture, its operations and

privacy concerns, and authorizing school employees to carry a weapon.

Location: Grant Creek Salon E – Virtual Track

Transforming Educational Outcomes

Presenter(s): Emily Dean, Communications Specialist, MTSBA

There are few other factors more determinant of a child's future than proximity to poverty and educational opportunities. In this session, we will explore research and strategies to improve student outcomes and wellbeing. We will discuss data-driven tools to develop greater opportunities for students and increase the likelihood of breaking the cycles of poverty to fulfill the promise of education as the 'Great Equalizer.'

Location: Grant Creek Salon F

Historical Trauma Through Cultural Resilience (2-Hour presentation)

Presenter(s): Deserae Kill Eagle

This presentation will be an overview of U.S. federal policies and how they have historically impacted Indigenous communities of North America, resulting in the loss of traditional ways of life through forced acculturation and assimilation. Resultantly, tribal nations currently suffer from historical and intergenerational trauma due to the impact of colonization. Despite governmental assimilative tactics,

its educational commitment to its students, parents, and community stakeholders in order to be recognized as a high performing school district.

Location: Grant Creek Salon B

MTDA Rural Access Initiatives

Presenter(s): Robert Currie and Jason Neiffer, Montana Digital Academy; Dennis Parman, MREA

Since 2010, MTDA has been offering distance learning opportunities to students across Big Sky Country. Recognizing the particular importance of our programs to Montana's rural schools MTDA has established itself as the primary resource and partner in providing equal access to educational opportunities and options to students. Join MTDA leadership along with MREA's Executive Director and participate in a discussion of the academy's data and impact as well as plans for expanding AP and dual credit opportunity initiatives for high school students.

Location: Grant Creek Salon C

Federal Update

Presenter(s): Dennis Parman, Executive Director, MREA

Come hear the latest news out of Washington DC that has been, is, or could be impacting K12 public schools in Montana. From impacts of trade, health care, USED, to the White House – there are many moving parts you will want to hear about.

tribal nations still possess innate protective factors such as cultural resiliency to overcome historical loss symptoms of poverty, violence, discrimination, and oppression.

We will explore the complexities of the human experience, by examining and validating the historical experiences of American Indians, which is often compromised in the research, literature, and within educational institutions. In addition, information regarding the history of Indigenous people will promote a better understanding of the multi-faceted challenges that exist on reservations, which are direct derivatives of intergenerational and historical trauma. Lastly, this session will help create a sense of community by viewing the current assets of tribal nations as tools to overcome historical loss and contribute to sustainable solutions for future generations.

Location: Grant Creek Salon G

How to Make the Most of P12 and Two-Year Partnerships

Presenter(s): Dr. Dave Gurchiek, Dean Highlands College; Dr. Susan Wolff, Dean Great Falls College; Dr. Stacy Klippenstein, President Miles City Community College; Dr. Cliff Coppersmith, City College

Join academic leaders from throughout Montana for a discussion of critical issues impacting two-year education and its mission in preparing students for high-skilled, high-demand careers and the challenge of providing America a skilled labor force that meet the

Location: Grant Creek Salon E – Virtual Track

Avoiding and Defending Human Rights Complaints

Presenter(s): MTSBA Legal Staff

A discussion of best practices for avoiding discrimination complaints and the process involved in defending complaints filed with the Montana human Rights Bureau.

Location: Grant Creek Salon F

Creating Connections with Students of Trauma

Presenter(s): Sara and Beez Lucero, Miles City Public Schools

Being trauma-informed is a must for every educator in today's schools. We will provide strategies and information that can immediately be put to use in classrooms at both the primary and secondary level. Our training is specifically geared towards education and providing teachers, school support staff, and administration with a better understanding of students who struggle and how to build relationships with them. This shift in mindset has truly altered how we work with all students on a daily basis and has had a major impact on our teachers who have attended this training.

Location: Grant Creek Salon G

You are the Wild Card

Presenter(s): Jon Konen, Billings Public Schools; Travis Niemeyer, Great Falls Public Schools

needs of the 21st century. Topics include dual enrollment, certificates, and associate degrees that create pathways to employment and/or transferability to four-year colleges and universities. Attend this presentation to learn how two-year education is an investment in the future of our workforce, our economy, and our country.

Location: Bitterroot River A

Intelligent Unemployment

Presenter(s): Theresia LeSueur,
Director of MTSUIP

You will come away with actionable strategies for reducing unemployment costs through the next generation of intelligent claims response. This session will help you identify and elimination sources of non-compliant claims response. Recognize various strategies for reducing improper and fraudulent charges to a school district's state unemployment account.

Location: Bitterroot River B/C

Clinic Session III

2:00 pm – 2:50 pm

ESSA Expenditure Reporting

Presenter(s): Kara Sperle, Office of
Public Instruction

Provisions of the Every Student Succeeds Act (ESSA) require an ESSA report card for each school district which includes a per pupil expenditure report. Districts with an enrollment greater than 1,000 are required to report expenditures by

The principal is the most influential person in the school. The Wild Card. Travis and Jon will delve into 21+ ideas on how the principal drives the culture of a school. Participants will share their work on culture building strategies as well as being part of a larger card game.

Location: Bitterroot River A

We Need a New School...Now What?

Presenter(s): Anthony Perpignano,
CWG Architects

Many districts are dealing with either outgrowing their current environment or deteriorating facilities. So what is the solution? Whether the answer is to remodel, add an expansion, or build a brand new school, this presentation will take you through the process from passing a bond, to selecting your design team and contractor, to the completion of the project.

Location: Bitterroot River B/C

Clinic Session IX

12:30 pm – 1:20 pm

A Place to Belong and Become

Presenter(s): Laurie Barron,
Evergreen School District

Educators have been entrusted with the care, nurturing, and education of our students, and, therefore, our schools must be places where student feel they belong, where they are respected and valued. Schools must also be places where students can become, where their potential is recognized and nurtured. Based on

school code beginning in FY2019. The districts with an enrollment less than 1,000 will have a report completed at the LE level instead of the school code level. This session will explain the ESSA requirements and guidance that was developed by a work group of OPI staff, business manager/clerks from affected districts and software programmers.

Location: Grant Creek Salon A

SAM LPLP Comprehensive Schools (CS) Collegial Learning Network (CLN)

Presenters: SAM LPLP CS CLN Lead Provider and Team

This presentation will give a better understanding of how the Office of Public Instruction's Comprehensive Schools Program operates with the assistance of the SAM LPLP. This face-to-face event is for CS CLN members to continue their work in guiding their program and navigating the resources available to them.

Location: Grant Creek Salon B

A Pathway to Change – School Infrastructure Improvement Projects (2-hour presentation)

Presenter(s): Bridget Ekstrom, D.A. Davidson & Co.; Dan Semmens, Dorsey & Whitney; Mike Waterman, Bozeman Public Schools; Pat McHugh, Missoula Public Schools; Scott Kinney, Superior K-12 District; Doug Reisig, Hellgate Elementary District; Christopher Morgan, S&P Global Ratings; David Mares, S&P Global Ratings

The presenters will provide:

the AMLE book of the same name, Laurie will share practical strategies and programs schools can implement to ensure schools are places where students can both belong and become.

Location: Grant Creek Salon B

Top 5 Ways to get in Special Education Trouble and How to Avoid Them

Presenter(s): Frank Podobnik, Dick Trerise, Mandi Gibb, Dale Kimmet, OPI/Special Education

Districts often find themselves in conflict with parents of students with disabilities. This discussion will reveal common mistakes districts make and offer solutions to avoid costly, negative situations that may end up in legal proceedings.

Location: Grant Creek Salon C

SAM LPLP -- Making a Difference for Education in Montana

Presenter(s): SAM LPLP Leadership and Providers

The SAM Leaders Professional Learning Program (LPLP) provides a unique and innovative approach to professional learning for Montana school leaders by offering an opportunity for participants to receive student-focused, solution-based professional development designed to be responsive to the challenges and issues administrators face each day. Connecting new and experienced administrators throughout the state, LPLP's multi-faceted blended learning approach

i: ideas on how some school districts have recently implemented change in their communities through facility improvement projects; and

ii: information on important steps to consider during the planning, election, financing, rating and construction phases of the process.

The successful recent building projects highlighted during the presentation will provide ideas and inspiration to bring about change in attendees' districts.

Location: Grant Creek Salon E – Virtual Track

Receiving and Processing Complaints in Montana School Districts

Presenter(s): MTSBA Legal Staff

In this session, the MTSBA legal staff will review complaints that can be submitted to school districts under the uniform complaint procedure, Title IX and Section 504. The presenters will cover effective investigative techniques, appeal procedures, and compliance with state and federal laws.

Location: Grant Creek Salon F

Creating Trauma Sensitive Schools and Communities

Presenter(s): Darlene Sellers, MSU Northern Professor; Craig Mueller, Havre School District; Curtis Smeby, MSU Northern Professor

This presentation will highlight the experience of Havre's Trauma Sensitive School Initiative (HTSSI) which includes the Havre community and the National Council for

consists of a rich online resource center and collegial learning networks, including one-on-one coaching with experienced Providers. This session is intended for all administrators and school board members who want to learn more about this professional learning experience and how it can benefit your district.

Location: Grant Creek Salon E – Virtual Track

Effective School District Communications and Community Engagement

Presenter(s): MTSBA Communications Staff

In this session, the MTSBA communications staff will review the best practices for school districts to establish a brand in the community through innovative and traditional community engagement strategies. The presenters will review methods of distributing timely and accurate information to community stakeholders while meeting emerging groups through new platforms.

Location: Grant Creek Salon F

A Guide to ADA Transition Plans

Presenter(s): Scott McDowell, Anderson School District

Accessibility is bigger than just your website! A Board-approved ADA Transition Plan not only will help you plan to remove the barrier to further promote the success of all students...it is the law! Com learn

Behavioral Health's Trauma Sensitive School – Learning Community. Havre was one of twenty districts nationwide to engage in this year long process. The presentation will provide a background of trauma research beginning with the Adverse Childhood Experiences (ACEs) research and its transition to understanding toxic stress and how it effects the learning processes. It will also provide participants the opportunity to share and think how increasing trauma awareness and sensitivity in their districts would support the success of all their students. Lastly, the presentation will share resources and introduce the importance of self-care, maintaining community partners support, developing protocols and building best practices

Location: Bitterroot River A

Clinic Session IV

3:00 pm – 3:50 pm

Wage & Hour

Presenter(s): Windy Knutson, MT
Department of Labor

Learn about the provisions of the Montana Wage Payment Act, minimum wage and overtime law, Public Contracts / Prevailing Wage Law and how it applies to classified versus certified staff. Come with your questions about minimum wage, overtime, vacation and sick leave, holidays, and other wage and hour situations unique public to school districts.

Location: Grant Creek Salon A

some general facts, guidelines, and tips for developing an ADA Plan for your buildings and playgrounds.

Location: Grant Creek Salon G

How the OPI Montana Autism Education Project Can Help Your School

Presenter(s): Doug Doty, OPI
Montana Autism Education Project

The OPI Montana Autism Education project can provide the following FREE services to public schools in Montana:

- Consultation on students with autism
- In-district, regional and statewide training on autism
- Online autism training for OPI CEUs
- Attend and learn how to use these FREE services for your school/district.

Location: Bitterroot River A

Stay Back from the Cliff: Teaching Staff About Professional Boundaries

Presenter(s): Michelle Paine,
Kalispell School District

Effective schools embrace the idea that relationships are key components to learning, engagement, and motivation. However, sometimes relationships cross the boundary into dangerous places. This session explores ways to define and promote appropriate relationships and how to train staff on best practices.

Location: Bitterroot River B/C

**SAM LPLP Social Emotional
Learning (SEL) Collegial Learning
Network (CLN)**

Presenter(s): SAM LPLP SEL CLN
Lead Provider and Team

The Social and Emotional Learning Collegial Learning Network is a group of district and school leaders dedicated to implementing effective social and emotional learning practices in their schools. Each network member has his or her own specific purpose. The common purpose they all share is to improve student learning through the application of social & emotional learning strategies in their classrooms.

Location: Grant Creek Salon B

Legal Ethics for Trustees

Presenter(s): MTSBA Legal Staff

Join the MTSBA legal staff for a discussion of statutory and other ethical obligations and restrictions for school district trustees.

Location: Grant Creek Salon F

**Partnerships with Job Corps the
Change Students' Lives**

Presenter(s): Arlene Bigby, Kicking Horse Job Corps

This presentation explains the opportunities for partnerships between Montana schools and the three Job Corps: Anaconda, Kicking Horse and Trapper Creek in the state. These partnerships give students options for successfully completing their secondary education while obtaining trade certification and still maintaining ties

to their home school. The presentation will outline how schools and job corps can work together as well as the trades offered at the three centers.

Location: Grant Creek Salon G

**Writing Coaches of Montana –
Inspiring and Supporting
Students as Thinkers and Writers**

Presenter(s): Beverly Ann Chin,
University of Montana, Dept. of
English

Do your students need to improve their writing skills? Are you looking for ways to engage your community as supporters of teachers and students? If you answer YES to these questions, then you'll want to learn about Writing Coaches of Montana (WMC), a non-profit community-based organization that works in middle/high schools with individual students to inspire and improve their thinking and writing.

Location: Bitterroot River A



SAFETY PROCEDURE MANUAL

Revised 9/7/2018

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COMMUNICATION PROCEDURE FOR PERSON IN CHARGE

Fire.....225-4075
 Ambulance.....225-3196
 Sheriff.....225-4075
 Boulder Police.....225-3694
 Poison Control.....1-800-525-5042

Inform dispatcher specifically where your command post is (the location where the Person in Charge or his/her designee can be found at all times). Remain there until help arrives.

If it is necessary to send anyone to a hospital by ambulance for a serious injury, send a staff member along to serve as a liaison between the hospital and district administration, with instructions to relay progress reports as soon as possible.

Immediately Report Crisis to:	Home	Cell	Office
THE OFFICE OF SUPERINTENDENT (If no answer, one of the principals)	N/A	498-4539	225-3740
CHAIRPERSON OF THE SCHOOL BOARD			
RED CROSS (IF NECESSARY) WILL CONTACT			
ADMINISTRATIVE CHAIN OF COMMAND			
High School Emergencies			
Tim Norbeck	N/A	498-4539	225-3740

MEDIA PROCEDURE

The only means to inform the general public is by the mass media (radio, television, and newspapers). We must provide prompt and accurate information. Any misinformation can create confusion. Isolated quotes from individuals are usually incomplete or misleading and therefore **MUST BE AVOIDED**.

PLEASE ALERT ALL STAFF TO THE FOLLOWING DIRECTIVE: After calling emergency series and following safety procedures for your building, it is imperative that employees **IMMEDIATELY** relay factual information regarding any emergency or disaster to the Superintendent's office. (This phone will **ALWAYS** be answered.) The Superintendent's office will notify other school district people determined necessary to respond to the emergency.

Superintendent, or their appointed designees will handle the release information. Please refer ALL media to them.

BUILDING CHAIN OF COMMAND (Person in Charge)

	Home	Cell	Office
Tim Norbeck		498-4539	225-3740
Mike Moodry		490-1816	225-3317
Dan Studevart		439-9297	225-3317

ALTERNATE SCHOOL LOCATIONS

(Except for Hazardous Materials, see Hazardous Materials Section for exceptions)

The following locations have been secured for immediate, temporary housing of students before they are bused to another safe alternate site.

St. Catherine's Catholic Church	214 S Elder	225-3222
Boulder Elementary	205 S Washington	225-3316

The students will walk to these locations and then be bused to the fairgrounds until the emergency is over. If the emergency is resolved before the end of the school day, students will return to the school and school will be dismissed with the buses running as usual.

In the rare event an alternate site is needed, a phone call **MUST** be made to alert the people in the alternate facility. If the alternate location is not a school, a "Hold Harmless Agreement" will be signed by the school district and the property owner assuring them that students will be supervised by district employees while on the premises and the school has insurance to cover any injuries or property damage while the students are at their facility. The property owner, school, and administrative office will each have copies of the agreement.

Some Special Education students may need special transportation. Make arrangements following instructions under section "References Unique to Your Building."

JEFFERSON HIGH SCHOOL DISTRICT #1 HOLD HARMLESS AGREEMENT

In consideration of the use of _____
for a temporary shelter for school children during a School District determined emergency, Jefferson High School District #1 to defend and hold harmless for injuries or property damage arising out of such use. The coverage is to be in effect while students are at your location. The students will be supervised by District employees while on your premises.

You will be notified by the School District before any students are brought to your facility.

FIRE DRILL PROCEDURES

1. At the sound of the fire alarm, all students must exit the building in a prompt, safe, and orderly fashion.
2. The first pupils outside must move away from the building so they do not block the exit from those following.
3. Teachers are responsible to see that students move away from the building, take roll call, and cross the street when necessary to clear the area.
4. The principal of the building will be responsible for preparing an evacuation diagram for each floor of the building under his/her supervision. It shall be posted on the wall in every classroom.

POLICY STATEMENT OF THE SUPERINTENDENT

School authorities have both a moral obligation and a legal responsibility to provide for protection of public property and life, health and property to students, faculty and staff emergencies.

A comprehensive, concise and specific plan has been developed and coordinated to cover emergencies and will consist of a plan for the high school in Boulder, Montana.

Plans will include checklists and lines of succession and emergency assignments clearly designated. Consideration must also be given to security and preservation of essential records and sensitive areas such as boiler room and electrical panels.

See tab "Emergency Numbers-Communication Procedure" for the name of the Person in Charge to succeed me in the event of my absence or incapacitation.

This Crisis Procedure must be previewed and updated annually prior to the commencement of school in August. Any changes will be provided to the principal and must be reflected in all procedure manuals immediately.

Tim Norbeck, Superintendent

STATEMENT OF CIVIL DEFENSE DIRECTOR'S RESPONSIBILITY

The Jefferson County Office of Disaster and Emergency Services (Civil Defense) will assist school officials in disaster awareness. Their responsibilities include:

1. Collection, analysis and dissemination of information concerning potential disasters.
2. Establishment of a warning system to assure that school officials receive immediate word of any situation that may cause a threat to the schools or their students.
3. Coordination of fire, sheriff, and other support for the schools, both in disaster planning and in the event of an actual disaster.
4. Assistance in the training of school personnel who may require special training as a result of their disaster response assignment.
5. Assistance in dealing with state or federal officials during the recovery phase.

POLICY STATEMENT OF THE PRINCIPAL

Each school's Crisis Procedure plan will be updated yearly to better reflect the actions required to minimize the loss of life and injury to persons and to property.

The principal will be the planning coordinator and will involve the necessary staff to accomplish the objectives. Faculty responsibilities for implementation of the plan will be assigned by position.

Assignment of duties to specific individuals does not relieve other school employees from acting in their areas of responsibility in emergencies.

At least once a year, within one month after school commences, the principal will arrange for a faculty meeting for the purpose of reviewing the validity of the plan and to update the staff regarding new procedures.

A chain of command (Person in Charge) that will include names and phone numbers of the persons to succeed the principal in the event of his absence or incapacitation will be designated in writing on tab "Media Procedure-Building Chain of Command" and prominently displayed in the school office.

PRINCIPAL'S CHECKLIST

1. Determine command post in your building (that location where Person in Charge or designee can be found at all times), usually the office so there is access to a telephone. Appoint a person to stay by the phone.
2. Assign written chain of command (Person in Charge) in your building and have posted in the building administrative office. Record names on the tab "Media Procedure—Building Chain of Command". Alert all personnel to their assignment.
3. Have first aid equipment and instruction in designated shelter area in your building.
4. Review teacher checklist with staff on a regular basis and be certain each teacher has a check list available at his/her desk in his/her classroom.
5. Review custodian checklist with staff on a regular basis and be certain each custodian has this list immediately available in his/her office.
6. In an emergency, see Chain of Command listed below for Person in Charge. It is mandatory that the Person in Charge be easily identified by wearing a "Person in Charge" badge (provided). Person in Charge will arrange for checking of all restrooms, vacant rooms and locker rooms.
7. Secretary will secure all records and office valuables in a safe place.
8. Confirm that roll count of students is received at command post.
9. If a student is released to an individual other than parent, get a signed statement from that person including the child's name, pickup time, the person picking up the student and the final designation.

Reference unique to your building: See final tab.

CHAIN OF COMMAND (PERSON IN CHARGE)

Tim Norbeck, Superintendent 225-3740

Mike Moody 225-3317

EMERGENCY MEMO

JEFFERSON HIGH SCHOOL – BOULDER, MONTANA

TO: All parents and/or Guardians of Jefferson High School
FROM: Tim Norbeck, Superintendent of Schools
RE: Emergency Procedures for Jefferson High School

Jefferson High School District #1 has just updated the Crisis Procedure manual that is designed to minimize danger to anyone occupying a school should an emergency occur. Our main objective is to attend to the health and welfare of your child/children in the event of a crisis and to see that he/she gets home safely by walking, bus or by transportation provided by parents.

It is impossible to foresee all the potential emergencies, but we have researched the most effective way to use our resources to respond immediately to those emergencies that cannot be avoided. Any disaster will disrupt the "normal" way of doing things. It will cause inconvenience for all of us. The responsibilities are shared by school, staff and parents.

IN MOST EMERGENCIES YOUR CHILD/CHILDREN WILL REMAIN AND BE CARED FOR AT THE SCHOOL HE/SHE ATTENDS. IN THE RARE EVENT OF AN EMERGENCY AFFECTING THE SCHOOL YOUR CHILD ATTENDS THAT PROHIBITS RE-ENTRY TO THE BUILDING (SUCH AS A BROKEN GAS OR WATER MAIN, A FIRE OR A SUDDEN LOSS OF UTILITIES IN BAD WEATHER) STUDENTS AND STAFF WILL BE MOVED IMMEDIATELY TO THAT SCHOOL'S ALTERNATE SITE, OR ANOTHER SAFE SITE TO BE ANNOUNCED AT THE TIME.

We ask you to follow this procedure if you hear rumors of any school emergency:

1. TURN ON YOUR RADIO. We will keep the media accurately informed of any emergency.

KBLL-AM/FM, 99.5 Helena

2. PLEASE DO NOT COME TO THE SCHOOL. Any emergency involving your child's school may mean emergency vehicles and disaster workers must be able to get to the building. If the emergency necessitates relocation of staff and students, follow these instructions:

a. If, for any reason "school" must be evacuated during regular school hours, your child will be taken to and cared for at an alternate site.

b. Stay tuned to the radio stations for updated, accurate reports and information provided by the school district administration concerning when and where to pick up your child.

TRANSPORTATION PROCEDURES

In the event of a disaster or emergency, the Superintendent, acting under Board authority, may close the schools and arrange transportation for bus students. Schools affected will be advised by the Superintendent's office as to the option to exercise depending on the nature of the disaster.

OPTIONS:

1. Immediate closure of specified schools and transportation of the students either to their homes or to alternate locations.
2. Placement of school buses at pre-determined schools in readiness to transport should the situation require.
3. Holding of students at schools and provision of shelter at the school.
4. Acceleration of regular transportation schedule (run the regular route but ahead of schedule with no deviations).

PUPIL DISMISSAL PROCEDURES

Once the dismissal order is received from the proper school authority, the principal will:

1. Relay dismissal instructions to every classroom by most rapid and efficient means.
2. Review dismissal procedure already provided to parents to assure that it will be followed. This procedure should provide guidance regarding parents who have made special arrangements for care in the event the parents are not at home.
3. Designated school personnel will inspect the entire structure once dismissal is completed to assure the building is empty and any precautions dictated by the Fire Plan or other specific disaster plans are taken.
4. School principal may request assistance from Administration and or Department of Emergency Services to assure that students disperse from the school building to minimize hazards and reduce congestion.
5. All dealings with the news media and the public must be handled through the Superintendent's office.

CUSTODIAL CHECKLIST

1. Cut off gas and water supplies immediately.
2. Cut off electricity, ONLY if directed to do so.
3. In the event of an earthquake or crisis that damages buildings, provide the person in charge with condition report and damage survey. Always send two people for initial damage assessment.

References unique to your building: see final tab.

CHAIN OF COMMAND (people in charge)

	Home	Cell	Office
Tim Norbeck		498-4539	225-3740
Mike Moodry		490-1816	225-3317
Dan Studevant		439-9297	225-3317

TEACHER CHECKLIST

IF INDOORS:

1. If advised by Person in Charge, stay in your room.
 - a. Immediately take roll count of students.
2. Take protective action if building is threatened.
 - a. Keep children away from windows and outside walls.
 - b. Take shelter under desks, tables and heavy furniture.
 - c. Move away from light fixtures and other suspended objects.
 - d. Shut off or disconnect any electrical or gas operated appliances.
 - e. Be alert to any developing threats such as broken water pipes or electrical wires.
 - f. Communicate roll count of students and situation to the Person in Charge.
 - g. Be prepared to evacuate if advised to do so.
 - h. If advised to evacuate, follow the fire drill plan.
 - i. EARTHQUAKE ONLY—Leave doors to room open to prevent jamming.
 - j. NUCLEAR WARNING—Move to inner core of building to the lowest level openings to the outside. Remember, SHIELDING IS REQUIRED.
 - k. PLANE CRASH—Be prepared to evacuate if advised to do so, following fire plans with possible modifications.

IF OUTDOORS:

1. EARTHQUAKE (can happen without warning)
 - a. Move away from building to open space.
 - b. Avoid overhead wires and utility poles.
 - c. Lie flat, face down. Wait for earth to stop moving. The rolling motion of the earth is frightening, but not dangerous.
 - d. Keep students assembled and take roll count of students. Be prepared to provide this information to the Person in Charge.
 - e. Do not light fires or touch any fallen wires.
 - f. Do not enter building until authorized to do so.

SUDDEN LOSS OF UTILITIES IN SEVERE WEATHER

1. When advised by Person in Charge, evacuate building.
2. Proceed to alternate site for your school.
3. If repairs cannot be made to the school to allow classes to resume, parents can pick up their children at the appropriate alternative site.

Information on where students may be picked up will be supplied by the

school district administration and will be broadcast on radio and television. The parents of students who are to walk or be bused home will be notified by phone. Parents of high school students driving their own vehicles will also be called.

KBLL-AM/FM 99.5 Helena
KTVH-TV12 Helena

SEVERE STORM/OTHER WEATHER-RELATED EMERGENCIES

1. If a severe storm or other weather-related emergency is forecast and has hit the area, the Superintendent of Schools will determine if school will open for the day.
2. Tune to the Boulder, Helena, and Butte radio stations for early morning reports.
KDGZ-FM 98.3 Boulder
KOPR-FM 94.1 Butte
KBOW-AM 550 Butte
KBLL-AM/FM 99.5 Helena
3. Other school district personnel not employed at elementary or secondary schools will be advised by the same radio report whether or not they are to report for work.
4. If a storm develops during the day, our primary means of warning of a severe storm or other weather-related emergency will be by the WEATHER ALERT WARNING radio. The Superintendent will determine the action to be taken and advise the principals. The news media will be informed by the school administrators of the procedures being followed. Bus Drivers will call parents of all students on their bus routes. In town students' parents will be advised to pick them up at school.

EARTHQUAKES

Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremor subsides.

The school staff and students should be guided by the following:

IF INSIDE:

1. Don't panic. If protected from falling objects, the rolling motion of the earth is frightening but not dangerous.
2. To protect from falling objects, take cover in this manner:
 - a. Use triangle of safety.
 - b. If no cover is available, get against inside doorway or crouch against inside wall and cover head. Stay away from outside walls, windows or other expanses of glass.
3. All doors should be left OPEN to minimize jamming if the building shifts.
4. Stay put and take best cover. Do not attempt to run through building or outside because falling objects are found near outside doors and walls. If in a lavatory or other room with no desk or furniture, get against wall or inside doorway and crouch.

IF OUTSIDE:

1. Move quickly away from building and away from overhead electrical wires.
2. Lie flat, face down, and wait for shocks to subside.
3. Take roll count of students and report to Person in Charge as soon as safe.
4. Do not attempt to enter building until authorized to do so.

5. Do not light fires or touch fallen wires.
6. Be alert for instructions from Person in Charge.

HAZARDOUS MATERIALS SPILL OR LEAK

The main threats include toxic vapors or major fire explosions.

STUDENTS ARE INSIDE:

1. Unless the threat is obvious or imminent, DO NOT EVACUATE THE BUILDING until advised by public safety official in charge.
2. Close all doors and windows and turn off heating or ventilation equipment (try to make the building an airtight environment).
3. If evacuation is required, direct all evacuees out of the downwind side of the building.
4. Evacuees will walk or use provided transportation-NO PRIVATE VEHICLES.
5. Alternate sites will depend on the distance needed for safe refuge, the wind direction and may not be the normally designated building(s).

STUDENTS ARE OUTSIDE:

1. If outside, move the students upwind if possible.
2. Don't step in or get near any spilled materials.
3. Follow directions of public safety official in charge.

UNEXPECTED EXPLOSIONS

1. When advised by Person in Charge, evacuate building using fire drill plan, with possible modifications.
2. Proceed to alternate site for your school (See Alternate School Location tab).
3. If possible, students will be sent home by walking or bus, or parents can pick them up at the alternate location. Information on the picking up of students will be supplied by the school administration and broadcast on radio and television.

TORNADO

While considered a remote possibility, tornadoes have occurred in the Townsend area and must be included in the overall Crisis Procedure Plan.

Information regarding tornadoes will be broadcast on the Weather Alert Warning radio.

occur.

2. **TORNADO WARNING**—means a funnel cloud has actually been sighted. The approximate location and direction of travel is usually given when the warning is broadcast.

The best shelter from a tornado is a specially constructed fallout shelter. Lacking this, a steel framed or reinforced concrete structure is best. If this type structure is not available, take these precautions:

1. Stay away from windows.
2. Get beneath heavy furniture. Otherwise, lay face down, head covered, along the wall of an interior hallway on the lowest floor available.
3. Avoid auditoriums, gyms or any room with a wide free span roof.
4. If a tornado strikes the building, follow the same procedure that is used after an earthquake when the tornado passes.

FLOODS

In general, there will be advance warning of an impending flood.

The following guidelines will be used:

1. Notify the principal or PERSON IN CHARGE.
2. Notify necessary emergency services.
3. Notify the Superintendent's office of the probable flood situation.

The teachers will attend to the welfare of their students:

1. Prepare to evacuate to alternate sites, if informed to do so.
2. Coordinate efforts for transportation of students.
3. If time allows secure individual classroom area.
 - a. Put all books, materials and equipment on shelving.
 - b. Empty file cabinets.
 - c. Empty desks (students take book with them).

The principal or their designee will:

1. Coordinate efforts with the Superintendent's office to inform parents regarding the flood situation and the status of the students. Local, Helena and Butte radio numbers stations will be utilized.

KDGZ-FM, 98.3, Boulder(Superintendent of Schools will take care of this notification)
KOPR-FM, 94.1 Butte at (406) 494-9999
KBOW-AM, 550 Butte at (406) 494-3699
KBLL-AM/FM, 99.5 Helena at (406) 449-7791
KTVH-TV 12 Helena at (406) 457-1212

2. Notify utility company and request all power and gas be shut off.

PLANE CRASH

Be prepared to evacuate, if advised to do so, following fire drill plan, with possible modifications.

NUCLEAR WARNING PROCEDURES

1. The primary means of warning of a nuclear attack will be by the Weather Alert Warning radio located in the administration office of each building. TAKE IMMEDIATE PROTECTIVE ACTION.
2. In the event a Public Shelter (marked with a black and yellow "Fallout Shelter" sign) is not available, take the following steps:
 - a. Remember SHIELDING IS REQUIRED. This means to move to the center of the building of the lowest level (if there is more than one story) away from outside walls or any openings to the outside.
 - b. The heavier, thicker and denser the shielding materials are between you and the outside, the better the protection.
 - c. Radiation is carried by physical particles of dust or dirt. If you keep this dust and dirt out, you are minimizing the amount of radiation exposure.
 - d. If at all possible, keep a portable radio and monitor the Emergency Broadcast Station. If this is not possible, be alert to attempts by Civil Defense officials to get information to you.

BOMB THREAT PROCEDURES

1. Use your Threat Call Checklist (see below).
2. Upon receipt of a bomb threat, the person receiving the call should make every attempt to:
 - a. Prolong the conversation as much as possible.
 - b. Identify background noises.
 - c. Note distinguished voice characteristics.

- e. Determine the caller's knowledge of the facility.
- f. **DON'T HANG UP THE PHONE!** (Use another phone to call authorities.)
3. The person receiving the call will immediately alert the sheriff at 911.
4. The principal will confirm notification of the sheriff.
5. The principal will decide whether to evacuate the school immediately.
6. The bomb can be almost anything, ranging from the most overt bundle of dynamite and clock to cleverly concealed, perfectly ordinary objects. A briefcase, tool boxes and pieces of pipe have been used. You will be looking for something that doesn't belong.
7. If what appears to be a bomb is found, **DO NOT TOUCH IT.** The sheriff's department will take charge.
8. If the caller indicates a time the bomb is due to explode, and the principal determines the threat is valid, the standard fire drill with possible modifications will be announced for evacuation of the facility.
9. Evacuate personnel at least 300 feet from the building. During inclement weather and a possible prolonged search, move students to your school's alternate location (see alternate location tab).
10. Check absentee list for possible clues to who might have phoned in the bomb scare.
11. Attendance will be taken when the students are assembled away from school. Give roll count to Person in Charge.
12. Alert office of Superintendent of Schools.

IF BOMB THREAT CALL IS RECEIVED AT HIGH SCHOOL OR ELEMENTARY MAIN OFFICE:

1. Use threat Call Checklists: **DO NOT DISCONNECT INCOMING CALL LINES.**
2. Immediately call the sheriff's department at 911
3. Call the school involved.
4. Alert Office of Superintendent of Schools.

BOMB THREAT—THREAT CALL CHECKLIST

DON'T HANG UP THE PHONE

(use another phone to call sheriff)

Record the exact words used by caller.

ASK

- Is it a time bomb?
- How will you set off the bomb?
- What time is it set for?
- Where is it?
- What does it look like?
- Why are you doing this?
- Who are you?
- Who do you want to hurt?

VOICE ON THE PHONE CHECKLIST:

_____ Man
_____ Intoxicated

_____ Woman
_____ Speech Impediment

_____ Child
_____ Accent

____ Other _____

BACKGROUND NOISE CHECKLIST:

____ Music	____ Children	____ Talk
____ Airplane	____ Traffic	____ Typing
____ Machines	____ Other	

DO NOT HANG UP THE PHONE (use another phone to call the sheriff at 225-4075)
Person receiving call, immediately notifies authorities and gives above information, then notify person in charge and alert Superintendent's office.

DATE: _____ Time of Call: _____

Distribute copies immediately as shown below:

cc: Immediate Supervisor
Superintendent's Office

SUICIDE

In the event of a suicide, the school's primary consideration is the prevention of additional suicides or attempted suicides. Treatment and care for students, especially those particularly affected, should continue for as long as it is needed. This longer term care should be developed on a case by case basis. The following plan is designed to meet the immediate needs of the student body in general.

The initial response upon verification of a suicide should be to protect the privacy of the family. The problems a family encounters take precedence over the curiosity of others. REQUIRE STATEMENTS REGARDING THE DEATH TO COME FROM THE DESIGNATED SPOKESPERSON.

DAY ONE

1. Gather principals, counselors, and crisis team as identified by each school.
2. If needed, provide additional counselors from community resources:
3. Brief the teachers regarding the student's behavior to expect and how to deal with it (hand out suicide guidelines).
4. Provide rooms and additional staff for students who wish to talk as needed.
5. There would be an obvious void in the classroom with the student missing. Make a counselor available to follow the students schedule especially on the first day.
6. Send information home to parents concerning the situation and alert them to any danger of which they should be aware. Encourage parents to attend the funeral with their children.

DAY TWO

1. Have counselors and community resources available to assist students or staff having a particularly difficult time with the tragedy.
2. Provide extra supervision in non-instructional areas such as:
 - a. restrooms

- b. locker rooms
 - c. areas of the school infrequently used
3. Provide phone number of counselors for further assistance.
 4. A district committee, made up of counselors, administrators, and other personnel with pertinent expertise, will meet to formulate follow-up procedures regarding the tragedy.

NOTES

**MEMORANDUM OF UNDERSTANDING
SCHOOL RESOURCE OFFICER PROGRAM
AT _____ SCHOOLS**

**CITY OF _____ POLICE DEPARTMENT
_____ PUBLIC SCHOOLS**

We do hereby agree that it is mutually beneficial to all parties for _____ Police Officers to be assigned as School Resource Officers to schools within the City of _____. It is understood by all parties that officers are employees of the City of _____ Police Department.

The purpose of this document is to facilitate a clear understanding of roles, duties, and responsibilities. This Memorandum of Understanding (MOU) is being set forth on this _____ day of _____, 2012 with full recognition that the agreement and document must be a living document to allow for program evolution and provide for some City of _____ and _____ School District variances, needs, and future changes. This MOU is being set forth to provide universal clarification of expectations, to minimize confusion, and to provide for consistency between officers, schools, principals, and directors.

The _____ Police Department recognizes and supports the need for safe schools and a safe learning environment for our youth. In furtherance of that goal, the _____ Police Department School Resource Officers shall work in partnership with school officials toward this end. The schools will provide a private office, office furnishings, telephone, and a computer to the SRO for his/her use in the school. The Police Department will provide any required police equipment, including radios and motorized and non-motorized vehicles to the SROs.

MISSION STATEMENT - SCHOOL RESOURCE OFFICER PROGRAM

Through education and enforcement and by cooperative efforts with the school staff, the students, the parents, the courts, the surrounding neighborhood, and the community's social service organizations, the SRO program strives to assist the schools with providing a safe school and neighborhood environment, and strives to hold juveniles responsible for their actions and prevent individual problems from developing into patterns of delinquency.

**POLICE DEPARTMENT
SCHOOL RESOURCE OFFICER PROGRAM
PROGRAM OBJECTIVES**

1. Friendly contact between the Police Department and the City's youth.
2. Assistance and information sharing concerning problems and issues affecting the schools and students.
3. Education of children regarding the role of laws, courts, and Police in society.
4. Protection and education of children involving molestation, involvement with older law violators, and other harmful influences.
5. Investigation of cases involving juveniles and use of effective alternatives to court whenever possible.
6. Prevention of crime or delinquent behavior by juveniles within the School Resource Officers' areas of assignment.
7. Effective problem solving and liaison with neighborhoods surrounding the schools, which are affected negatively by the conduct of students.

It should be recognized that School Resource Officers:

- ◆ are encouraged to act and work as a school official when requested, and to work as a team with other school officials for the betterment of students and the school and neighborhood environment as a whole;

- ◆ are encouraged to work extra curricular activities as requested by the school administrator. It is recognized by all parties that these assignments provide further opportunities for crime prevention and crime detection. Any work by the SRO in this capacity will be approved by the assigned Police Department Supervisor and will be consistent with the FLSA and Police Union Contract. The SRO will not be used as a replacement officer for off-duty/special duty assignments. It will not relieve the School District of the need to provide adequate security at special events. All after hours work shall be approved by the SRO supervisor in advance;

- ◆ are expected to keep the school principal or his designee informed about law enforcement action which occurs on school property and/or which may involve a student. This, of course, will occur consistent with the laws of the State of _____.

- ◆ are police officers assigned as Uniform Patrol Officers of the Operations Division of the _____ Police Department. As such, their primary responsibilities are to

investigate criminal cases involving youth, maintain order through the enforcement of local, state and federal laws, and enforcement of the school code of conduct for the purpose of maintaining a safe and effective learning environment in the schools;

♦ are to be involved in school discipline, When it pertains to preventing a disruption that would, if ignored, place students, faculty and staff at risk of harm, the SRO will resolve the problem to preserve the school climate. IN ALL OTHER CASES, disciplining students is a School District responsibility, and the SRO will take students violating the code of conduct to the principal where school discipline can be meted out.

♦ are governed by the rules, policies, shifts, schedules, procedures and practices of the _____ Police Department and the City of _____, under the supervision of an assigned Sergeant;

♦ are expected to attend all training, meetings and appointments assigned by the Police Department. It is recognized that some of these will conflict with officer availability at the school during normal school hours. These conflicts will be minimized as much as possible but the potential exists that such requirements will take precedence over school presence. The officer shall strive to keep the school principal or his representative informed about his/her absences and/or activities as appropriate on a need to know basis;

♦ are governed and covered by the current Collective Labor Agreement between City of _____ and the _____;

♦ are considered by the City of _____ as “non-exempt” employees covered by the Fair Labor Standards Act and subject to it and the Police Union Contract for compensation and pay; Duty assignment in the summer months, when school is not in session, will be under the direction of the Police Operations Commander. SRO's may also be required to work regular police duty assignments, at other times when school is not in session, when so directed by the Police Operations Commander;

♦ are police officers and not school teachers, school administrators, nor school counselors. The officers will assist teachers with classroom presentations on relative topics when requested and able. They will also work with families, individual students and other school staff members with counseling and guidance efforts when requested and appropriate. We, the undersigned, encourage team work, partnerships, cooperation and coordination between the officers, their supervisors and the school administrators and their staff, as well as with the surrounding neighborhood;

♦ SROs, School Administration for the respective schools and the assigned Police Supervisor will meet at the beginning of each school year to determine the goals and objectives of the SRO for the respective school. An assessment mechanism will be developed jointly, in an effort to determine the effectiveness of the SRO program.

Quarterly and year end meetings will be held to determine progress and to make adjustments as needed.

SELECTION AND FINANCIAL CONSIDERATION

Officers will be selected by means of a joint selection committee, comprised of three (3) representatives from the _____ School District who will be appointed by the Superintendent of Schools and three (3) representatives from the _____ Police Department who will be appointed by the _____ Chief of Police. The Selection Committee will make recommendations to the Chief of Police. While he will duly consider the Committee's recommendations, selection of each School Resource Officer is within the sole discretion of the Chief of Police.

PROGRAM ASSESSMENT

The School Resource Officer Program will be assessed annually, and the evaluation will be conducted jointly between the _____ Police Department and _____ Public Schools. The following areas, at a minimum, will be used to evaluate the program:

- ◆ Success of established goals and objectives.
- ◆ An internal survey of high school administration, faculty and student council members, primarily concerning perceptions of safety and security.
- ◆ Traditional police-citizen contacts (citations, arrests, FIRs, etc.).
- ◆ Non-traditional police-citizen contacts (meetings attended, problem areas addressed, student or family interviews, etc.).
- ◆ Surrounding neighborhood feedback and reaction to police efforts to address issues concerning the schools and students.
- ◆ Accomplishment of tasks agreed upon as part of any work plan written in conjunction with the Principal.

Each officer's effectiveness in the program will be evaluated at the end of each school term. The Principal will provide input into the evaluation. This may include a recommendation to the Chief that the officer not be assigned to that school the following year. The Chief will seriously consider the evaluation and the input of the Superintendent when assigning an officer to a building, and will make a good faith effort to address any concerns raised. Ultimately, however, the final decision on which officer will be assigned as a school resource officer is within the sole discretion of the Police Chief.

EFFECTIVE DATE

This Memorandum of Understanding is effective _____, and shall remain in effect through _____ unless renewed by agreement of both parties or terminated as provided herein.

TERMINATION OF AGREEMENT

Either party may terminate this agreement upon sixty (60) days written notice to the other party.

MODIFICATION; ENTIRE AGREEMENT OF PARTIES EXPRESSED

No modification of this Agreement shall be valid or binding unless the modification is in writing, duly dated and signed by both parties.

Executed this ____ day of _____, 2012.

_____ **SCHOOL DISTRICT**

By: _____

SUPERINTENDENT

_____ **POLICE DEPARTMENT**

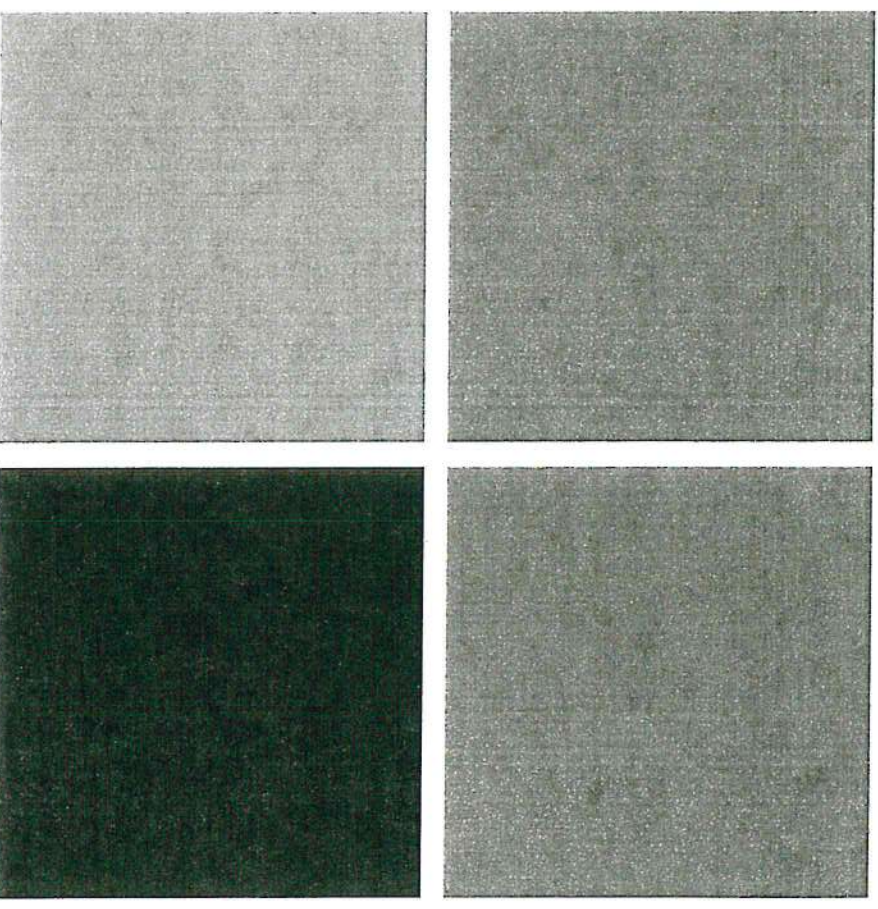
By: _____

CHIEF OF POLICE



MTSBA

Montana School Boards Association



The Role of School Resource Officers and Associated Legal Issues

+ What is a Student Resource Officer, or SRO?

- The term “student resource officer” is not specifically defined in federal or state law – the term is included nowhere in the Montana Code Annotated.
- The SRO (also sometimes called “Educational Facilities Officer” or “EFO”) is typically a uniformed law enforcement officer permanently assigned to a particular school or schools pursuant to an agreement, contract, or memorandum of understanding with the school district.
- SROs or EFOs can be, and sometimes are, private security personnel employed directly by a school district.
- The very first SRO program was developed in Flint, Michigan, in 1953.



What Does An SRO Do?



- According to the U.S. Department of Justice, the goals of a law enforcement agency in assigning uniformed officers to work in a public school setting include the following:
 - Reduce school related crime and disorder;
 - Reduce bullying in schools;
 - Address underage drinking;
 - Reduce child abuse and neglect in the home;
 - Reduce school vandalism and break-ins;
 - Improve relations between the law enforcement community and the public;
 - Establish positive relationship with students;
 - Provide security for the school.



What Does An SRO Do?

- From a school district's point of view, an SRO:
 - Provides security for the schools of the district;
 - Responds to criminal activity occurring on school property;
 - Assists district personnel in investigating student disciplinary matters;
 - Participates in the educational mission of the district by educating students about subjects within the SRO's area of expertise;
 - Acts as an informal counselor to students.





Family Educational Rights and Privacy Act (FERPA) and the SRO



- FERPA is a federal law that protects the privacy of student education records maintained by schools receiving federal funding.
- FERPA generally prohibits the disclosure of information from a student's education record without written parental consent unless one of several exceptions apply.
- There is no FERPA exception that permits the disclosure of protected student information to law enforcement officers without a warrant, court order, or subpoena, other than in the case of a health and safety emergency.
- Granting an SRO open access to student education records would constitute a violation of FERPA.



SRO as “School Official”

- FERPA permits the disclosure of protected student information without parental consent to a school official with a legitimate educational interest in accessing the information.
- An outside party can be designated as a school official with a legitimate educational interest in accessing student information, but only if that party:
 1. Performs an institutional service or function for which the school district would otherwise use employees;
 2. Is under the direct control of the school district with respect to the use and maintenance of education records; and
 3. Is subject to the requirements in 34 C.F.R. § 99.33(a) which prohibits the re-disclosure of student information to any other party without the prior consent of the parent or eligible student..



SRO as “School Official”



- An SRO could possibly be considered a school official with a legitimate educational interest in accessing protected student information under circumstances where an SRO is asked to assist with a student disciplinary matter.
- A “school official” that has received protected student information may only use that information for the specific purpose for which the disclosure was made, and may not disclose the information to any other party without parental consent (unless another FERPA exception applies).
- If an SRO receives protected student information in order to assist school officials with a student disciplinary matter, the information may only be used in connection with student discipline (as opposed to criminal proceedings), and may not be disclosed by the SRO to other law enforcement officials.



SRO as “Law Enforcement Unit”

- Another FERPA exception provides that the records created and maintained by a school district’s “law enforcement unit” for a law enforcement purpose are not protected by FERPA.
- A “law enforcement unit” is an individual, office, department, division, or other component of a school district that is:
 - authorized or designated by the district to enforce any local, state, or federal law (or refer enforcement to appropriate authorities); or
 - authorized or designated by the district to maintain the physical security and safety of the agency or institution.”
- However, records provided by a law enforcement unit to other school officials become education records protected by FERPA, and education records provided to a law enforcement unit may not be disclosed further (such as to police for criminal proceedings) without parental consent (unless another FERPA exception applies).



What about Body Cameras?

- Video taken by a police officer in a school for law enforcement purposes would not constitute a school record protected by FERPA.
- Video taken by a member of a school district's law enforcement unit for the purposes of law enforcement would not be protected by FERPA.
- If a video is provided to school officials for the purposes of student discipline, the video would become a student record protected by FERPA.
- Video provided by a school official to an SRO as either a school official with a legitimate educational interest in receiving the video or as a member of a school designated law enforcement unit may only use the video for the purpose for which it was disclosed (student discipline) and may not disclose the video to third parties, including other police officers or prosecutors without parental consent or unless another FERPA exception applies (subpoena, court order).





Reasonable Suspicion or Probable Cause?

- A school official may conduct a search of a student or his or her belongings (backpack, purse, etc.) with a reasonable suspicion of discovering contraband or items that violate laws or school policies.
- A police officer may not conduct a search of a person or their belongings without probable cause. Probable cause means the existence of sufficient facts or evidence to support a reasonable person's conclusion that a suspect has committed a crime.
- An SRO may be either a school official or a police officer, depending on the facts and circumstances of any given situation.



Reasonable Suspicion or Probable Cause?



- In determining which standard to apply to a search conducted in a school setting, courts have generally reached the following three conclusions:
 1. When a search is initiated by school officials and/or police involvement is minimal, the reasonable suspicion standard applies.
 2. When the search involves school resource officers acting at the direction or request of other school officials, or acting on their own initiative to further educationally related goals, the reasonable suspicion standard applies.
 3. When the search is initiated by, or at the direction or request of, outside police officers probable cause requirements apply. This is generally true whether the search is conducted by school officials, an SRO officer, or the outside police officers.



Reasonable Suspicion or Probable Cause?

- Included in the factors considered by courts when determining whether an SRO is acting as a school official or a police officer are the following:
 - Was the SRO in uniform?
 - Does the SRO have an office on the school campus?
 - How much time is the SRO at the school each day?
 - Is the SRO employed by the school system or an independent law enforcement agency?
 - What are the SRO's duties at the school?
 - Who initiated the investigation?
 - Who conducted the search?
 - Were other school officials involved?
 - What was the SRO's purpose in conducting the search?



What About Miranda Warnings?

- Whether or not an SRO must inform a student of their Miranda rights prior to questioning the student hinges in large part upon the purpose of the interrogation.
- If an SRO is investigating a matter as a school official for the purposes of student discipline, then a Miranda warning is not required.
- If an SRO is conducting a custodial interview of a student in the context of investigating a crime, then the SRO is acting as a police officer, and not a school official, and Miranda warnings are required.
- In cases where the lines may be blurred because there are issues of both student discipline and criminal investigation, it may be advisable for separate investigations and inquiries to be conducted.





Documenting the Relationship

- Any time a police officer is assigned to a school as an SRO, there should be a written document setting forth the parameters of the relationship between the school district, the police department, and the SRO.
- It is advisable to address at least the following topics:
 - Financial aspects of the arrangement, including who pay's the SRO's salary;
 - The level of authority of school administrators over the SRO in a school building;
 - Training of SRO related to interacting with students, and, in particular, with special needs students;
 - The sharing of records and information;
 - Procedures for initiation of an investigation or search on school property;
 - Duties and educational activities of the SRO above and beyond typical law enforcement duties;





Questions

Tony C. Koenig
Director of Legal and HR Services
Montana School Boards Association
(406) 442-2180
tkoenig@mtsba.org



Mr. Tim Norbeck
Superintendent
Jefferson High School (JHS)
312 South Main Street
Boulder, MT 59632

Dear Mr. Norbeck,

This letter serves as formal notification that I am resigning from Jefferson High School, Jefferson School District School, Boulder, Montana from my paraprofessional position, effective September 10, 2018. I will use my accumulated sick leave until that time due to several medical appointments this upcoming week. I will not return to the school to work additional hours.

The recent concern expressed by some employees of the school to you regarding my "ward" caused me to reflect on my responsibilities and the legal requirements in this matter. In this situation, where I am a court appointed legal guardian of a minor, who is currently on probation, my obligations conflict directly with my duties at JHS. I find it is unfair to place others in any precarious situation by asking them to supervise my ward in my absence. These are a set of duties that I alone am accountable for as my ward's only approved supervisor. The Juvenile Probation Department of Lewis and Clark County provides strict guidelines for my ward and I to adhere to during the probation period. I underestimated the impact of these constraints on my current JHS job duties. I did not consider that some employees might feel unsafe or even threatened by the presence of my ward. On the other hand, my commitment to my ward also includes ensuring his safety and isolating him from those closed minded individuals who might accuse him falsely or intentionally jeopardize his future. Thus, it is with regret that I will not be able to continue in my current employee role and associated responsibilities with Jefferson High School.

I appreciate the opportunities I have been given at Jefferson High School. The paraprofessional position was both rewarding and enjoyable for me. Thank you.

Sincerely,


Michael G. Thilges

cc: Mr. Michael Moodry, Principal, Jefferson High School, Boulder, Montana
Ms. Mary Drynan, Special Education Services