GENERAL PROCEDURES

The Employee Handbook is provided to each staff member at the beginning of each school term.

Central Administration Office Hours

Central Administration office hours are 8:00 a.m.- 4:30 p.m. daily Monday-Friday. Any changes affecting the hours will be posted on the website, bulletin, Community Sign, Patron Newsletter, etc.

Colstrip Public Schools District #19 Board of Trustees

José Ortiz Board Chair          Home: 748-2266          Work: 748-3600
Steven Craig                    Home: 748-3132
Bruce Brown                    Home: 748-3610
Deb Peters Vice Chair          Home: 748-3319
Tanya Bradley                  Home: 748-3099

Handbooks, by Board of Trustee's approval, are District Policy and each staff member is responsible for being familiar with them and to abide by the regulations contained therein.

District #19 Board Policy books containing overall governing policies are located in the Principal's office and the school library or can be found on the school website: http://colstrip.schoolwires.net/colstrip. You are obligated to know and abide by these policies.

Policy 1610 Annual Goals and Objective

Each year, the Board will formulate annual objectives for the District and have available a written comprehensive philosophy of education with goals, which reflect the District’s philosophy of education. The philosophy of education and goals shall be in writing and shall be available to the staff and to the public.

At the conclusion of the year, the Superintendent shall submit a report to the Board, which shall reflect the degree to which the annual objectives have been accomplished.

Legal Reference: 10.55.701, ARM Board of Trustees
Strategic Planning

Envisioned Future

The vision of the district:

The Colstrip Public Schools will provide a world-class education while preparing students for life, college, and career readiness.

Core Purpose

The school district reason for being:

The core purpose of the Colstrip Public Schools is to provide a safe, healthy, and secure environment in which to educate and prepare students for the demands of the future by engaging ourselves in lifelong learning.

Core Values

Essential and enduring principles that guide a school district:

- Loyalty, Trust and Respect – We believe that mutual loyalty, trust, and respect amongst key stakeholders (students, staff, board, and community) are vital to the success of our students.
- Responsible Citizenship – We believe that it is important to prepare students to be cognizant of and to be positive contributors to all levels of the democratic process.
- Stable, Positive, Safe and Healthy School Climate – We believe that accepting, appreciating, and embracing diversity and the uniqueness of all people contributes to a positive, safe, and healthy school climate for both students and staff and the long term values of our community.
- Shared, Ethical Leadership – We value shared leadership with our community where there is a common understanding and philosophy that we are all responsible for the success of our students. We believe that community involvement and support are essential to the achievement of our goals and the success of our students.
Strategic Goals

Goal Area 1: Academic Improvement

Statement of Intended Outcome, Five years
Colstrip Public Schools has set a high academic bar with a one-hundred percent graduation rate. We have established an educational program which meets the individual needs of students and allows students to progress according to their individual capabilities.

Strategic Objectives

1. We will increase rigor and expectations in core academic areas that are an important foundation for our students.
2. We will enhance opportunities for students in the areas of leadership, volunteerism and community service.
3. We will enhance our positive behavioral supports to increase student awareness of acceptable social skills.
4. We will enhance opportunities for students to be innovative and take part in project-based learning initiatives.
5. We will improve the alignment of our schools, our curriculum and our programs.
6. We will enhance our recruitment and retention incentives and promote the positive attributes of our school and our community in an effort to attract and retain highly qualified staff for the success of our students.

Goal Area 2: Fiscal Prioritization/Innovation

Statement of Intended Outcome, Five years
Colstrip Public Schools has a fiscal prioritization plan and a plan/model for other methods of providing adequate funding of Colstrip Public Schools and its programs.

Strategic Objectives

1. We will enhance our school facilities to ensure that they meet the contemporary needs of our staff and students and promote student success.
2. We will increase the energy efficiency of our buildings, vehicles and other District property.
3. We will enhance our efforts to more innovative in seeking out and tapping into a variety of both human and financial resources.
4. We will enhance our advocacy for adequate funding at the federal, state and local levels.

Goal Area 3: Community Involvement/Engagement

Statement of Intended Outcome, Five Years
Colstrip Public Schools has created an environment of collaboration with families of students and with other educational stakeholders in the community. As a result, the community is engaged educationally and interactively in the school environment. Partnerships vital to the academic success and well-being of our students have been formed with educational stakeholders to assist the District in the delivery of our educational programs.

Strategic Objectives

1. We will provide enhanced opportunities for the staff to educate the Board and the community about the great things/initiatives that are being carried out in our schools.
2. We will provide enhanced opportunities to increase the community’s understanding of school funding and the financial needs of the District.
3. We will enhance our opportunities to recognize and show our appreciation for our staff and others who positively impact students and/or provide enhanced learning opportunities for our students.

Goal Area 4: Safe and Healthy Environment for Students and Staff

Statement of Intended Outcome, Five Years
Colstrip Public Schools has systems in place to ensure that students and staff thrive in a safe and healthy environment. We have established collaborative and cooperative relationships with outside organizations/support groups which assist students in dealing with social issues which are an impediment to student achievement.

Strategic Objectives

1. We will enhance our wellness programs for our students and staff.
2. We will increase the awareness of our students, staff, parents and community on the harmful effects of bullying and harassment and other barriers to student success.
3. We will enhance the security and safety of our buildings.
Goal Area 5: Technology

Statement of Intended Outcome, Five Years

Colstrip Public Schools has incorporated technology into all aspects of its educational offerings in such a manner as to prepare our students for a global environment. We have done this in a systematic manner to ensure that our staff are comfortably utilizing technology through professional development opportunities and that our students are benefiting from the use of technology and other advancements, while at the same time educating students and staff about the ethical and accountability issues associated with the use of technology.

Strategic Objectives

1. We will enhance opportunities for staff to become proficient in technology equipment and applications that enhance student learning.
2. We will provide enhanced opportunities to make technology equipment and applications that directly relate to our students and/or enhanced learning opportunities available to students, parents and community members.
3. We will increase opportunities for students to utilize contemporary technology devices and application to enhance student learning.

Goal Area 6: Recognition of/incorporation of American Indian Culture

Statement of Intended Outcome, Five Years

Colstrip Public Schools has been successful at both recognizing American Indian Culture and incorporating such culture into the curriculum. Students and staff understand and embrace diversity of our citizens and show a genuine appreciation for having the benefit of learning and understanding the importance of American Indian Culture.

Strategic Objectives

1. We will provide enhanced opportunities for American Indian involvement in the decision-making and governance processes of our school district.
2. We will enhance the integration and coordination of the American Indian culture into all aspects of our educational opportunities for students, staff, parents and community members.
3. W will increase student, staff, parent and community awareness of, appreciation for and celebration of our American Indian culture.

Title IX and Non-Discrimination Policy

Policy 5010 Equal Employment and Education Opportunities

As provided in the Constitution of the State of Montana, the Colstrip Public School District is committed to equal opportunity. This district is also committed to equal employment opportunity.

All students shall have the opportunity to participate in and receive benefits from all programs or activities including, but not limited to, course offerings, graduation requirements, athletics, counseling, and employment assistance, extracurricular and other school-related activities.

Discrimination in education or employment because of sex, race, color, creed, religion, national origin, age, physical or mental handicap, political belief, marital or parental status is prohibited unless based upon reasonable grounds as provided in the law.

Inquiries or complaints regarding discrimination should be directed to the Title IX Coordinator, Mark Ator.

The employment procedures of School District #19 will be in compliance with all appropriate State and Federal law.

Policy 5012 Sexual Harassment Policy

The District will strive to provide employees a work environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment, as defined and otherwise prohibited by state and federal law.

The District prohibits its employees from making sexual advances or requesting sexual favors or engaging in any conduct of a sexual nature when:
1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

2. Submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting that individual; or

3. Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment.

Sexual harassment prohibited by this policy includes verbal or physical conduct. The terms “intimidating,” “hostile,” or “offensive” include but are not limited to conduct that has the effect of humiliation, embarrassment, or discomfort. The District will evaluate sexual harassment in light of all circumstances.

A violation of this policy may result in disciplinary action, up to and including termination of employment. Any person who knowingly makes false accusation regarding sexual harassment will likewise be subject to disciplinary action, up to and including termination of employment.

An aggrieved person who feels comfortable doing so should directly inform the person engaging in sexually harassing conduct or communication that such conduct or communication is offensive and must stop.

Employees who believe they may have been sexually harassed or intimidated should contact the Title IX Coordinator or an administrator, who will assist them in filing a complaint. An individual with a complaint alleging a violation of this policy shall follow the Uniform Complaint Procedure.

Bullying, Harassment, Intimidation

Policy 5015 Bullying/Harassment/Intimidation Policy

The Board will strive to provide a positive and productive working environment. Bullying, harassment, or intimidation between employees or by third parties, are strictly prohibited and shall not be tolerated. This includes bullying, harassment, or intimidation via electronic communication devices (“cyberbullying”).
Definitions

1. “Third parties” include but are not limited to coaches, school volunteers, parents, school visitors, service contractors, or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District, and others not directly subject to District control at inter-district and intra-District athletic competitions or other school events.

2. “District” includes District facilities, District premises, and non-District property if the employee is at any District-sponsored, District-approved, or District-related activity or function, such as field trips or athletic events, where the employee is engaged in District business.

3. “Harassment, intimidation, or bullying” means any act that substantially interferes with an employee’s opportunities or work performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, or anywhere such conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member or an interference with school purposes or an educational function, and that has the effect of:
   a. Physically harming an employee or damaging an employee’s property;
   b. Knowingly placing an employee in reasonable fear of physical harm to the employee or damage to the employee’s property; or
   c. Creating a hostile working environment.

4. “Electronic communication device” means any mode of electronic communication, including but not limited to computers, cell phones, PDAs, or the internet.

Reporting

All complaints about behavior that may violate this policy shall be promptly investigated. Any employee or third party who has knowledge of conduct in violation of this policy or feels he/she has been a victim of harassment, intimidation, or bullying in violation of this policy is encouraged to immediately report his/her concerns to the building principal or the District Administrator, who have overall responsibility for such investigations. Complaints against the building principal shall be filed with the Superintendent. Complaints against the Superintendent or District Administrator shall be filed with the Board.
The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken.

Responsibilities
The District Administrator shall be responsible for ensuring that notice of this policy is provided to staff and third parties and for the development of administrative regulations, including reporting and investigative procedures, as needed.

Consequences
Staff whose behavior is found to be in violation of this policy will be subject to discipline up to and including termination of employment. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the District Administrator or the Board. Individuals may also be referred to law enforcement officials.

Retaliation and Reprisal
Retaliation is prohibited against any person who reports or is thought to have reported a violation, files a complaint, or otherwise participates in an investigation or inquiry. Such retaliation shall be considered a serious violation of Board policy, whether or not a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Professional Responsibilities

Duties and Responsibilities: Personnel employed by Colstrip School District #19 shall comply with all the policies, rules and regulations of the District and the following:

1. Endeavor to promote a harmonious efficiency in the classroom and in all other professional contacts, always keeping in mind the ultimate good of every student
2. Maintain a wholesome atmosphere for learning in the classroom at all times
3. Deal justly and impartially with all students considering the welfare of the individual and school
4. Recognize the differences among students and seek to meet their individual needs
5. Encourage students to formulate and work for high individual goals in the development of their physical, intellectual, and creative abilities
6. Aid students to understand and appreciate the opportunities and benefits of American democracy and their obligations to it
7. Respect the right of every student to have confidential information about them withheld except when its release is to authorized agencies or is required by law
8. Observe all school regulations, administrative rules, and school policies
9. Seek professional growth and participate in curriculum study
10. Act in such a manner that the reputation, dignity, ability, and efficiency of teachers and other school employees present a united and purposeful organization to the community
11. Carry out assigned duties during the regular school day or in the evening as outlined in the master contract
12. Use Standard English when communicating with students or in the presence of students
13. Not use vocabulary normally considered inappropriate including but is not limited to: vulgar, cursing, suggestive, or obscene to reference just a few. This standard also applies to professional communication
14. Attend assemblies held during the year to provide added educational experience for students
15. As determined by building administration, staff will attend assemblies and assist in eliminating any unnecessary and discourteous behavior. If the assembly is during a teacher’s prep, the specialist will accompany the class at their discretion
16. Keep building administration informed of visitors, special programs, class meeting location changes, etc.
17. Wear clothes that present a professional, distinguished look to the students, parents and guests that visit the school.

Employee’s Children
In a community of this size it is inevitable that district employees will also be parents of many of your students. This unique accessibility makes it especially important to communicate in a professional manner. Please remember:
1. Make appointments at a time that is mutually acceptable and will not take the teacher away from their work schedule
2. Discuss their student’s difficulties in a private, professional setting. An employee’s child should be discussed in the same manner as a teacher would converse on any student
3. Hold the same expectations for the employee’s child that you hold for all other students
4. Treat the student as any other student and the parent as any other parent
Emergency Crisis Response

MCA 20-1-401-402-404

Disaster drills to be conducted regularly -- districts to identify disaster risks and adopt school safety plan. (1) As used in this part, "disaster" means the occurrence or imminent threat of damage, injury, or loss of life or property. Disaster drills must be conducted regularly in accordance with this part.

Please see APPENDIX D Emergency Response Protocols and Procedures for planned responses and action guides that include the following:

*Emergency Response Protocols-Immediate Response Actions*

- Evacuation Procedures
- Reverse Evacuation
- Lockdown
- Shelter-in-Place Procedures
- Drop, Cover and Hold Procedures
- Off-Campus Evacuation
- Mental Health/Crisis Intervention

*Family Reunification*

*Incident Specific Procedures*

- Bomb Threat/Suspicious Packages
- Bus Accidents
- Fires
- Intruder/Active Shooter/Hostage Situation
- Nuclear Power Plant Accident
- Severe Weather
- Hazardous Materials Release (indoors and outdoors)
- Earthquakes
- Active Shooter/Armed Intruder
- Utilities Loss or Failure
- Media
- Structural Failure
- Medical Emergency

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Abused and Neglected Reporting

Policy 5232 Abused and Neglected Child Reporting

A District employee who has reasonable cause to suspect, as a result of information they receive in their professional or official capacity, that a child is abused or neglected by anyone regardless of whether the person suspected of causing the abuse or neglect is a parent or other person responsible for the child's welfare, they shall report the matter promptly to the department of public health and human services. An employee does not discharge the obligation to personally report by notifying the Superintendent or principal.

Any District employee who fails to report a suspected case of abuse or neglect to the Department of Public Health and Human Services, or who prevents another person from doing so, may be civilly liable for damages proximately caused by such failure or prevention and is guilty of a misdemeanor. The employee will also be subject to disciplinary action up to and including termination.

When a District employee makes a report, the DPHHS may share information with that individual or others as stated in 41-3-201(5). Individuals who receive information pursuant to the above named subsection (5) shall maintain the confidentiality of the information as required in 41-3-205.

Personnel

Policy 5231 Personnel Records

The District maintains a complete personnel record for every current and former employee. The employee's personnel records will be maintained in the District's administrative office, under the Superintendent's direct supervision. Personnel files may be examined by the staff member only in the presence of the district clerk or his/her designee.

In addition to the Superintendent, the Board may grant a committee or a member of the Board access to cumulative personnel files. When specifically authorized by the Board, counsel retained by the Board or by the employee will also have access to a cumulative personnel file. Other persons with a legitimate interest in any employee may examine that employee's file. Those with a legitimate interest include the district clerk, the employee's evaluator, and the employee's immediate supervisor.
In accordance with federal law, the District shall release information regarding the professional qualifications and degrees of teachers and the qualifications of paraprofessionals to parents upon request, for any teacher or paraprofessional who is employed by a school receiving Title I funds, and who provides instruction to their child at that school. Access to other information contained in the personnel records of District employees is governed by Policy 4340.

Personnel records must be kept for 10 years after termination.

Chain of Command

Policy 4310 Complaints and Suggestions
An individual with a complaint is encouraged to first discuss it with the staff member, and/or administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of harassment should be discussed with the first line administrator that is not involved in the alleged harassment.

If the complaint is not resolved at the first level, the grievant may file a written Request for Public Concern following procedures outlined in Board Policy.

Public complaints and suggestions shall be submitted by the Uniform Complaint Procedure to the appropriate-level staff member or District administrator. Each complaint or suggestion shall be considered on its merits.

Unless otherwise indicated in these policies or otherwise provided for by law, no appeal may be taken from any decision of the Board.

Evaluations

Policy 5222 Evaluation of Non-Administrative Staff
Each non-administrative staff member’s job performance will be evaluated by the staff member’s direct supervisor. Non-tenured certified staff shall be evaluated, at a minimum, on at least an annual basis. Tenured certified staff members may be evaluated according to the terms stated in the current collective bargaining agreement if applicable. The evaluation model shall be aligned with applicable district goals, standards of the Board of Public Education, and the district’s mentorship and induction program. It shall identify what skill sets are to be
evaluated, include both summative and formative elements, and include an assessment of the educator’s effectiveness in supporting every student in meeting rigorous learning goals through the performance of the educator’s duties.

The supervisor will provide a copy of the completed evaluation to the staff member and will provide opportunity to discuss the evaluation. The original should be signed by the staff member and filed with the Superintendent. If the staff member refuses to sign the evaluation, the supervisor should note the refusal and submit the evaluation to the Superintendent.

The Superintendent, with the assistance of the administrative staff, shall develop and maintain specific procedures for the evaluation of certified and classified employees.

Professional Development
Teachers should seek professional growth and participate in curriculum study. Teachers shall act in such a manner that the reputation, dignity, ability, and efficiency of teachers, and other employees of the building, shall present a united and purposeful organization to the community. Teachers attending in-services may be asked to present a report and/or share with staff and administration.

A Building Professional Review Committee will initially approve or disallow professional leave travel. Staff should file the proper paperwork for all travel advances TWO WEEKS prior to the trip. If your request is not in two weeks prior, you will be reimbursed upon return per diem. Travel will be reimbursed at the state rate. Meals will be reimbursed at the following rates:

- Breakfast- $ 7.00
- Lunch - $ 11.00
- Dinner - $23.00

Tobacco Free Schools & Workplace
Policy 8225 Tobacco Free Schools
The Board believes it is the right of the nonsmoker to breathe clean air. The Board also believes tobacco smoke in a school building denies occupants access to clean air and introduces a substantial health hazard especially to those who may be suffering from cardiovascular disease, impaired lung function, asthma, hay fever, certain eye disorders, and/or allergies to smoke.

Additionally, because of the health hazards associated with the use of other types of tobacco as well as the debris associated with it, the Board declares the District to be tobacco free. The
Board also establishes a ban on all tobacco advertising on school property, at school functions, or in school publications.

This policy is designed to protect and enhance indoor air quality and contribute to the health and well-being of all students and staff. It is also designated to establish a positive model for the students of the District.

Student Tobacco Use
All use of tobacco in any form by students is banned anywhere on school property, and violation is subject to disciplinary action as determined by the District's discipline policy.

Staff Tobacco Use
All school buildings, vehicles, and school property are hereby declared tobacco free. No use of tobacco will be permitted in District facilities, vehicles, or on school property. Limitations or prohibitions of tobacco use are applicable to all hours.

Tobacco use on District Property at Public Functions
No use of tobacco shall be allowed on school premises during any public function except as part of an approved classroom instruction. This applies to students, staff, and visitors.

Definitions
For the purpose of this policy, the following definitions shall apply:

“Tobacco Use” – the burning of a lighted cigar, cigarette, pipe, or any other matter or substance which contains tobacco OR the use of any substance which contains tobacco (such as “chew” or smokeless tobacco).

“Public School Building or Public School Property”
- Public land, fixtures, buildings, or other property owned or occupied by an institution for the teaching of minor children that is established and maintained under the laws of the state of Montana at public expense; and
- Includes playgrounds, school steps, parking lots, administration buildings, athletic facilities, gymnasiums, locker rooms, and school buses.
- All vehicles, buildings, and grounds either owned or leased by the District.
“Visitors” – individuals who are neither enrolled in nor employed by the District.

“Student” – an individual enrolled in any public or private school.

Implementation

Students, staff, and the public will be informed annually of the Board’s smoking policy through appropriate student and staff handbooks and the posting of NO TOBACCO USE signs at building entrances, in common areas, and in appropriate conference, reception, and waiting rooms.

Enforcement

Students – as per the District’s discipline policy.

Staff – as per the progressive discipline procedure.

Visitors – Citizens who are observed using tobacco in school buildings, vehicles, or on school property shall be asked to refrain from doing so. If the individual fails to comply with the request, his or her violation of policy may be referred to the building principal or other District supervisory personnel responsible for the area in which or program during which the violation occurred. The supervisor shall make a decision on further action, which may include a directive to leave the school building. If deemed necessary by school administration, the local law enforcement agency may be called upon to assist with enforcement of this policy.

Education

Inasmuch as the Board desires to choose a tobacco-free lifestyle, the Board supports classroom instruction on tobacco education and will provide training for teachers whose instructional duties include tobacco-use prevention content.

Searches & Seizure

Policy 3231 Search and Seizure

The goal of search and seizure with respect to students is meeting the educational needs of children and ensuring their security. The objective of any search and/or seizure is not the eradication of crime in the community. Searches may be carried out to recover stolen property, to detect illegal substances or weapons, or to uncover any matter reasonably believed to be a threat to the maintenance of an orderly educational environment. The Board authorizes school
authorities to conduct reasonable searches of school property and equipment, as well as of students and their personal effects, to maintain order and security in the schools.

The search of a student, by authorized school authorities, is reasonable if it is both: (1) justified at its inception, and (2) reasonably related in scope to the circumstances which justified the interference in the first place.

School authorities are authorized to utilize any reasonable means of conducting searches, including but not limited to the following:

1. A “pat down” of the exterior of the student’s clothing;
2. A search of the student’s clothing, including pockets;
3. A search of any container or object used by, belonging to, or otherwise in the possession or control of a student; and/or
4. Devices or tools such as breath-test instruments, saliva test strips, etc.

**School Property and Equipment and Personal Effects of Students**

School authorities may inspect and search school property and equipment owned or controlled by the District (such as lockers, desks, and parking lots).

The Superintendent may request the assistance of law enforcement officials, including their use of specially trained dogs, to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or material.

**Students**

School officials may search any individual student, his/her property, or District property under his/her control, when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the District or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include but are not limited to lockers, desks, purses, backpacks, student vehicles parked on District property, cellular phones, or other electronic communication 3231 devices.
Students may not use, transport, carry, or possess illegal drugs or any weapons in their vehicles on school property. While on school property, vehicles may be inspected at any time by staff, or by contractors employed by the District utilizing trained dogs, for the presence of illegal drugs, drug paraphernalia, or weapons. In the event the school has reason to believe that drugs, drug paraphernalia, or weapons are present, including by alert-trained dogs, the student’s vehicle will be searched, and the student expressly consents to such a search.

Also, by parking in the school parking lots, the student consents to having his/her vehicle searched if the school authorities have any other reasonable suspicion to believe that a violation of school rules or policy has occurred.

Seizure of Property
When a search produces evidence that a student has violated or is violating either a law or District policies or rules, such evidence may be seized and impounded by school authorities and disciplinary action may be taken. As appropriate, such evidence may be transferred to law enforcement authorities.

Interrogations and Investigations
Policy 4411 Interrogations and Investigations Conducted by School Officials
The administration has the authority and duty to conduct investigations and to question students pertaining to infractions of school rules, whether or not the alleged conduct is a violation of criminal law. The administration shall determine when the necessity exists that law enforcement officers be asked to conduct an investigation of alleged criminal behavior which jeopardizes the safety of other people or school property or which interferes with the operation of the schools.

In instances when the administration has reasonable suspicion that a violation of district policy or the student code of conduct has been violated, the administrator will investigate. The administrator will notify the suspected rule violator(s) or potential witness(es) to the infraction. The suspected student shall be advised orally or in writing of the nature of the alleged offense and of the evidence against the student. Circumstances may arise where it would be advisable to have another adult present during questioning of students. Parent(s)/Guardian(s) of the violator(s) will be contacted by the administration.
**Investigations by Law Enforcement**

When a student becomes involved with law enforcement officers due to events outside of the school environment and officers must interact with a student, the officer(s) must request to confer with the student when he/she is being investigated for conduct not under the jurisdiction of the school. The following steps shall be taken to cooperate with the authorities.

a. The officer shall contact the school principal (principal or authorized designee) and present proper identification in all occasions upon his/her arrival on school premises.

b. Parents or guardians shall be notified by the law enforcement officer, school principal or assistant principal as soon as possible. The law enforcement officer, principal or assistant principal shall make every effort to inform parents or guardians of the intent of the law enforcement officers except when that notification may compromise the student’s safety.

c. The student’s parent or guardian should be present, if practicable, during any interrogation on school premises.

**Cooperation with Law Enforcement**

Although cooperation with law enforcement officers will be maintained, it is the preference of the District that it will not normally be necessary for law enforcement officers to initiate, and conduct any investigation and interrogation on the school premises, during school hours, pertaining to criminal activities unrelated to the operation of the school. It is preferred that only in demonstrated emergencies, when law enforcement officers find it necessary, will they conduct such an investigation during school hours. These circumstances might be limited to those in which delay might result in danger to any person, flight of a person reasonably suspected of a crime from the jurisdiction or local authorities, destruction of evidence, or continued criminal behavior.

No school official, however, should ever place him/herself in the position of interfering with a law enforcement official in the performance of his or her duties as an officer of the law. If the law enforcement officials are not recognized and/or are lacking a warrant or court order, the building principal shall require proper identification of such officials and the reason(s) for the visit to the
school. If the principal is not satisfied, he/she shall attempt to notify the Superintendent and the officer’s superior, documenting such action.

In all cases, the officers shall be requested to obtain prior approval of the principal or other designated person before beginning such an investigation on school premises. The administrator shall document the circumstances of such investigations as soon as practical. Alleged behavior related to the school environment brought to the principal’s attention by law enforcement officers shall be dealt with under the provisions of the two previous sections.

Taking a Student into Custody

School officials shall not release students to law enforcement authorities voluntarily unless the student has been placed under arrest or unless the parent or guardians and the student agree to the release. When students are removed from school for any reason by law enforcement authorities, every reasonable effort will be made to notify the student’s parents or guardians immediately. Such effort shall be documented. Whenever an attempt to remove a student from school occurs without an arrest warrant, court order, or without acquiescence of the parent or guardian, the administrator shall immediately notify a superior of the law enforcement officers involved to make objection to the removal of the student and shall attempt to notify the parent or guardian of the student. The Superintendent’s office shall be notified immediately of any removal of a student from school by law enforcement officers under any circumstances.

When it is necessary to take a student into custody on school premises and time permits, the law enforcement officer shall be requested to notify the principal and relate the circumstances necessitating such action. When possible, the principal shall have the student summoned to the principal’s office where the student may be taken into custody. In all situations of interrogations, arrest or service of subpoenas of a student by law enforcement officers on school premises, all practicable steps shall be taken to ensure a minimum of embarrassment or invasion of privacy of the student and disruption to the school environment.

Disturbance of School Environment

Law enforcement officers may be requested to assist in controlling disturbances of the school environment which the Principal or other school administrator has found to be unmanageable by school personnel and which disturbances have the potential of causing harm to students, other persons, or school property. Staff members may also notify law enforcement officials.
Such potential of possible disturbance includes members of the public who have exhibited undesirable or illegal conduct on school premises or at a school event held on school property, and who have been requested to leave by an administrator or staff member, but have failed or refused to do so.

Attendance Procedures/Policy

Policy 3122 Attendance & 3122P Attendance Policy Procedures

The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, and study in order to reach the goal of maximum educational benefits for each individual child. The regular contact of the students with one another in the classroom and their participation in instructional activities under the tutelage of a competent teacher are vital to this purpose. This is an established principle of education, which underlies and gives purpose to the requirement of compulsory schooling in this and every other state in the nation. The good things that schools have to offer can only be presented to students who are in attendance. With continued emphasis regarding Excellence in Education, all parties involved in attendance can better strive for quality in the classroom. Attendance reflects a student's dependability and is a significant factor on the student's permanent record. Future employers are as much concerned about punctuality and dependability as they are about academic record. School success, scholarship, and job opportunity are greatly affected by a good attendance record.

There is a direct correlation to attendance and academic success, and the general welfare of all students is best served by regular attendance.

The State of Montana has made education compulsory for all children from 7 to 16 years of age. Therefore, absences from school without adequate reason may be in violation of the law. (MCA 20-5-103-1040-105). Attendance in classes, unless exempt or excused is mandatory and students are responsible for being in class, on time, and prepared to participate.

Student non-attendance adversely affects student learning, impedes adequate yearly progress, and jeopardizes future academic success.

A person in each school will be designated by the principal to monitor absences. Parents are to contact the school in writing or with a phone call if their child will be absent. If previous
arrangements have not been made by the parent/guardian, the district will follow procedures as allowed under MCA 20-5-102-108.

High School (grades 9-12):

In order to graduate from Colstrip High School, a student must complete twenty-five (25) credits with mastery of the material and attendance to include not more than ten (10) absences per semester (90 school days). Regular attendance is important, because valuable skills and information gained in the classroom may or may not show up on tests or be reflected in an academic grade. The general academic welfare of all students is best served by regular attendance.

1. Absences in any class may not exceed ten (10) days per semester (90 school days); absences in excess of ten (10) days per semester will result in loss of credit for that semester in that class if the absences have not been exempted from “attendance-for-credit” calculation. “Attendance for credit” requires a full period of attendance. A full period is defined by the class schedule. All absences for full periods or any part of a period must fit the “exemption” criteria listed below in order to avoid loss of credit.

2. Those absences that occur due to school sponsored activities, since these are considered an equivalent education experience are exempt. These exemptions will apply to students participating in sport events, cheerleading, music-related events, school sponsored club trips, academic field trips, and others deemed co-curricular. Exemption may be obtained by parental contact with the school upon return for any absence resulting from:
   a. Medical or dental appointments, or serious illness or hospitalization of the student (must be accompanied by written documentation from a doctor who has treated the student for that illness within three days).
   b. Serious illness or death of an immediate family member.
   c. Requirements to satisfy the law. (must be accompanied by written documentation from the respective legal authority).
   d. Emergency situations approved by school administration.
   e. College visits, conferences or workshops not sponsored by Colstrip Schools up to two (2) days will be exempted with written documentation during the visit from the college visited or conference attended. Written documentation must be submitted
to the high school office no more than three (3) days upon return from college visit.
f. Those otherwise stated in law.

Exempt absences are those absences that the parent knows about and are included in the above list. Excused absences are those that the parent knows about, but are not included in the above list.

3. All absences not specifically set forth above will be counted in the ten (10) day limit.
4. When the number of days missed has reached five (5) a letter will be sent by the building administration notifying the parent/guardian that the child is in jeopardy of losing credit in that class for that semester.
5. When the eighth (8th) day of absence in any class has occurred without exemption, parents/guardians will be notified by letter that credit is in danger of being denied if another absence occurs or if sufficient exemptions are not certified before the end of the grading period.
6. When the eleventh (11th) day of absence in any class has occurred without exemption, parents/guardians will be notified by certified mail, return receipt requested, that credit may be denied, unless written documentation verifying an exempt absence is received by the District within ten (10) business days of the date of the letter.
7. After going over the tenth (10th) absence Administration will review the absence report to determine if the student will have credit withheld, which will occur unless extenuating circumstances surface. Students/parents have the right to appeal the denial of credit with Administration.
8. After hearing a student’s/parent’s appeal the Administration can deny or grant credit with stipulations.
9. Any decision to withhold credit can be appealed to the Superintendent and/or to the Board of Trustees.
10. If the appeal is denied, the student’s status in that class will be determined by the administration. If disciplinary problems occur in that subject after denial of credit, the student maybe suspended from school.
11. If the appeal is granted, the student will return to class with stipulations set forth by the district.
At the elementary/middle school level, absences may not exceed ten (10) days per semester (90 school days) or twenty (20) days per year, or ten (10) days per year for three day a week Kindergarten. After the tenth (10th) absence, the parent will meet with the building Administration, after the 20th absence, the parent will meet with the building Administration again to discuss the educational options of the student.

Reasons for excused absences may include but are not limited to:

1. Those that occur due to school sponsored activities, since these are considered an equivalent education experience. These exemptions will apply to students participating in sport events, music-related events, school sponsored club trips, academic field trips, and others deemed co-curricular.
2. Medical or dental appointments, or serious illness or hospitalization of the student (must be accompanied by written documentation from a doctor who has treated the student for that illness within three days).
3. Serious illness or death of an immediate family member.
4. Requirements to satisfy the law. (must be accompanied by written documentation from the respective legal authority).
5. Emergency situations approved by school administration.
6. Those otherwise stated in law.
7. Pre-arranged absences requested by the parent and for which student work is made up in advance.
8. Illness.

Parent/guardians will be notified of their student’s absenteeism by a letter. Within five (5) days of the receipt of the letter notifying the parent/guardian that the maximum number of absences allowed has been exceeded, a parent/guardian should contact the principal or his/her designee and a meeting may be scheduled to consider retention. Retention for excessive absences is subject to the appeal process.

Loss of Enrollment K-12

If an attendance problem continues to persist, the student shall be declared a habitual truant. The building administrator shall interview the student and his/her family and prescribe corrective action, which may include recommended expulsion. All disciplinary measures will
follow due process procedures. Any decision can be appealed to the Superintendent and/or the Board of Trustees.

In and Out of District students that miss more than twenty (20) days of school in a year may be brought before the Board of Trustees for review of administration recommendation and/or additional action. Out of District students missing an accumulation of twenty (20) or more days per year will be required to reapply for admission to the Colstrip Public Schools for the following school year. In district students who have missed an accumulation of twenty (20) or more school days per year must re-enroll.

If a student misses ten (10) consecutive days, with no notice given to the school district during the ten day period, the student will be dropped from enrollment at Colstrip Public Schools.

A letter will be sent to the parent/guardian that the student has been dropped from enrollment at Colstrip Public Schools.

In-district students must re-enroll. The Administration has the authority to assess the student to determine class/grade placement.

Decisions made in regard to loss of credit, grade placement and enrollment are subject to the appeal process. See Board Policy 4310 Public Complaints and Suggestions and Policy 4310 F Public Concern Form.

Medication

Policy 3416 Administering Medicines to Students

“Medication” means prescribed drugs and medical devices that are controlled by the U.S. Food and Drug Administration and are ordered by a healthcare provider. It includes over-the-counter medications prescribed through a standing order by the school physician or prescribed by the student's healthcare provider.

A building principal or other administrator may authorize, in writing, any school employee:
To assist in self-administration of any drug that may lawfully be sold over the counter without a prescription to a student in compliance with the written instructions and with the written consent of a student’s parent or guardian; and

To assist in self-administration of a prescription drug to a student in compliance with written instructions of a medical practitioner and with the written consent of a student’s parent or guardian.

Except in an emergency situation, only a qualified healthcare professional may administer a drug or a prescription drug to a student under this policy. Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.

Administering Medication

The Board will permit administration of medication to students in schools in its jurisdiction. A school nurse (who has successfully completed specific training in administration of medication), pursuant to written authorization of a physician or dentist and that of a parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian, may administer medication to any student in the school or may delegate this task pursuant to Montana law.

Emergency Administration of Medication

In case of an anaphylactic reaction or risk of such reaction, a school nurse or delegate may administer emergency oral or injectable medication to any student in need thereof on school grounds, in a school building, or at a school function, according to a standing order of a chief medical advisor or a student’s private physician.

In the absence of a school nurse, an administrator or designated staff member exempt from the nurse license requirement under § 37-8-103(1)(c), MCA, who has completed training in administration of medication, may give emergency medication to students orally or by injection.

The Board requires that there must be on record a medically diagnosed allergic condition that would require prompt treatment to protect a student from serious harm or death.
A building administrator or school nurse will enter any medication to be administered in an emergency on an individual student medication record and will file it in a student’s cumulative health folder.

**Self-Administration of Medication**

The District will permit students who are able to self-administer specific medication to do so provided that:

- A physician or dentist provides a written order for self-administration of said medication;
- Written authorization for self-administration of medication from a student’s parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian is on file; and
- A principal and appropriate teachers are informed that a student is self-administering prescribed medication.

A building principal or school administrator may authorize, in writing, any employee to assist with self-administration of medications, provided that only the following may be employed:

- Making oral suggestions, prompting, reminding, gesturing, or providing a written guide for self-administering medications;
- Handing to a student a prefilled, labeled medication holder or a labeled unit dose container, syringe, or original marked and labeled container from a pharmacy;
- Opening the lid of a container for a student;
- Guiding the hand of a student to self-administer a medication;
- Holding and assisting a student in drinking fluid to assist in the swallowing of oral medications; and
- Assisting with removal of a medication from a container for a student with a physical disability that prevents independence in the act.

**Self-Administration or Possession of Asthma, Severe Allergy, or Anaphylaxis Medication**

Students with allergies or asthma may be authorized by the building principal or Superintendent, in consultation with medical personnel, to possess and self-administer emergency medication during the school day, during field trips, school-sponsored events, or while on a school bus. The student shall be authorized to possess and self-administer medication if the following conditions have been met:
A written and signed authorization from the parents, an individual who has executed a caretaker relative educational authorization affidavit, or guardians for self-administration of medication, acknowledging that the District or its employees are not liable for injury that results from the student self-administering the medication.

The student must have the prior written approval of his/her primary healthcare provider. The written notice from the student’s primary care provider must specify the name and purpose of the medication, the prescribed dosage, frequency with which it may be administered, and the circumstances that may warrant its use.

Documentation that the student has demonstrated to the healthcare practitioner and the school nurse, if available, the skill level necessary to use and administer the medication.

Documentation of a doctor-formulated written treatment plan for managing asthma, severe allergies, or anaphylaxis episodes of the student and for medication use by the student during school hours.

Authorization granted to a student to possess and self-administer medication shall be valid for the current school year only and must be renewed annually.

A student’s authorization to possess and self-administer medication may be limited or revoked by the building principal or other administrative personnel.

If provided by the parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian, and in accordance with documentation provided by the student’s doctor, backup medication must be kept at a student’s school in a predetermined location or locations to which the student has access in the event of an asthma, severe allergy, or anaphylaxis emergency.

Immediately after using epinephrine during school hours, a student shall report to the school nurse or other adult at the school who shall provide follow up care, including making a 9-1-1 emergency call.

Administration of Glucagons

School employees may voluntarily agree to administer glucagons to a student pursuant to § 20-5-412, MCA, only under the following conditions: (1) the employee may administer glucagon to a diabetic student only in an emergency situation; (2) the employee has filed the necessary designation and acceptance documentation with the District, as required by § 20-5-412(2),
MCA, and (3) the employee has filed the necessary written documentation of training with the District, as required by § 20-5-412(4), MCA.

Handling and Storage of Medications
The Board requires that all medications, including those approved for keeping by students for self-medication, be first delivered by a parent, an individual who has executed a caretaker relative educational authorization affidavit, or other responsible adult to a nurse or employee assisting with self-administration of medication. A nurse or assistant:

- Must examine any new medication to ensure it is properly labeled with dates, name of student, medication name, dosage, and physician's name;
- Must develop a medication administration plan, if administration is necessary for a student, before any medication is given by school personnel;
- Must record on the student's individual medication record the date a medication is delivered and the amount of medication received;
- Must store medication requiring refrigeration at 36° to 46° F;
- Must store prescribed medicinal preparations in a securely locked storage compartment; and
- Must store controlled substances in a separate compartment, secured and locked at all times.

The District will permit only a forty-five-(45)-school-day supply of a medication for a student to be stored at a school; and all medications, prescription and nonprescription, will be stored in their original containers.

The District will limit access to all stored medication to those persons authorized to administer medications or to assist in the self-administration of medications. The District requires every school to maintain a current list of those persons authorized by delegation from a licensed nurse to administer medications.

The District may maintain a stock supply of auto-injectable epinephrine to be administered by a school nurse or other authorized personnel to any student or nonstudent as needed for actual or perceived anaphylaxis. If the district intends to obtain an order for emergency use of epinephrine in a school setting or at related activities, the district shall adhere to the requirements stated in 20-5-420, Section 2, MCA.
Disposal of Medication

The District requires school personnel either to return to a parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian or, with permission of the parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian, to destroy any unused, discontinued, or obsolete medication. A school nurse, in the presence of a witness, will destroy any medicine not repossessed by a parent or guardian within a seven-(7)-day period of notification by school authorities.

Security

Personal Belongings: The Board of Trustees and employees of School District #19 will not be responsible for monies or personal valuables deposited in school lockers, desks, or other areas within the school.

Cash/Valuables in School Buildings: No money or other valuables shall be left unattended in school buildings. It is the responsibility of the person owning or in charge of the money and/or valuables to place money or valuables in the vault or other authorized place for safekeeping.

Fund-Raisers/Contests/Raffles: These must be approved through the office before initiated. All raffles must be approved by the Board of County Commissioners, before they can begin. Applications may be obtained at the office of the Rosebud County Commissioners in the courthouse in Forsyth, Montana.

Telephone Use

Telephones are for school business. School telephones are available for personal use on a limited basis. The expense of all personal long distance calls is the responsibility of the caller. Building administrators reserve the right to limit personal calls at any time to avoid excessive use of the telephones. When telephone calls/messages arrive for staff, the call/message will be placed in individual mailboxes/voicemail. It is the staff’s responsibility to check voicemail/mailbox during break, lunch, prep, etc.

When calls from home are received for a student, a message will be given to the student. Class will not be interrupted for a telephone call except in case of extreme emergencies.
Cellular Phones and Other Electronic Devices

Policy 5630

The Board recognizes that the use of cellular telephones and other electronic communication devices may be appropriate to help ensure the safety and security of District property, students, staff, and others while on District property or engaged in District-sponsored activities. To this end, the Board authorizes the purchase and employee use of such devices, as deemed appropriate by the Superintendent. District-owned cellular telephones and other devices will be used for authorized District business purposes. Personal use of such equipment may be prohibited except in emergency situations.

Use of cellular telephones and other electronic communication devices in violation of Board policies, administrative regulations, and/or state/federal laws will result in discipline up to and including termination of employment.

District employees are prohibited from using cell phones or other electronic communication devices while driving or otherwise operating District-owned motor vehicles, or while driving or otherwise operating personally-owned vehicles when transporting students on school-sponsored activities.

Emergency Use

Staff are encouraged to use any available cellular telephone in the event of an emergency that threatens the safety of students, staff, or other individuals.

Use of Personal Cell Phones and Communication Devices

Employees are strongly discouraged from using their personal cell phone during the school days. When necessary, employees may use their personal cell phones and similar communication devices only during non-instructional time. In no event shall an employee’s use of a cell phone interfere with the employee’s job obligations and responsibilities. If such use is determined to have interfered with an employee’s obligations and responsibilities, the employee may be disciplined in accordance with the terms of the collective bargaining agreement and Board policies.
Email and Electronic Messages

Policy 5450 Employee use of Electronic Mail, and District Equipment

Electronic mail (“e-mail”) is an electronic message that is transmitted between two (2) or more computers or electronic terminals, whether or not the message is converted to hard-copy format after receipt, and whether or not the message is viewed upon transmission or stored for later retrieval. E-mail includes all electronic messages that are transmitted through a local, regional, or global computer network.

Because of the unique nature of e-mail/Internet, and because the District desires to protect its interest with regard to its electronic records, the following rules have been established to address e-mail/Internet usage by all employees:

The District e-mail and Internet systems are intended to be used for educational purposes only, and employees should have no expectation of privacy when using the e-mail or Internet systems for any purpose. Employees have no expectation of privacy in district owned technology equipment, including but not limited to district-owned desktops, laptops, memory storage devices, and cell phones.

Users of District e-mail and Internet systems are responsible for their appropriate use. All illegal and improper uses of the e-mail and Internet system, including but not limited to extreme network etiquette violations including mail that degrades or demeans other individuals, pornography, obscenity, harassment, solicitation, gambling, and violating copyright or intellectual property rights, are prohibited. Abuse of the e-mail or Internet systems through excessive personal use, or use in violation of the law or District policies, will result in disciplinary action, up to and including termination of employment.

All e-mail/Internet records are considered District records and should be transmitted only to individuals who have a need to receive them. If the sender of an e-mail or Internet message does not intend for the e-mail or Internet message to be forwarded, the sender should clearly mark the message “Do Not Forward.” However, clearly marking the message “Do Not forward” does not guarantee that the receiver will not forward.

In order to keep District e-mail and Internet systems secure, users may not leave the terminal “signed on” when unattended and may not leave their password available in an obvious place.
near the terminal or share their password with anyone except the system administrator. The District reserves the right to bypass individual passwords at any time and to monitor the use of such systems by employees.

Additionally, District records and e-mail/Internet records are subject to disclosure to law enforcement or government officials or to other third parties through subpoena or other process. Consequently, the District retains the right to access stored records in cases where there is reasonable cause to expect wrongdoing or misuse of the system and to review, store, and disclose all information sent over the District e-mail systems for any legally permissible reason, including but not limited to determining whether the information is a public record, whether it contains information discoverable in litigation, and to access District information in the employee's absence. Employee e-mail/Internet messages may not necessarily reflect the views of the District.

Except as provided herein, District employees are prohibited from accessing another employee's e-mail without the expressed consent of the employee. All District employees should be aware that e-mail messages can be retrieved, even if they have been deleted, and that statements made in e-mail communications can form the basis of various legal claims against the individual author or the District.

E-mail sent or received by the District or the District's employees may be considered a public record subject to public disclosure or inspection. All District e-mail and Internet communications may be monitored.

Student/Teacher Assistance Team Meeting: (STAT)

Teachers or other involved persons who are concerned about a child shall complete a Student Concern Form, gather the requested information, and submit it to the building administrator. The building administrator or his/her designee may schedule a STAT meeting to discuss the concerns. People involved at the STAT meeting may include:

1. Persons completing form
2. Building administrator
3. Counselor
4. Regular education teacher(s)  
5. Special education teacher(s)  
6. School psychologist  
7. Title I/Tutorial teacher  
8. Speech and Language Pathologist  
9. Parents, guardians, or adult student  
10. Other individuals  

At the meeting discussion will include strategies/interventions initiated, strategies/interventions planned, and/or a referral to Title I, or Special Education, 504, Student Assistant Program, At Risk, LEP (Limited English Proficient) for an evaluation.  

Work Day  
Policy 5221 Work Day  

Work Day  
Normal office hours in the District will be 8:00 a.m. to 4:00 p.m.  

Length of Work Day - Certified Staff  
The current collective bargaining agreement sets forth all conditions pertaining to the certified work day, preparation periods, lunches, etc. Arrival time shall generally be as directed by the principal or as stipulated in the agreement.  

Length of Work Day - Classified Staff  
The length of a work day for classified staff is governed by the number of hours for which the employee is assigned and pursuant to the individual employment contract. The work day is exclusive of lunch but inclusive of breaks unless otherwise and specifically provided for by an individual contract. Supervisors will establish schedules.  

Breaks  
A rest break may be scheduled at the discretion of the work supervisor. If scheduled, the break will be taken in a non-work area and will not interfere with the work of others.
Compensatory Time and Overtime/Classified Employees

Policy 5336 Overtime for Classified Employees

Non-exempt classified employees who work more than forty (40) hours in a given workweek may receive overtime pay of one and one-half (1½) times the normal hourly rate. No overtime is authorized for any classified employee without the specific approval of the Supervisor except, as the Superintendent shall otherwise prescribe.

Under Montana law and the Federal Fair Labor Standards Act, a classified employee may not volunteer to work without pay in an assignment similar to the employee’s regular work.

A non-exempt employee who works overtime without authorization may be subject to disciplinary action.

Assignments, Reassignments, Transfers

Policy 5210 Assignments, Reassignments, Transfers

The Superintendent may assign, reassign, and/or transfer positions and duties of all staff. Teachers will be assigned at the levels and in the subjects for which they are licensed and endorsed, or for which they are enrolled in an internship as defined in ARM 10.55.602 and meet the requirements of ARM 10.55.607. The Superintendent will provide for a system of assignment, reassignment, and transfer of classified staff, including voluntary transfers and promotions. Nothing in this policy prevents reassignment of a staff member during a school year.

Classified Staff

The District retains the right of assignment, reassignment, and transfer. Written notice of reassignment or involuntary transfer will be given to the employee according to the terms in the current classified collective bargaining agreement.

Teaching

Notice of their teaching assignments relative to grade level, building, and subject area will be given to teachers before the beginning of the school year. All District employees assigned extracurricular activities as a contract obligation must honor this obligation as a condition of employment unless released from this responsibility by the Board.
Provisions governing vacancies, promotions, and voluntary or involuntary transfers may be found in negotiated agreements or employee handbooks.

Political Activity - Staff Participation

Policy 5224 Political Activity

The Board recognizes its employees’ rights of citizenship, including but not limited to engaging in political activities. A District employee may seek an elective office, provided the employee does not campaign on school property during working hours, and provided all other legal requirements are met. The District assumes no obligation beyond making such opportunities available. An employee elected to office is entitled to take a leave of absence without pay, in accordance with the provisions of § 39-2-104, MCA.

No person, in or on District property, may attempt to coerce, command, or require a public employee to support or oppose any political committee, the nomination or election of any person to public office, or the passage of a ballot issue.

No District employee may solicit support for or in opposition to any political committee, the nomination or election of any person to public office, or the passage of a ballot issue, while on the job or in or on District property.

Nothing in this policy is intended to restrict the right of District employees to express their personal political views.

Copyright

Policy 2312 Copyright

The District recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or use of audio, visual, digital, or printed materials and computer software, unless the copying or use conforms to the “fair use” doctrine.

Under the fair use doctrine, each of the following four standards must be met in order to use the copyrighted document:

   Colstrip Public Schools Employee Handbook (37) of (58)
While the District encourages its staff to enrich learning programs by making proper use of supplementary materials, it is the responsibility of staff to abide by District copying procedures and obey requirements of law. Under no circumstances will it be necessary for staff to violate copyright requirements in order to properly perform their duties. The District cannot be responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with District procedures or is permissible under the law should consult the Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or use protected materials, when such authorization is required.

Resignations

Policy 5251 Resignations

The Board authorizes the Superintendent to accept on its behalf resignations from any District employee. The Superintendent shall provide written acceptance of the resignation, including the date of acceptance, to the employee, setting forth the effective date of the resignation.

Once the Superintendent has accepted the resignation, it may not be withdrawn by the employee. The resignation and its acceptance should be reported as information to the Board at the next regular or special meeting.

Volunteers

Policy 5430 Volunteers

The District recognizes the valuable contributions made to the total school program by members of the community who act as volunteers. By law, a volunteer is an individual who:
1. Has not entered into an express or implied compensation agreement with the District;

2. Is excluded from the definition of “employee” under appropriate state and federal statutes;

3. May be paid expenses, reasonable benefits, and/or nominal fees in some situations; and

4. Is not employed by the District in the same or similar capacity for which he/she is volunteering.

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

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

Chaperones

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

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

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

Policy Promotion and Retention

The Board recognizes that students of the same age are at many intellectual and developmental levels and that these differences are a normal part of human development. Because of these differences, the administrators and teaching staff are directed to make every effort to develop curricula and programs that will meet the individual and unique needs of all students and allow them to remain with their age cohorts.

It is the philosophy of the District that students thrive best when placed in or promoted to grade levels with other students of compatible age, physical, social, and emotional status. It is the District’s philosophy to promote students who demonstrate effort within those compatibilities. It is equally the District’s philosophy and practice to retain students who do not make a reasonable effort to meet grade-level expectations, as long as those expectations are commensurate with the individual student’s ability and rate of learning.

If a parent insists that a student be retained or promoted, a notice will be placed in the student’s file that the retention or promotion was a parent’s decision and not recommended by the school.

Communicable Diseases

Policy 3417 Communicable Diseases

Note: For purposes of this policy, the term “communicable disease” refers to the diseases identified in 37.114.203, ARM, Reportable Diseases, with the exception of common colds and flu.

In all proceedings related to this policy, the District will respect a student’s right to privacy. Although the District is required to provide educational services to all school-age children who reside within its boundaries, it may deny attendance at school to any child diagnosed as having a communicable disease that could make a child’s attendance harmful to the welfare of other students. The District also may deny attendance to a child with suppressed immunity in order to protect the welfare of that child when others in a school have an infectious disease, which, although not normally life threatening, could be life threatening to a child with suppressed immunity.
The Board recognizes that communicable diseases that may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as human immunodeficiency virus (HIV) infection. The District will rely on advice of the public health and medical communities in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff.

The District will manage common communicable diseases in accordance with Montana Department of Public Health and Human Services guidelines and communicable diseases control rules. The District may temporarily exclude from school attendance a student who exhibits symptoms of a communicable disease that is readily transmitted in a school setting.

Students who complain of illness at school may be referred to a school nurse or other responsible person designated by the Board and may be sent home as soon as a parent or person designated on a student’s emergency medical authorization form has been notified. The District reserves the right to require a statement from a student’s primary care provider authorizing a student’s return to school.

When information is received by a staff member or a volunteer that a student is afflicted with a serious communicable disease, the staff member or volunteer will promptly notify a school nurse or other responsible person designated by the Board to determine appropriate measures to be taken to protect student and staff health and safety. A school nurse or other responsible person designated by the Board, after consultation with and on advice of public health officials, will determine which additional staff members, if any, have need to know of the affected student’s condition.

Only those persons with direct responsibility for the care of a student or for determining appropriate educational accommodation will be informed of the specific nature of a condition, if it is determined that such individuals need to know this information.

The District may notify parents of other children attending a school that their children have been exposed to a communicable disease without identifying the particular student who has the disease.
Staff Meetings

Meetings not extending beyond the regular workday may be called by either the superintendent or principal. A meeting may be called extending beyond the duty day by ½ hour twice a month as per the negotiated contract with one workday’s notice. Requests for absence from these meetings should be directed to the principal.

Supervision of Students

Safety of students in Colstrip Public Schools takes precedence. Students are under the primary supervision of the instructor to whom they are assigned. All staff maintains a responsibility for all students in the building. It is encouraged by the Board of Trustees that student responsibility be promoted and staff members are expected to create a positive learning environment.

Classroom Supervision

Students should be supervised. If it is necessary for a teacher to leave the room, he/she should request another teacher (in unusual circumstances an aide) to supervise the children or call the office so that supervision may be arranged.

Classroom Safety Procedures

1. Teachers are responsible for the safety of students
2. All teachers who have students in the science labs, P.E., shop labs, home economics or any other type of class in which there is a hazard are to instruct the students in all safety procedures before students use the equipment. This instruction is to include information of first aid facilities within the classroom
3. Unsafe conditions and/or practices shall be reported to the superintendent and/or principal immediately
4. Safe pedestrian practices shall be taught frequently in the elementary schools. This applies particularly to walking on the highway, riding bicycles, and leaving and entering school buses
5. No students are allowed in the gymnasiums or weight room without proper supervision
6. No students are allowed in the school buildings without proper supervision
7. Playgrounds and school facilities will be properly supervised when school is in session
Building, Furniture and Equipment Care

1. No changes in the structure of the building is permitted, this includes holes of any size in the walls or ceilings
2. Use ceiling hangers for displays. Be careful of weight limitations upon the suspended ceilings
3. No adhesives that cause damage should be used on the walls, ceilings or chalkboards
4. Cost of repairs for excessive damages caused or permitted by staff may be assessed to that staff member.
5. The principal will process requests for modifications to the classroom. Only maintenance staff will be allowed to make the approved changes or additions to room structure
6. The rooms are to be kept in an orderly manner. When leaving the room, turn out all lights, close and lock doors. This applies whenever the rooms are not in use during the day, at noon, or after school
7. Fill out a Work Order Form when improvements or repairs need to be completed in your room and give the request to the building secretary

Equipment and Supplies Management

Guidelines for Use of School Property

In order to maintain accountability of all district owned property, the following check-out procedure will be followed whenever a staff member has need to use school owned equipment outside of the school building. No equipment is to be removed from the premises except under the following conditions:

1. A teacher may remove teaching equipment such as recorders, cameras, etc., without checking out such items providing:
   - The items are needed for an immediate preparation of a teaching presentation to students
   - The items are on teacher’s classroom inventory
   - The items are not loaned to other staff members without that staff member using the check-out procedure
2. Any employee having the need to use school equipment such as the furniture cart or general purpose cart is to use the following procedure in doing so:
   - Pick up a check-out form in the main office
   - Complete the information requested on the form
● Have the person who is accountable for the items approve the use of the item by signing and dating the form
● Present the form to the building principal or district superintendent for final approval BEFORE removing the item from the premises

Procurement Process

Policy 7320 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 ($80,000), 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 any building furnishing, repairing, or other work for the benefit of the District or purchasing of supplies for the District is necessary, the work done or the purchase made must be by contract if the sum exceeds Eighty Thousand Dollars ($80,000). 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, 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.

**Reimbursements**

Policy 7335 Personal Reimbursements

While it is recommended that all purchases of goods or services be made within established purchasing procedures, there may be an occasional need for an employee to make a purchase for the benefit of the District from personal funds. In that event, an employee will be reimbursed for a personal purchase under the following criteria:

1. It is clearly demonstrated that the purchase is of benefit to the District;

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2. The purchase was made with the prior approval of an authorized administrator;
3. The item purchased was not available from District resources; and
4. The claim for personal reimbursement is properly accounted for and documented with an invoice or receipt.

The District business office is responsible for developing procedures and forms to be used in processing claims for personal reimbursements.

Employee Leaves

Policy 5328 Family Medical Leave

In accordance with provisions of the Family Medical Leave Act of 1993 (FMLA), a leave of absence of up to twelve (12) weeks during a twelve-(12)-month period may be granted to an eligible employee for the following reasons: 1) birth of a child; 2) placement of a child for adoption or foster care; 3) a serious health condition which makes the employee unable to perform functions of the job; 4) to care for the employee's spouse, child, or parent with a serious health condition; 5) because of a qualifying exigency (as the Secretary shall, by regulation, determine) arising out of the fact that the spouse or a son, daughter, or parent of the employee is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

Servicemember Family Leave

Subject to Section 103 of the FMLA of 1993, as amended, an eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of twenty-six (26) workweeks of leave during a twelve-(12)-month period to care for the servicemember. The leave described in this paragraph shall only be available during a single twelve-(12)-month period.

Eligibility

An employee is eligible to take FMLA leave, if the employee has been employed for at least twelve (12) months and has worked at least one thousand two hundred fifty (1,250) hours during the twelve (12) months immediately prior to the date leave is requested, and there have been at least fifty (50) District employees within seventy-five (75) miles for each working day during twenty (20) or more workweeks in the current or preceding calendar year.
The Board has determined that the twelve-(12)-month period during which an employee may take FMLA leave is July 1 to June 30.

**Coordination of Paid Leave**

Employees will be required to use appropriate paid leave while on FMLA leave. Workers’ compensation absences will not be designated FMLA leave.

**Medical Certification**

The Superintendent has discretion to require medical certification to determine initial or continued eligibility under FMLA as well as fitness for duty.

**Arrangements and Guidelines for Substitutes**

All teachers are required to prepare a substitute folder to be kept accessible to substitutes in the event you are unexpectedly away. Notification of the sub folder location should be given to office personnel by the end of the second full week of school. This folder should contain the following: class rolls, class schedule, class routine descriptions, seating charts, class rules, a list of students that could help in your absence, etc. It is extremely unfair to expect a substitute to be able to fill in for you without knowledge of your area of instruction and nothing to fall back on.

In the event a District employee knows in advance that he/she will be absent on a given day, the employee, if applicable, will be required to:

1. Submit a Leave Request in advance
2. Provide a detailed outline of the work to be done by the substitute
3. Have materials of a nature and type to keep the students involved and occupied throughout the class period
4. Have all prepared work run off and in a place readily available for the substitute

**Community Concerns**

The Superintendent of Schools and/or the Principals are primarily responsible for handling the citizen complaints. No parent or citizen shall approach staff in the performance of his/her duty without the expressed permission of the building principal. A parent visitation slip should be filled out before a classroom observation is made.
Patron Concerns about Books

Policy 2314 Learning Materials Review
Citizens objecting to specific materials used in the District are encouraged to submit a complaint in writing using the Uniform Complaint Procedure (Policy 1700) and discuss the complaint with the building principal prior to pursuing a formal complaint.

Learning materials, for the purposes of this policy, are considered to be any material used in classroom instruction, library materials, or any materials to which a teacher might refer a student as part of the course of instruction.

Student Fees, Fines and Charges

Policy 3520 Student Fees, Fines and Charges
Within the concept of free public education, the District will provide an educational program for students as free of costs as possible.

The Board may charge a student a reasonable fee for any course or activity not reasonably related to a recognized academic and educational goal of the District or for any course or activity taking place outside normal school functions. The Board may waive fees in cases of financial hardship.

The Board delegates authority to the Superintendent to establish appropriate fees and procedures governing collection of fees and asks the Superintendent to make annual reports to the Board regarding fee schedules. The Board also may require fees for actual cost of breakage and for excessive supplies used in commercial, industrial arts, music, domestic science, science, or agriculture courses.

The District holds a student responsible for the cost of replacing materials or property that are lost or damaged because of negligence. A building administrator will notify a student and parent regarding the nature of violation or damage, how restitution may be made, and how an appeal may be instituted. The District may withhold a student’s grades or diploma until restitution is made. The District may not refuse to transfer files to another district because a student owes fines or fees.
A school district may withhold the grades, diploma, or transcripts of a current or former pupil who is responsible for the cost of school materials or the loss or damage of school property until the pupil or the pupil's parent or guardian satisfies the obligation.

A school district that decides to withhold a pupil's grades, diploma, or transcripts from the pupil and the pupil's parent or guardian pursuant to the above paragraph shall:

(i) upon receiving notice that the pupil has transferred to another school district in the state, notify the pupil's parent or guardian in writing that the school district to which the pupil has transferred will be requested to withhold the pupil's grades, diploma, or transcripts until any obligation has been satisfied;
(ii) forward appropriate grades or transcripts to the school to which the pupil has transferred;
(iii) at the same time, notify the school district of any financial obligation of the pupil and request the withholding of the pupil's grades, diploma, or transcripts until any obligations are met;
(iv) when the pupil or the pupil's parent or guardian satisfies the obligation, inform the school district to which the pupil has transferred;

A student or parent may appeal the imposition of a charge for damages to the Superintendent and to the Board.

For loss or damages, the student will be assessed not more than:

a. First (1st) year – full price if new when issued
b. Second (2nd) year – eighty percent (80%) of full price
c. Third (3rd) year – sixty percent (60%) of full price
d. Fourth (4th) year – forty percent (40%) of full price
e. Fifth (5th) year – twenty percent (20%) of full price
f. All subsequent years – ten percent (10%) of full price

Field Trips, Excursions, and Outdoor Education

Policy 2320 Field Trips, Excursions, and Outdoor Education

The Board recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional
program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The Board also recognizes that field trips may result in lost learning opportunities in missed classes. Therefore, the Board endorses the use of field trips, when educational objectives achieved by the trip outweigh any lost in-class learning opportunities.

The Superintendent may approve out-of-state travel that does not require an out of state, overnight stay. Any individual student or group of students wishing to travel out of state for an activity that will require an out of state overnight stay must get Board approval. Building principals have the authority to approve all other field trips.

Building principals shall develop procedures for the operation of a field trip. Each field trip must be integrated with the curriculum and coordinated with classroom activities which enhance its usefulness.

The District recognizes the educational opportunities that are associated with international travel. However, clubs and organizations that choose to travel abroad accept that there is an inherent risk that places the District in a litigious predicament. Due to the inherent risks, International travel will not be considered a school sponsored activity.

Staff members may not solicit students during instructional time for any privately arranged field trip or excursion without Board permission.

The presence of a person with a currently valid first aid card is required during school-sponsored activities, including field trips, athletic, and other off-campus events.

FIELD TRIPS - Field Trip planning guide and parameters:
1. Begin planning your field trip a minimum of three (3) weeks in advance
2. Submit request for field trip approval to your building principal a minimum of two (2) weeks in advance of the trip (Form FT1)
3. Secure one chaperone for each 14 students in your group
4. Secure parental permission/authorization to seek medical treatment forms for each student that may participate (Form FT2). Get them all now! It's easy to throw out the ones not needed. Never leave home with a student and no corresponding permission slip!
5. Determine mode of transportation desired. Submit transportation request to transportation office a minimum of five (5) school days prior to the trip
6. Submit requisition for estimated transportation cost through principal's office
7. Determine meal arrangements to be made:
   - School sack lunches - fill out field trip sack lunch request (FORM FT3) and submit one week prior to field trip
   - Restaurant meals - requisition funds for meals through principal and send requisition to A.D.’s office to arrange for necessary purchase order(s). District approved meal allowance limits are:
     Breakfast - $6.00  Lunch - $7.00  Dinner - $9.00
     Include the bus driver and chaperons in the meal counts and expense.
8. Provide A.D.’s office and building principal with list of students and the student’s home phone numbers for emergency use
9. Provide building office staff and fellow staff members with a list of students who will be participating three (3) days in advance of the trip
10. Submit your Leave Request five (5) days in advance of the trip
11. Note: The route to and from your destination will be determined by the transportation supervisor and the driver in accordance with district policy regarding travel conditions and distances. If you have a special need that would affect route assignment, please indicate that need on the transportation request. A decision will be made as to the route prior to the bus leaving the bus garage and will not be altered except in case of emergency as determined by the driver whose decision is final
12. Run a notice of your activity in the Friday Bulletin at least one week in advance, if possible, so that everyone, including the office and custodial staff are made aware of the activity and the time, place and date on which it is to take place.

Movie/Video Use

The objective of all videos/movies used in the classroom will be educational, not entertainment; therefore, videos/movies utilized in the classroom by instructors will align to the following conditions:
   - Preview all videos before showing to students
   - Match learner outcomes on the course flowchart
   - Appear in weekly lesson plans prior to showing in the classroom

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• Administrative approval prior to use if not in school library

Publicity
Articles for the local newspaper, daily bulletin, and administrative bulletin should be submitted to the secretary in the principal's office.

Guest Speaker
When guest speakers or visitors come to the classrooms, please notify the office in writing prior to the day they are in the building. Please inform guest speakers to report to the office and check in upon arrival.

Parking Permit
As part of Colstrip Public Schools efforts to maintain safety for the staff and students, Colstrip School District has a vehicle identification system for everyone who drives and parks a vehicle on district property. This action is taken in response to incident(s) where vehicles have been parked on school property by persons who have no affiliation with the school. The District recognize that this would be a possible method for contraband transfer, student runaway or abduction and/or introduction of a variety of unsafe materials into what we believe to presently be a safe environment for all of us.

Colstrip Public Schools requires all vehicles driven by students and staff and parked on school property be registered with the respective school offices and have a sticker placed appropriately on the top left corner of the front windshield. The stickers are supplied at no cost upon receipt of the vehicle identification information requested.

Stickers must be displayed appropriately within 3 days of the beginning of school or the vehicle will be subject to towing at the owners expense. At any time the vehicles are bought or traded new stickers may be obtained through Central office upon receipt of the vehicle identification information. Unregistered vehicles will be subject to towing at the owners expense at any time during the year. It is not the responsibility of district personnel to seek identification of an unregistered vehicle prior to the request for towing.

Outside Organizations
Outside organizations sponsoring activities for students will follow these guidelines:

1. All meetings and/or practices will be held outside the regular school day and after regularly scheduled activities.
2. Use of school facilities for meetings and/or practices will be approved by the activities director.

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3. School-owned equipment, uniforms, and supplies will not be taken by outside organizations to activities outside the district. Fund raising activities will not be in competition with school-sponsored fund raising projects.

Key Deposit

1. The Board has established a $25.00 security deposit per key requirement before keys are issued to the employee. This applies to all keys that access the building and/or classroom. This deposit requirement may be met by signing an agreement, which would allow a $25.00 deduction from salary for each key lost.
2. The purpose of this regulation is to help meet the cost of re-keying all the doors to which the lost key provides access.
3. All teachers will be required to return their keys at the end of the school term at teacher checkout.

Curriculum

At Colstrip Public Schools, we believe it is important to:

- Promote high standards of achievement in terms of individual abilities and interest
- Promote intellectual development
- Continue the development of basic skills
- Develop the ability to think reflectively and to make valued judgments by using knowledge of fundamental facts, concepts, principles and values
- Promote aspects of physical and mental health
- Make learning exciting, satisfying, purposeful and successful
- Provide opportunities for exploration, experimentation and socialization
- Individualized instructions to provide for differences among students
- Stimulate an interest in learning and encourage children to be independent learners
- Develop an active interest in continuous learning
- Encourage independence and a sense of responsibility toward fulfillment and wholesome personality with an increased capacity for self-discipline and self-development
- Help students become cooperative, contributing citizens of the school community
Resolution of Staff Complaints/Problem-Solving

Policy 5240 Resolution of Staff Complaints/Problem-solving

As circumstances allow, the District will attempt to provide the best working conditions for its employees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question is answered quickly and accurately by District supervisors or administration.

The District will endeavor to promote fair and honest treatment of all employees. Administrators and employees are all expected to treat each other with mutual respect. Each employee has the right to express his or her views concerning policies or practices to the administration in a businesslike manner, without fear of retaliation. Employees are encouraged to offer positive and constructive criticism.

Each employee is expected to follow established rules of conduct, policies, and practices. Should an employee disagree with a policy or practice, the employee can express his or her disagreement through the District’s grievance procedure. No employee shall be penalized, formally or informally, for voicing a disagreement with the District in a reasonable, businesslike manner or for using the grievance procedure. An employee filing a grievance under a collective bargaining agreement is required to follow the grievance procedure for that particular agreement.

Disciplinary Action

Policy 5255 Disciplinary Action

District employees who fail to fulfill their job responsibilities or to follow reasonable directions of their supervisors, or who conduct themselves on or off the job in ways that affect their effectiveness on the job, may be subject to discipline. Behavior, conduct, or action that may call for disciplinary action or dismissal includes but is not limited to reasonable job-related grounds based on a failure to satisfactorily perform job duties, disruption of the District’s operation, or other legitimate reasons. The Superintendent or the Board may order an investigation into the employee’s conduct when warranted by the circumstances.

Discipline will be reasonably appropriate to the circumstance and will include but not be limited to a supervisor’s right to reprimand an employee and the Superintendent’s right to suspend an employee, with or without pay, or to impose other appropriate disciplinary sanctions. In
accordance with Montana law, only the Board may terminate an employee or non-renew employment.

The District’s restrictions on students who have brought to, or possess a firearm at, any setting that is under the control and supervision of the school district and a student who has been found to have possessed, used or transferred a weapon on school district property apply to all employees of the District pursuant to Policy 3311.

The Superintendent is authorized to immediately suspend a staff member.

Fingerprints and Criminal Background Investigations

Policy 5122 Fingerprints and Criminal Background Investigations

It is the policy of the Board that any finalist recommended for hire to a paid or volunteer position with the District involving regular unsupervised access to students in schools, as determined by the Superintendent, shall submit to a name-based and fingerprint criminal background investigation conducted by the appropriate law enforcement agency prior to consideration of the recommendation for employment or appointment by the Board.

Any requirement of an applicant to submit to a fingerprint background check shall be in compliance with the Volunteers for Children Act of 1998 and applicable federal regulations. If an applicant has any prior record of arrest or conviction by any local, state, or federal law enforcement agency for an offense other than a minor traffic violation, the facts must be reviewed by the Superintendent, who shall decide whether the applicant shall be declared eligible for appointment or employment in a manner consistent with the expectations and standards set by the board. Arrests resolved without conviction shall not be considered in the hiring process unless the charges are pending.

The following applicants for employment, as a condition for employment, shall be required as a condition of any offer of employment to authorize, in writing, a name-based and fingerprint criminal background investigation to determine if he or she has been convicted of certain criminal or drug offenses:

Any finalist recommended for hire to a full- or part-time position contracted by the district for a position as:

A. a certified teacher, administrator, or supervisor
B. an educational support personnel seeking full- or part –time employment with the District
C. an employee of a person or firm holding a contract with the District if the employee is assigned to the District and has regular, unsupervised access to students
D. a substitute or volunteer assigned within the District who has regular, unsupervised access to students.
E. an extra-curricular coach or sponsor.
The District will pay costs associated with fingerprinting, and/or background investigations.

Board Meetings

Policy 1400 Board Meetings

Meetings of the Board must occur at a duly called and legally conducted meeting. "Meeting" is defined as the convening of a quorum of the constituent membership of the Board, whether in person or by means of electronic equipment, to hear, discuss, or act upon a matter over which the Board has supervision, control, jurisdiction, or advisory power.

Regular Meetings

Unless otherwise specified, all meetings will be held in a designated area. Regular meetings shall take place at 6:00 p.m. on the second (2nd) Monday of each month, with the exception of July and December, at which time there will only be one meeting; or at other times and places determined by a majority vote. Except for an unforeseen emergency, meetings must be held in school buildings or, upon the unanimous vote of the trustees, in a publicly accessible building located within the District. If regular meetings are scheduled at places other than as stated above or are adjourned to times other than the regular meeting time, notice of the meeting shall be made in the same manner as provided for special meetings. The trustees may meet outside the boundaries of the District for collaboration or cooperation on educational issues with other school boards, educational agencies, or cooperatives. Adequate notice of the meeting, as well as an agenda, must be provided to the public in advance. Decision making may only occur at a properly noticed meeting held within the District’s boundaries. When a meeting date falls on a school holiday, the meeting may take place the next business day.

Emergency Meetings

In the event of an emergency involving possible personal injury or property damage, the Board may meet immediately and take official action without prior notification.

Budget Meetings

Between July 1 and August 10 of each year, the Clerk shall publish a notice stating the date, time, and place trustees will meet for the purpose of considering and adopting a final budget for the District, stating that the meeting of the trustees may be continued from day to day until final adoption of a District budget and that any taxpayer in the District may appear at the meeting and be heard for or against any part of the budget. This notice shall be published in the Independent Press or other local newspaper of general circulation.
On the date and at the time and place stated in the published notice (on or before August 20), trustees shall meet to consider all budget information and any attachments required by law. The meeting may continue from day to day; however, the Board must adopt a final budget not later than August 25.

Audience Participation

Policy 1441 Audience Participation

The Board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. The Board also recognizes the statutory and constitutional rights of the public to participate in governmental operations. To allow fair and orderly expression of public comments, the Board will permit public participation through oral or written comments during the “public comment” section of the Board agenda and prior to a final decision on a matter of significant interest to the public. The Chairperson may control such comment to ensure an orderly progression of the meeting.

Individuals wishing to be heard by the Chairperson shall first be recognized by the Chairperson. Individuals, after identifying themselves, will proceed to make comments as briefly as the subject permits. The Chairperson may interrupt or terminate an individual’s statement when appropriate, including when statements are out of order, too lengthy, personally directed, abusive, obscene, or irrelevant. The Board as a whole shall have the final decision in determining the appropriateness of all such rulings. It is important for all participants to remember that Board meetings are held in public but are not public meetings. Members of the public shall be recognized and allowed input during the meeting, at the discretion of the Chairperson.

Admission to Extra-Curricular Activities

A comprehensive and balanced activities program is an essential component of the basic program of instruction. Activities play an important part in the life of Colstrip Schools. In an effort to support the many activities, Colstrip Public Schools offers the employees a season pass. The pass allows employees admission to all regular season home contests. Post season home contests are regulated by the Montana High School Association (MHSA) and thus school passes are not honored.

Prices for admission to MHSA regular season activities are:

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<table>
<thead>
<tr>
<th></th>
<th>Colstrip High School</th>
<th>Frank Brattin Middle School</th>
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</thead>
<tbody>
<tr>
<td>Student</td>
<td>$3.00</td>
<td>$2.00</td>
</tr>
<tr>
<td>Adult</td>
<td>$5.00</td>
<td>$4.00</td>
</tr>
<tr>
<td>Senior Citizens</td>
<td>$3.00</td>
<td>$2.00</td>
</tr>
<tr>
<td>Adult Season Pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>for all Regular Season contests (CHS and FBMS)</td>
<td>$75.00</td>
</tr>
</tbody>
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*When there are two boys and girls varsity contests held the same evening the price of admission is:
Student $5.00
Adult $7.00
DISCIPLINE

Protocols & Procedures

Date: July 1, 2016

Colstrip Public School District #19
APPENDIX A

DISCIPLINE

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DISCIPLINE OF SPECIAL EDUCATION STUDENTS
DUE PROCESS

This handbook applies whenever the student’s conduct is reasonably related to school or school activities, including, but not limited to:

1. On school grounds at any time;
2. Off school grounds at a school-sponsored activity or event;
3. Traveling to or from school or a school activity;
4. Anywhere, if the behavior may reasonably be considered a threat or intimidation of school staff, or interference with school purposes.

The courts have determined that school Discipline Handbooks may apply to student activities on the Internet, whether accessed at school or elsewhere, with cell phones (texting, pictures or calls) or if the misbehavior interferes with the rights of others or causes a substantial disruption of school activities.

STUDENT RIGHTS AND RESPONSIBILITIES

The District recognizes fully that all students are entitled to enjoy the rights protected under federal and state constitutions and law for persons of their age and maturity in a school setting. The District expects students to exercise these rights reasonably and to avoid violating the rights of others. The District may impose disciplinary measures whenever students violate the rights of others or violate District policies or rules.

SEARCHES AND SEIZURE

The following rules shall apply to any searches and the seizure of any property by school personnel:

1. The Superintendent, principal, and the authorized assistants of either shall be authorized to conduct any searches or to seize property on or near school premises, as further provided in this procedure
2. If the authorized administrator has reasonable suspicion to believe that any locker, car, or other container of any kind on school premises contains any item or substance which constitutes an imminent danger to the health and safety of any person or to the property of any person or the District, the administrator is authorized to conduct a search of any car or container and to seize any such item or substance. The authorized administrator may perform random searches of any locker or container of any kind on school premises without notice or consent.

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3. If the authorized administrator has any reasonable suspicion to believe that any student has any item or substance in his/her possession, which constitutes an imminent danger to the property of any person or the District, the administrator is authorized to conduct a search of any car or container and to seize any such item or substance.

4. No student shall hinder, obstruct, or prevent any search authorized by this procedure.

5. Whenever circumstances allow, any search or seizure authorized in this procedure shall be conducted in the presence of at least one (1) adult witness, and a written record of the time, date, and results shall be made by the administrator. A copy shall be forwarded to the Superintendent as soon as possible.

6. In any instance where an item or substance is found which would appear to be in violation of the law, the circumstance shall be reported promptly to the appropriate law enforcement agency.

7. In any situation where the administrator is in doubt as to the propriety of proceeding with any search or seizure, the administrator is authorized to report to and comply with the directions of any public law enforcement agency.

Policy 3231 Search and Seizure

The goal of search and seizure with respect to students is meeting the educational needs of children and ensuring their security. The objective of any search and/or seizure is not the eradication of crime in the community. Searches may be carried out to recover stolen property, to detect illegal substances or weapons, or to uncover any matter reasonably believed to be a threat to the maintenance of an orderly educational environment. The Board authorizes school authorities to conduct reasonable searches of school property and equipment, as well as of students and their personal effects, to maintain order and security in the schools.

The search of a student, by authorized school authorities, is reasonable if it is both: (1) justified at its inception, and (2) reasonably related in scope to the circumstances which justified the interference in the first place.

School authorities are authorized to utilize any reasonable means of conducting searches, including but not limited to the following:

1. A “pat down” of the exterior of the student’s clothing;
2. A search of the student’s clothing, including pockets;
3. A search of any container or object used by, belonging to, or otherwise in the possession or control of a student; and/or
4. Devices or tools such as breath-test instruments, saliva test strips, etc.
School Property and Equipment and Personal Effects of Students

School authorities may inspect and search school property and equipment owned or controlled by the District (such as lockers, desks, and parking lots).

The Superintendent may request the assistance of law enforcement officials, including their use of specially trained dogs, to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or material.

Students

School officials may search any individual student, his/her property, or District property under his/her control, when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the District or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include but are not limited to lockers, desks, purses, backpacks, student vehicles parked on District property, cellular phones, or other electronic communication 3231 devices.

Students may not use, transport, carry, or possess illegal drugs or any weapons in their vehicles on school property. While on school property, vehicles may be inspected at any time by staff, or by contractors employed by the District utilizing trained dogs, for the presence of illegal drugs, drug paraphernalia, or weapons. In the event the school has reason to believe that drugs, drug paraphernalia, or weapons are present, including by alert-trained dogs, the student’s vehicle will be searched, and the student expressly consents to such a search.

Also, by parking in the school parking lots, the student consents to having his/her vehicle searched if the school authorities have any other reasonable suspicion to believe that a violation of school rules or policy has occurred.

Seizure of Property

When a search produces evidence that a student has violated or is violating either a law or

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District policies or rules, such evidence may be seized and impounded by school authorities and disciplinary action may be taken. As appropriate, such evidence may be transferred to law enforcement authorities.

INTERROGATIONS AND INVESTIGATIONS

Policy 4411 Interrogations and Investigations Conducted by School Officials

The administration has the authority and duty to conduct investigations and to question students pertaining to infractions of school rules, whether or not the alleged conduct is a violation of criminal law. The administration shall determine when the necessity exists that law enforcement officers be asked to conduct an investigation of alleged criminal behavior which jeopardizes the safety of other people or school property or which interferes with the operation of the schools.

In instances when the administration has reasonable suspicion that a violation of district policy or the student code of conduct has been violated, the administrator will investigate. The administrator will notify the suspected rule violator(s) or potential witness(es) to the infraction. The suspected student shall be advised orally or in writing of the nature of the alleged offense and of the evidence against the student. Circumstances may arise where it would be advisable to have another adult present during questioning of students. Parent(s)/Guardian(s) of the violator(s) will be contacted by the administration.

Investigations by Law Enforcement

When a student becomes involved with law enforcement officers due to events outside of the school environment and officers must interact with a student, the officer(s) must request to confer with the student when he/she is being investigated for conduct not under the jurisdiction of the school. The following steps shall be taken to cooperate with the authorities.

a. The officer shall contact the school principal (principal or authorized designee) and present proper identification in all occasions upon his/her arrival on school premises.

b. Parents or guardians shall be notified by the law enforcement officer, school principal or assistant principal as soon as possible. The law enforcement officer, principal or assistant principal shall make every effort to inform parents or guardians of the intent of the law enforcement officers except when that notification may compromise the student’s safety.

The student’s parent or guardian should be present, if practicable, during any interrogation on school premises.

Cooperation with Law Enforcement

Although cooperation with law enforcement officers will be maintained, it is the preference of the District that it will not normally be necessary for law enforcement officers to initiate, and conduct any investigation and interrogation on the school premises, during school hours, pertaining to
criminal activities unrelated to the operation of the school. It is preferred that only in demonstrated emergencies, when law enforcement officers find it necessary, will they conduct such an investigation during school hours. These circumstances might be limited to those in which delay might result in danger to any person, flight of a person reasonably suspected of a crime from the jurisdiction or local authorities, destruction of evidence, or continued criminal behavior.

No school official, however, should ever place him/herself in the position of interfering with a law enforcement official in the performance of his or her duties as an officer of the law. If the law enforcement officials are not recognized and/or are lacking a warrant or court order, the building principal shall require proper identification of such officials and the reason(s) for the visit to the school. If the principal is not satisfied, he/she shall attempt to notify the Superintendent and the officer’s superior, documenting such action.

In all cases, the officers shall be requested to obtain prior approval of the principal or other designated person before beginning such an investigation on school premises. The administrator shall document the circumstances of such investigations as soon as practical. Alleged behavior related to the school environment brought to the principal’s attention by law enforcement officers shall be dealt with under the provisions of the two previous sections.

**Taking a Student into Custody**

School officials shall not release students to law enforcement authorities voluntarily unless the student has been placed under arrest or unless the parent or guardians and the student agree to the release. When students are removed from school for any reason by law enforcement authorities, every reasonable effort will be made to notify the student’s parents or guardians immediately. Such effort shall be documented. Whenever an attempt to remove a student from school occurs without an arrest warrant, court order, or without acquiescence of the parent or guardian, the administrator shall immediately notify a superior of the law enforcement officers involved to make objection to the removal of the student and shall attempt to notify the parent or guardian of the student. The Superintendent’s office shall be notified immediately of any removal of a student from school by law enforcement officers under any circumstances.

When it is necessary to take a student into custody on school premises and time permits, the law enforcement officer shall be requested to notify the principal and relate the circumstances necessitating such action. When possible, the principal shall have the student summoned to the principal’s office where the student may be taken into custody. In all situations of interrogations, arrest or service of subpoenas of a student by law enforcement officers on school premises, all practicable steps shall be taken to ensure a minimum of embarrassment or invasion of privacy of the student and disruption to the school environment.

**Disturbance of School Environment**

Law enforcement officers may be requested to assist in controlling disturbances of the school environment which the Principal or other school administrator has found to be unmanageable by

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school personnel and which disturbances have the potential of causing harm to students, other persons, or school property. Staff members may also notify law enforcement officials.

Such potential of possible disturbance includes members of the public who have exhibited undesirable or illegal conduct on school premises or at a school event held on school property, and who have been requested to leave by an administrator or staff member, but have failed or refused to do so.

**VIDEO SURVEILLANCE**

The Board authorizes the use of video cameras on District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property and to safeguard District buildings, grounds, and equipment. The Superintendent will approve appropriate locations for video cameras.

The Superintendent will notify staff and students, through staff and student handbooks or by other means, that video surveillance may occur on District property. A notice will also be posted at the main entrance of all District buildings, and on all buses, indicating the use of video surveillance.

The District may choose to make video recordings a part of a student’s educational record or of a staff member’s personnel record. The District will comply with all applicable state and federal laws related to record maintenance and retention.

It is the decision of the District that video recordings will include audio. The Superintendent will notify staff and students through staff and student handbooks or by other means that video surveillance, with audio, may occur on District property. A notice will also be posted at the main entrance of all District buildings, and on all buses, in which video/audio surveillance may occur.

**USE OF ALCOHOL SENSOR DEVICE**

Students are prohibited by Montana law and District policy from using or possessing alcoholic beverages. It is District policy to deter use or possession of alcoholic beverages by students on District property or at school-sponsored or related activities or events, through use of an alcohol-sensor device.

Anytime the Superintendent, another administrator, or a teacher has reasonable suspicion that a student has consumed an alcoholic beverage, the student will be given an opportunity to admit or deny consumption of alcohol. If the student admits consumption of alcohol, appropriate disciplinary action will be taken under applicable District policies and student handbook provisions, including potential restriction of or exclusion from participation in extra- and co-curricular activities.

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If the student denies consumption of alcohol, the Superintendent or another District employee designated by the Superintendent may utilize an alcohol-sensor device to either confirm alcohol consumption or eliminate the suspicion. Confirmation of alcohol consumption will result in appropriate disciplinary action under applicable District policies and student handbook provisions, including potential restriction of participation in or exclusion from extra- and co-curricular activities.

If the student refuses to submit to testing for the presence of alcohol, the District may rely upon other evidence of alcohol consumption in determining whether District policy has been violated.

THE TEACHER’S ROLE IN DISCIPLINE

Delegation of Authority

The Board grants authority to any teacher and to any other school personnel to impose on students under their charge any disciplinary measure, other than suspension or expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with policies and rules on student discipline. The Board authorizes teachers to remove students from classrooms for disruptive behavior.

The teacher has the primary responsibility and authority for the consistent maintenance of discipline in the classroom, in the school building and on the grounds.

Teachers have the authority to:

A. Remove a student temporarily from the classroom by sending the student to the principal or assistant principal because of behavior.
B. Deny certain classroom privileges.
C. Use such reasonable measures as may be necessary to maintain control in the classroom, in the school building, on the school grounds at any time and on the way to and from school.
D. Keep a student after school after giving the student a one-day advance notice unless prior approval of the parent/guardian has been obtained. It will be the teacher's job to supervise these students.

Each teacher shall have a classroom management plan submitted to and approved by the principal or assistant principal by the end of the second week of school.

All teachers, administrators, supervisory personnel, and board members will be held responsible for enforcement of the disciplinary policy. Enforcement shall be monitored through this chain of accountability to ensure consistent and constant implementation in a fair and impartial manner.

THE PRINCIPAL’S ROLE IN DISCIPLINE

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If the teacher's efforts to solve the problems are unsuccessful, the student may be referred to the principal or assistant principal who have the responsibility and authority to use such reasonable measures as may be necessary to maintain control within the classroom, the school building and on the school property. The principal or designee will establish and implement the rules and regulations for the school governing the conduct of the students.

The principal, assistant principal, and/or designee have the authority to impose suspension on students for failure to comply with school regulations and if it should be necessary, to recommend to the Superintendent and the Board of Trustees expulsion of students.

In the event a conduct violation is not specifically listed in this policy, discipline may be administered based on the judgment of building administration.

The school administrator or the board of trustees has the discretionary authority to move to any level of discipline based on the seriousness of the case. Law enforcement may be contacted for violations of the law.

ROLE OF LAW ENFORCEMENT
Law enforcement will assist school administration when civil and criminal laws are violated within the school setting. Students under 16 will have parents or a representative present during any questioning. Students 16 and older will have parents contacted and present if requested by the parent or student before any questioning.

School administrators will cooperate fully with law enforcement agencies when investigations and searches are related to drug offenses, or violations of criminal law.

DISCIPLINARY INFRACTIONS

ARSON
Maliciously, voluntarily, and willfully setting fire to the building(s), or other property of another.

CHEATING
Copying another’s work, using notes or having someone do your work so that you can pass or get better grade on an assignment, test or paper. Plagiarism is also determined to be cheating.

CRIMINAL MISCHIEF
A person commits the offense of criminal mischief if he/she knowingly or purposely:
   A. Injures, damages, or destroys the property of another or school property at any time during the school year. During summer vacation, law authorities will be notified to take appropriate action.

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B. Without consent, tampers with property of another in or on school property so as to interfere with persons or property or its use.
C. Criminal Mischief will also be in effect for any case of interference with computer information (passwords, operating systems, settings, e-mail, applications of files) and/or the introduction of computer viruses.

EXTORTION
Obtaining money or some other thing of value by the abuse of one's office or authority.

FALSE FIRE ALARM
Intentionally pulling or reporting a fire with the intent to get out of or delay school. False fire alarms will be reported to the authorities to be dealt with under State Law 45-8-101.

FIGHTING
A physical confrontation between two or more students which may result in injury (hitting, kicking, biting, etc).

HAMPERING EFFORTS/PRESENCE AT A FIGHT
Students encouraging a fight are hampering efforts to stop the incident and will be considered an accessory to the incident.

PLAGIARISM
The unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.

INAPPROPRIATE OR PUBLIC DISPLAY OF AFFECTION
The expression of feelings of affection toward others is a personal concern between two individuals and not of others surrounding them. Being overly affectionate in school is not in good taste.

INSUBORDINATION
Not submitting to authority; disobedient, verbal abuse of school personnel; flagrant defiance of school personnel, school rules or any part of this disciplinary policy; and/or failure to properly identify one's self to school personnel.

PROFANITY
Vocabulary presently or within past generations considered to be obscene or suggestive is not allowed during school or school activities.

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THEFT/STEALING
Knowingly or purposely obtains or exerts unauthorized control over property of another (taking of someone's property without the permission of the owner).

TRESPASS
Being in any unauthorized area, property or vehicle.

INAPPROPRIATE OR PUBLIC DISPLAY OF AFFECTION
Students are reminded that the school is a formal setting, much like a place of business. Public displays of affection, actions with sexual innuendo and/or any activity that would be considered misconduct of a sexual nature does not have a place in school or as a part of any school related activity and will not be tolerated.

PORNOGRAPHIC/SEXUALLY EXPLICIT MATERIALS
Possession, production, downloading electronically and/or viewing materials (videos, publications, computer screens, etc.) considered to be pornographic/sexually explicit while at school, on school owned equipment or on a school-sponsored activity is prohibited.

PARKING LOT REGULATIONS
The student parking lot is for your convenience.

1. Students are reminded that the maximum driving speed on school property is 10 mph.
2. Students and staff will obtain parking permits through the office secretary.
3. Students are not to be in their automobiles or in the parking lot during the school day without permission from the office.

Failure to obey parking and traffic regulations may result in referral to law enforcement agencies, loss of parking privileges, and/or towing of the vehicle at the owner’s expense.

Gangs and Gang Activity
The Board is committed to ensuring a safe and orderly environment, where learning and teaching may occur void of physical or psychological disruptions, unlawful acts, or violations of school regulations. Gang activities create an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive to the process of education and school activities. Groups of individuals which meet the definition of gangs, defined below, shall be restricted from school grounds or school activities.

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A gang is defined as any group of two (2) or more persons, whether formal or informal, who associate together to advocate, conspire, or commit:

A. One or more criminal acts; or

B. Acts which threaten the safety or well-being of property or persons, including but not limited to harassment and intimidation.

Students on school property or at any school-sponsored activity shall not:

1. Wear, possess, use, distribute, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other items which are evidence of membership in or affiliation with any gang and/or representative of any gang;

2. Engage in any act, whether verbal or non-verbal, including gestures or handshakes, showing membership in or affiliation with any gang and/or that is representative of any gang; or

3. Engage in any act furthering the interest of any gang or gang activity, including but not limited to:
   a. Soliciting membership in or affiliation with any gang;
   b. Soliciting any person to pay for protection or threatening another person, explicitly or implicitly, with violence or with any other illegal or prohibited act;
   c. Painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols, or signs on school property;
   d. Engaging in violence, extortion, or any other illegal act or other violation of school property.

Violations of this policy shall result in disciplinary action, up to and including suspension, expulsion, and/or notification of police.

SEXUAL HARRASSMENT - INTIMIDATION OF STUDENTS

Sexual harassment is a form of sex discrimination and is prohibited. An employee, District agent, or student engages in sexual harassment whenever that individual makes unwelcome advances, requests sexual favors, or engages in other verbal, nonverbal, or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, opportunities, or treatment, or that makes such conduct a condition of a student's academic status; or

2. Has the purpose or effect of:
   a. Substantially interfering with a student’s educational environment;
   b. Creating an intimidating, hostile, or offensive educational environment;
   c. Depriving a student of educational aid, benefits, services, opportunities, or treatment; or

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d. Making submission to or rejection of such unwelcome conduct the basis for academic decisions affecting a student.

The terms “intimidating,” “hostile,” and “offensive” include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include but are not limited to unwelcome touching, crude jokes or pictures, discussions of sexual experiences, pressure for sexual activity, intimidation by words, actions, insults, or name calling, teasing related to sexual characteristics, and spreading rumors related to a person’s alleged sexual activities.

Students who believe that they may have been sexually harassed or intimidated should consult a counselor, teacher, Title IX coordinator, or administrator, who will assist them in the complaint process. Supervisors or teachers who knowingly condone or fail to report or assist a student to take action to remediate such behavior of sexual harassment or intimidation may themselves be subject to discipline.

Any District employee who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any student of the District who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action, including but not limited to suspension and expulsion consistent with the District’s discipline policy. Any person who knowingly makes a false accusation regarding sexual harassment likewise will be subject to disciplinary action up to and including discharge with regard to employees or suspension and expulsion with regard to students.

The District will make every effort to ensure that employees or students accused of sexual harassment or intimidation are given an appropriate opportunity to defend themselves against such accusations.

To the greatest extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation. Retaliation is prohibited against any person who reports or is thought to have reported a violation, files a complaint, or otherwise participates in an investigation or inquiry. Such retaliation shall be considered a serious violation of Board policy, whether or not a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Any individual seeking further information should contact the Superintendent for the name of the current Title IX Coordinator for the District. The Superintendent shall ensure that the student and employee handbooks identify the name, address, and telephone number of the individual responsible for coordinating the District’s compliance efforts.
The Superintendent shall be responsible for ensuring notice of this policy is provided to students, staff, and third parties and for the development of administrative regulations, including reporting and investigative procedures, as needed.

An individual with a complaint alleging a violation of this policy shall follow the Uniform Grievance Procedure.

BULLYING

The Colstrip School District recognizes the right of every student and staff member to learn and work where they are physically and emotionally safe and secure. To promote the rights of all students and staff, the Colstrip School district will take active steps to insure that Colstrip School District is a place free of acts of bullying, harassment or any other like forms of behavior that interfere with a healthy school environment. All administrators, faculty, staff, parents, volunteers and students will not tolerate bullying or harassment in any form and to demonstrate behavior that is respectful and acknowledges the basic human dignity of all persons.

For the purposes of this policy

Colstrip Public Schools Working Definition

A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons and, he or she has difficulty defending himself or herself.

A. “Bullying” can be defined as conduct that is reasonably perceived to be dehumanizing, intimidating, hostile, humiliating, threatening or otherwise likely to
   ● be repeated or has the potential to be repeated on a continuous basis over time
   ● cause physical harm to a public school employee or student or damage to the school employee’s or student’s property
   ● substantially interfere with a student’s education or a school employee’s role within the Colstrip School District
   ● create a hostile educational environment for one (1) or more school staff due to the severity, persistence, or pervasiveness of the act(s)
   ● cause a substantial disruption of the orderly operation of the school or educational environment

B. “Electronic Act” means a communication or image transmitted by means of any electronic device which might include but is not limited to telephones, wireless phones or “smart” phones, computers, or any other electronic device capable of transmitting images or data

C. “Harassment” means a pattern of unwelcome verbal or physical conduct or conduct done through electronic act that causes or could be reasonably expected to cause a substantial disruption with others performance in the school environment

D. “Substantial Disruption” means any one or more of the following conditions exist
   ● It has resulted in cessation of instruction or other educational activities

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• Student(s) or educational staff are unable to focus on essential learning due to the creation of a hostile school or classroom environment
• Severe or repetitive disciplinary measures are needed in the classroom or during any educational activity

Bullying is prohibited:

A. While in school, on school property or while using school vehicles, when at designated school bus stops, at school sponsored activities, at school sanctioned events or
B. By any electronic act that results in substantial disruption of the orderly operation of the school or its educational environment. For the purposes of enforcement of this policy the electronic act need not occur on school property, during the school day or school year or use school equipment. This policy will be in effect if the electronic act is directed at students or school personnel, has as its purpose, primary intent or is reasonably expected to result in the establishment of a negative or hostile educational environment. The establishment of a negative or hostile educational environment shall be determined from the viewpoint of the victim or others similarly situated.

BULLYING DISCIPLINARY MEASURES

Any student who is a victim of bullying or who witnesses or has reliable information that a student has been victim of bullying should report the incident to a building administrator. The student reporting the incident shall remain confidential.

Any school employee or volunteer who has witnessed or has reliable information that a student has been bullied shall report it to the appropriate district administrator.

Administrators shall act promptly in investigating any incidents of bullying reported to them. If the investigation confirms an incident of bullying the administration shall discipline the student or students according to the consequences listed below.

Grades K-2

First Offense: The student will be informed that his/her conduct is unacceptable behavior in the Colstrip Schools. The parents shall be notified of the bullying behavior and a copy of this policy shall be sent home. The student will receive counseling from appropriate district staff on behavior modification. The victim of the bullying shall also be afforded counseling to assist the student in dealing with the effects of the bullying behavior.

Second Offense: The offender(s) shall receive no less than one (1) day nor more than three (3) days of in school detention. This detention may consist of lunch and/or recess detentions. The student’s parents will be required to meet with appropriate school personnel and the student will receive additional counseling.

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Third Offense: The student will be suspended from school for no less than one (1) day nor more than three (3) days. The student will be considered a chronic offender and the parents will be informed of the potential of expulsion on any subsequent offense.

Fourth Offense: Student will be recommended for expulsion for a term of one year.

Grades 3-5

First Offense: Students will be informed of the inappropriate conduct. The student will receive no less than one (1) nor more than three (3) detentions. The student's parent(s)/guardian(s) will meet with school administration where a copy of this policy will be given in person to the parent/guardian. The perpetrator and victim will be given appropriate counseling.

Second Offense: The Student will receive at least one (1) day and up to three (3) days of out of school suspension. Parents will be informed that the child is in jeopardy of long term suspension.

Third Offense: Student will be recommended for expulsion for a term of one (1) year.

Grades 6-12

First Offense: Student will receive no less that 3 nor more than 5 days of in school suspension. Parents will be informed and a copy of this policy will be given to the parent/guardian.

Second Offense: Student will receive no less than three (3) nor more than five (5) days of out of school suspension. Parents will be advised of the potential for expulsion.

Third Offense: Recommend expulsion for a term of one year.

School Employees and Volunteers

First Offense: A formal reprimand shall be placed in the employee's personnel file.

Second Offense: The Colstrip School District will proceed with potential termination of employment as outlined in the school district’s collective bargaining agreement(s). Volunteers will be immediately relieved of any volunteer activities related to the Colstrip School District.

Rights of the Colstrip Public Schools

The Colstrip Schools reserves the right to skip any one or more steps of this progressive disciplinary policy if the bullying incident results in bodily injury to the victim or is otherwise judged to have the potential to cause serious bodily injury.

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Retaliation against a person reporting an act of bullying shall be considered an additional offense and will result in the next highest disciplinary level action being taken. Retaliation shall be defined as taking any verbal or physical action against any person reporting the act of bullying. Retaliation may include any act in which a person(s) encourages, persuades or otherwise incites others to retaliate on a person’s behalf.

FIREARMS AND WEAPONS

Firearms

For the purposes of the firearms section of this policy, the term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device pursuant to 18 U.S.C. 921 (4). Such term does not include an antique firearm pursuant to 18 U.S.C. 921 (16).

It is the policy of the Colstrip School District to comply with the federal Gun Free Schools Act of 1994 and state law 20-5-202 (2), MCA, pertaining to students who bring a firearm to, or possess a firearm at, any setting that is under the control and supervision of the school district. In accordance with 20-5-202 (3), MCA, a teacher, superintendent, or a principal shall suspend immediately for good cause a student who is determined to have brought a firearm to, or possess a firearm at, any setting that is under the control and supervision of the school district. In accordance with Montana law, a student who is determined to have brought a firearm to, or possess a firearm at, any setting that is under the control and supervision of the school district must be expelled from school for a period of not less than 1 year.

However, the Board of Trustees through this policy authorizes the Superintendent, or principal of a school without a Superintendent, to use his/her discretion on a case-by-case basis and modify the requirement of expulsion of a student if he/she deems such modification to be warranted under the circumstances. Note: Under this Option, there is no expulsion hearing unless the administration determines that the circumstances warrant a recommendation of expulsion of the student for a period of one (1) year to the Board.

A decision to change the placement of a student with a disability who has been expelled pursuant to this section must be made in accordance with the Individuals with Disabilities Education Act.

Possession of Weapons other than Firearms

The District does not allow weapons on school property. Any student found to have possessed, used or transferred a weapon on school property will be subject to discipline in accordance with the District’s discipline policy. For purposes of this section, “weapon” means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury, including but not limited to air guns; pellet
guns; BB guns; fake (facsimile) weapons; all knives; blades; clubs; metal knuckles; numchucks (also known as nunchucks); throwing stars; explosives; fireworks; mace or other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

No person shall possess, use, or distribute any object, device, or instrument having the appearance of a weapon, and such objects, devices, or instruments shall be treated as weapons, including but not limited to weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.) to inflict bodily harm and/or intimidate, and such use will be treated as the possession and use of a weapon.

The District will refer to law enforcement for immediate prosecution any person who possesses, carries, or stores a weapon in a school building, and the District may take disciplinary action as well in the case of a student. In addition the District will refer for possible prosecution a parent or guardian of any minor violating this policy on grounds of allowing a minor to possess, carry, or store a weapon in a school building. (45-8-361 (1) (2))

For the purposes of this section only, “school building” means all buildings owned or leased by a local school district that are used for instruction or for student activities. (45-8-361 (5a))

The Board may grant persons and entities advance permission to possess, carry, or store a weapon in a school building. All persons who wish to possess, carry, or store a weapon in a school building must request permission of the Board at a regular meeting. The Board has sole discretion in deciding whether to allow a person to possess, carry, or store a weapon in a school building. (45-8-361 (3b))

This policy does not apply to law enforcement officers acting in his or her official capacity. (45-8-361 (3a))

GAMBLING

Students are not permitted to gamble for money while in school, on school property, in school vehicles, while on school-sponsored trips, or when representing the school during activity or athletic functions. Students who are found to be betting, playing cards, rolling dice for money, playing keno or poker machines, gambling on the Internet, or involved in any other form of gambling shall be reported to the principal. Appropriate discipline will be administered in accordance with the District’s student discipline policies.

NETWORK AND STUDENT ACCESS VIOLATIONS

Electronic information resources are available to qualifying students in the District. These resources include access to the Internet and other network files or accounts. Our goal in
providing electronic services to students is to promote educational excellence by facilitating resource sharing, innovation, and communication.

Internet access is coordinated through a complex association of government agencies as well as regional and state networks. Through a filtering and monitoring system, the District has taken precautions to restrict access to inappropriate or illegal materials or those materials that have no educational value. Users who access, publish or attempt to access or publish inappropriate material or illegal Internet sites, will be subject to discipline up to and including suspension or expulsion.

As per board policy 3612, District Provided Access to Electronic Information, Services and Networks, consequences of misuse are defined as follows: “Any violation of District policy and rules may result in loss of district-provided access to the Internet. Additional disciplinary action may be determined at the building level in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.”

A copy of the required Technology Resources User Agreement is attached at the end of this discipline policy. Please refer to acceptable and unacceptable use of technology in the user agreement.

ATTENDANCE INFRACTIONS

There is a direct correlation to attendance and academic success, and the general welfare of all students is best served by regular attendance.

The State of Montana has made education compulsory for all children from 7 to 16 years of age. Therefore, absences from school without adequate reason may be in violation of the law. (MCA 20-5-103-1040-105). Attendance in classes, unless exempt or excused is mandatory and students are responsible for being in class, on time, and prepared to participate.

Student non-attendance adversely affects student learning, impedes adequate yearly progress, and jeopardizes future academic success.

A person in each school will be designated by the principal to monitor absences. Parents are to contact the school in writing or with a phone call if their child will be absent. If previous arrangements have not been made by the parent/guardian, the district will follow procedures as allowed under MCA 20-5-102-108.

High School (grades 9-12):
In order to graduate from Colstrip High School, a student must complete twenty-five (25) credits with mastery of the material and attendance to include not more than ten (10) absences per semester (90 school days). Regular attendance is important, because valuable skills and information gained in the classroom may or may not show up on tests or be reflected in an academic grade. The general academic welfare of all students is best served by regular attendance.

1. Absences in any class may not exceed ten (10) days per semester (90 school days); absences in excess of ten (10) days per semester will result in loss of credit for that semester in that class if the absences have not been exempted from “attendance-for-credit” calculation.

“Attendance for credit” requires a full period of attendance. A full period is defined by the class schedule. All absences for full periods or any part of a period must fit the “exemption” criteria listed below in order to avoid loss of credit.

2. Those absences that occur due to school sponsored activities, since these are considered an equivalent education experience are exempt. These exemptions will apply to students participating in sport events, cheerleading, music-related events, school sponsored club trips, academic field trips, and others deemed co-curricular.

Exemption may be obtained by parental contact with the school upon return for any absence resulting from:
   a. Medical or dental appointments, or serious illness or hospitalization of the student (must be accompanied by written documentation from a doctor who has treated the student for that illness within three days).
   b. Serious illness or death of an immediate family member.
   c. Requirements to satisfy the law. (must be accompanied by written documentation from the respective legal authority).
   d. Emergency situations approved by school administration.
   e. College visits, conferences or workshops not sponsored by Colstrip Schools up to two (2) days will be exempted with written documentation during the visit from the college visited or conference attended. Written documentation must be submitted to the high school office no more than three (3) days upon return from college visit.
   f. Those otherwise stated in law.

Exempt absences are those absences that the parent knows about and are included in the above list. Excused absences are those that the parent knows about, but are not included in the above list.

3. All absences not specifically set forth above will be counted in the ten (10) day limit.

APPENDIX A: Discipline (22) of (38)
4. When the number of days missed has reached five (5) a letter will be sent by the building administration notifying the parent/guardian that the child is in jeopardy of losing credit in that class for that semester.

5. When the eighth (8th) day of absence in any class has occurred without exemption, parents/guardians will be notified by letter that credit is in danger of being denied if another absence occurs or if sufficient exemptions are not certified before the end of the grading period.

6. When the eleventh (11th) day of absence in any class has occurred without exemption, parents/guardians will be notified by certified mail, return receipt requested, that credit may be denied, unless written documentation verifying an exempt absence is received by the District within ten (10) business days of the date of the letter.

7. After going over the tenth (10th) absence Administration will review the absence report to determine if the student will have credit withheld, which will occur unless extenuating circumstances surface. Students/parents have the right to appeal the denial of credit with Administration.

8. After hearing a student’s/parent’s appeal the Administration can deny or grant credit with stipulations.

9. Any decision to withhold credit can be appealed to the Superintendent and/or to the Board of Trustees.

10. If the appeal is denied, the student’s status in that class will be determined by the administration. If disciplinary problems occur in that subject after denial of credit, the student may be suspended from school.

11. If the appeal is granted, the student will return to class with stipulations set forth by the district.

Elementary/Middle School, (grades K-8):
At the elementary/middle school level, absences may not exceed ten (10) days per semester (90 school days) or twenty (20) days per year, or ten (10) days per year for three day a week Kindergarten. After the tenth (10th) absence, the parent will meet with the building Administration, after the 20th absence, the parent will meet with the building Administration again to discuss the educational options of the student.

Reasons for excused absences may include but are not limited to:
   a. Those that occur due to school sponsored activities, since these are considered an equivalent education experience. These exemptions will apply to students

APPENDIX A: Discipline (23) of (38)
participating in sport events, music-related events, school sponsored club trips, academic field trips, and others deemed co-curricular.

b. Medical or dental appointments, or serious illness or hospitalization of the student (must be accompanied by written documentation from a doctor who has treated the student for that illness within three days).

c. Serious illness or death of an immediate family member.

d. Requirements to satisfy the law. (must be accompanied by written documentation from the respective legal authority).

e. Emergency situations approved by school administration.

f. Those otherwise stated in law.

g. Pre-arranged absences requested by the parent and for which student work is made up in advance.

h. Illness.

Parent/guardians will be notified of their student’s absenteeism by a letter. Within five (5) days of the receipt of the letter notifying the parent/guardian that the maximum number of absences allowed has been exceeded, a parent/guardian should contact the principal or his/her designee and a meeting may be scheduled to consider retention. Retention for excessive absences is subject to the appeal process.

Loss of Enrollment K-12

If an attendance problem continues to persist, the student shall be declared a habitual truant. The building administrator shall interview the student and his/her family and prescribe corrective action, which may include recommended expulsion. All disciplinary measures will follow due process procedures. Any decision can be appealed to the Superintendent and/or the Board of Trustees.

In and Out of District students that miss more than twenty (20) days of school in a year may be brought before the Board of Trustees for review of administration recommendation and/or additional action. Out of District students missing an accumulation of more than twenty (20) days per year will be required to reapply for admission to the Colstrip Public Schools for the following school year. In district students who have missed an accumulation of more than twenty (20) school days per year must re-enroll.

If a student misses ten (10) consecutive days, with no notice given to the school district during the ten day period, the student will be dropped from enrollment at Colstrip Public Schools.

A letter will be sent to the parent/guardian that the student has been dropped from enrollment at Colstrip Public Schools.

In-district students must re-enroll. The Administration has the authority to assess the student to determine class/grade placement.

APPENDIX A: Discipline (24) of (38)
Decisions made in regard to loss of credit, grade placement and enrollment are subject to the appeal process.

TRUANCY
When a student is absent from school/class without parent or guardian knowledge or the school's permission is considered truant. At the high school, if a parent fails to notify the school of an acceptable reason for an absence within two (2) days of the student's return, the absence will be considered truancy and dealt with accordingly.

DISCIPLINARY ACTION

DISCIPLINARY MEASURES

Disciplinary measures include but are not limited to:

- Expulsion
- Suspension
- Detention, including Saturday school
- Clean-up duty
- Loss of student privileges
- Loss of bus privileges
- Notification to juvenile authorities and/or police
- Restitution for damages to school property

No District employee or person engaged by the District may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include reasonable force District personnel are permitted to use as needed to maintain safety for other students, school personnel, or other persons or for the purpose of self-defense.

The Board grants authority to a teacher or principal to hold a student to strict accountability for disorderly conduct in school, on the way to or from school, or during intermission or recess.

Disciplinary action may be taken against any student guilty of gross disobedience or misconduct, including but not limited to instances set forth below:

- Using, possessing, distributing, purchasing, or selling tobacco products.
- Using, possessing, distributing, purchasing, or selling alcoholic beverages.
  Students who may be under the influence of alcohol will not be permitted to

APPENDIX A: Discipline (25) of (38)
attend school functions and will be treated as though they had alcohol in their possession.

- Using, possessing, distributing, purchasing, or selling drug paraphernalia, illegal drugs, controlled substances, or any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such substances that contain chemicals which produce the same effect of illegal substances including but not limited to Spice and K2. Students who may be under the influence of such substances will not be permitted to attend school functions and will be treated as though they had drugs in their possession.

- Using, possessing, controlling, or transferring a weapon in violation of the “Possession of Weapons other than Firearms” section in policy 3311.

- Using, possessing, controlling, or transferring any object that reasonably could be considered or used as a weapon as referred to in policy 3311.

- Disobeying directives from staff members or school officials or disobeying rules and regulations governing student conduct.

- Using violence, force, noise, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging other students to engage in such conduct.

- Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person’s property.

- Engaging in any activity that constitutes an interference with school purposes or an educational function or any other disruptive activity.

- Unexcused absenteeism. Truancy statutes and Board policy will be utilized for chronic and habitual truants.

- Hazing or bullying.

- Forging any signature or making any false entry or attempting to authorize any document used or intended to be used in connection with the operation of a school.

These grounds stated above for disciplinary action apply whenever a student’s conduct is reasonably related to school or school activities, including but not limited to the circumstances set forth below:

- On, or within sight of, school grounds before, during, or after school hours or at any other time when school is being used by a school group.

- Off school grounds at a school-sponsored activity or event or any activity or event that bears a reasonable relationship to school.

- Travel to and from school or a school activity, function, or event.

- Anywhere conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member or an interference with school purposes or an educational function.

APPENDIX A: Discipline (26) of (38)
REMOVAL OF STUDENT DURING SCHOOL DAY

Schools must exercise a high order of responsibility for the care of students while in school. The removal of a student during the school day may be authorized in accordance with the following procedures:

1. Law enforcement officers, upon proper identification, may remove a student from school as provided in Policies 4410 and 4411.
2. Any other agencies must have a written administrative or court order directing the District to give custody to them. However, employees of the Department of Public Health and Human Services may take custody of a student under provisions of § 41-3-301, MCA, without a court order. Proper identification is required before the student shall be released.
3. A student shall be released to the custodial parent. When in doubt as to custodial rights, school enrollment records must be relied upon, as the parents (or guardians) have the burden of furnishing schools with accurate, up-to-date information.
4. The school should always check with the custodial parent before releasing the student to a non-custodial parent.
5. Prior written authorization from the custodial parent or guardian is required before releasing a student into someone else’s custody, unless an emergency situation justifies a waiver.
6. Police should be called if a visitor becomes disruptive or abusive.

SUSPENSION

The procedure set forth below will be followed when a proposed punishment of a student is to include denial of the right of school attendance from any single class or from a full schedule of classes for at least one (1) day.

Before any suspension is ordered, a building administrator will meet with a student to explain charges of misconduct, and the student will be given an opportunity to respond to the charges.

When a student’s presence poses a continuing danger to persons or property or poses an ongoing threat of disruption to the educational process, a pre-suspension conference will not be required, and an administrator may suspend a student immediately. In such cases, a building administrator will provide notice of and schedule a conference as soon as practicable following the suspension.

A building administrator will report any suspension immediately to a student’s parent or legal guardian. An administrator will provide a written report of suspension that states reasons for a suspension, including any school rule that was violated, and a notice to a parent or guardian of the right to a review of a suspension. An administrator will send a copy of the report and notice to the Superintendent.

APPENDIX A: Discipline (27) of (38)
The Superintendent will conduct a review of any suspension on request of a parent or legal guardian. A student and parent or legal guardian may meet with the Superintendent to discuss suspension. After the meeting and after concluding a review, the Superintendent will take such final action as appropriate.

Upon a finding by a school administrator that the immediate return to school by a student would be detrimental to the health, welfare, or safety of others or would be disruptive of the educational process, a student may be suspended for one (1) additional period not to exceed ten (10) school days, if the student is granted an informal hearing with the school administrator prior to the additional suspension, and if the decision to impose the additional suspension does not violate the Individuals with Disabilities Education Act (IDEA) or Rehabilitation Act.

**Procedures for Suspension and Expulsion of Students With Disabilities**

The District will comply with provisions of the Individuals with Disabilities Education Act (IDEA) when disciplining students. The Board will not expel any special education student when the student’s particular act of gross disobedience or misconduct is a manifestation of the student’s disability. The Board may expel pursuant to its expulsion procedures any special education student whose gross disobedience or misconduct is not a manifestation of the student’s disability. A disabled student will continue to receive education services as provided in the IDEA or Rehabilitation Act during a period of expulsion.

A building administrator may suspend a student with an IDEA-protected disability from his/her current IEP placement for 10 school days or less in a school year without the provision of educational services. Beginning on the 11th day of suspension/expulsion, the school is required to provide the necessary services to allow the student to progress toward their IEP goals and participate in the general curriculum although in another setting as long as those removals do not constitute a change of placement under 34 CFR 300.519(b), whether or not a student’s gross disobedience or misconduct is a manifestation of a student’s disabling condition. Any special education student who has exceeded or who will exceed ten (10) days of suspension may temporarily be excluded from school by court order or by order of a hearing officer, if the District demonstrates that maintaining the student in the student’s current placement is substantially likely to result in injury to the student or to others. After a child with a disability has been removed from his or her placement for more than ten (10) school days in the same school year, during any subsequent days of removal the public agency must provide services to the extent required under 34 CFR 300.121(d).

There are three special circumstances when an Administrator may suspend/expel a student without regard to the behavior being a manifestation of the disability:
1. If the student carries or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of the school district or the OPI;
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled
substance while at school, on school premises, or at a school function under the jurisdiction of
the school district or the OPI;
3. Has inflicted serious bodily injury upon another person while at school, on school premises,
or at a school function under the jurisdiction of the school district or the OPI.

Under these circumstances, the student may be removed to an interim educational setting for
not more than 45 school days without regard to whether the behavior is a manifestation of the
student’s disability(ies).

IN SCHOOL SUSPENSION (ISS)

In school suspension (ISS) is a student behavior management system that deals with
individuals who come in conflict with school policy. Under the provisions of this program,
involved students can be removed from main campus and assigned to ISS for a specified
period of time. While ISS does retain heavy implication of punitive action and strict authoritarian
control, the major objectives of this program carry positive benefiting tenants. An equally
important benefiting factor of the program is that assigned students will continue with their
regular schoolwork. And while assigned, the student will receive intensive assistance from the
ISS aide.

Basically, ISS operates in an environment of strict adherence to set rules where the student
must earn advancement through and eventually out of ISS back to regular classroom
attendance. This list of rules will be posted in the ISS room. Students are required to be at the
room on time, prepared to do the day’s work, adhere to the posted rules and fully cooperate with
any additional instructions that the ISS attendant may find necessary to set for the day.
As soon as it is determined that a student is to be assigned to ISS, a request for schoolwork
assignments must cover the number of days that a student is to be assigned. The assignment
should be the same or very similar to that which the rest of the class is doing and will include
work from every class in which the student is enrolled.

ISS Students with disabilities

An administrator may assign in-school suspension to any special education student found
violating schools rules and/or guilty of gross disobedience or misconduct. If the student is
provided with services that allows them to progress toward their IEP goals and participate in the
general curriculum, it does not count as a day of suspension. When a student is removed from
their regular setting and isolated from instruction, it is a day of suspension.
Student Management
Students will be prohibited from entering the main school campus while assigned to ISS. Students will be assigned a learning area and will not be permitted to leave the study area without permission of the ISS aide.

OUT OF SCHOOL SUSPENSION
Suspension of a student may be the result of a decision by a Building Principal/Assistant Principal and/or the Superintendent of Schools.

In cases of out-of-school suspension, written information of the details which resulted in the suspension of the student will be made available to the student and the parents/guardians.

The student must be provided with the opportunity to present his/her side of the problem. At this time the student may choose a parent, guardian, legal counsel, or other independent person, etc. who would be willing to act as confidant and advisor for the remainder of the procedure. Should the student's information indicate that there may be inaccuracies in the information presented to the administrator, the inaccuracies must first be checked out before further consideration of the suspension.

Information regarding the student and his/her unacceptable behavior shall be presented to the student in written form prior to an out-of-school suspension. The student must be informed as to what rule was broken, along with the basis of the accusation.

In emergency situations wherein out-of-school suspension is ordered, a student may be immediately removed from school without prior use of the due process procedures if the student's presence in school poses a continuing danger to persons or property, or an ongoing threat or disruption of the academic process. The student must be provided with a prompt post-suspension hearing.

In the event an out-of-school suspension results, the student has the right to appeal in accordance with the OSS Appeal Process (below) should he/she desire to do so and may be represented at that proceeding by legal counsel or a parent/confidant of his/her choice.

Students may not be on school property for any reason during the suspension period. Students who enter school property while on out-of-school suspension are guilty of trespassing and can be removed from the school property and/or dealt with under the "Trespass" and "Insubordination" sections of this policy. Students may not attend activities, which include but are not limited to dances, sporting events and graduation/promotion exercises that are being held on school property, in accordance with MCA 20-5-201 (3).

APPENDIX A: Discipline (30) of (38)
During this suspension period, the student and his/her parents are responsible to see that all assigned work is completed. Upon return the student's work must be turned in or he/she will receive zeros for the work missed. If the suspension exceeds five (5) days, work should be turned in weekly (five school days) or the student will receive zeros.

OSS Appeal Process

The following process is designed to protect the personal rights of students of Colstrip Schools who find themselves in disciplinary situations. If a student believes that a right has been abridged such as the right to be heard, to provide information/evidence in his/her own defense, to be treated impartially or to be ensured that all pertinent information has been considered before a suspension decision has been made, then the following process should be immediately initiated. Persons served by this appeal should be aware that irresponsible or unwarranted initiation of the process can seriously hamper the protection it is designed to provide.

1. The following levels of appeal are available:
   a. Building Principal
   b. District Superintendent
   c. Board of Trustees

2. Only appeals, submitted in writing, may be accepted for consideration.

3. The following guidelines for appeal will apply:
   a. Any alleged infringement of a right must be appealed within 24 hours and in no case should appeal be delayed past the fifth (5th) school day following the incident generating the appeal.
   b. When an appeal is submitted, the building principal will call a hearing on the matter within five (5) school days. The student or students involved will be present at the hearing and may be represented by counsel of their choice. The parent or guardian of any student involved in a hearing will be encouraged to attend. A written decision will be rendered by the building principal within five (5) school days following the hearing.

**During the appeal process the student(s) involved will be placed in ISS.

EXPULSION

Expulsion of a student requires action by the Board of Trustees. A student may also be suspended until the time of this expulsion hearing if conditions warrant.

In a case resulting in a recommendation of expulsion, written information regarding the student and his/her unacceptable behavior will be made available to the student and the parents prior to the expulsion hearing and to the Board of Trustees at the hearing held during a scheduled /specially called meeting. (Principals will refer to Special Education Policy regulations.)

APPENDIX A: Discipline (31) of (38)
The student must be provided with the opportunity to present his/her side of the problem to the Trustees. At this time the student must be accompanied and/or represented by a parent, guardian, legal counsel, or other independent person of his/her choice that would be willing to act as confidant and advisor for the remainder of the procedure unless that student is 18 years of age and thus has reached the age of majority. Should the hearing’s discovery of information indicate that there may be inaccuracies in the information presented to the Trustees, the inaccuracies must first be checked out before further consideration of the expulsion.

As a result of the hearing before the Board of Trustees a decision will be made as to:

a. whether the student will be expelled from Colstrip Schools;

b. for what length of time that expulsion will be in force and;

b. what procedures and/or prerequisites will be required for reinstatement into a school in the district if such is to be allowed.

During this expulsion period the student is withdrawn from enrollment in Colstrip Public Schools. He/She and his/her parents are still responsible for meeting all requirements of the compulsory attendance statutes. Students will be afforded any assistance possible to facilitate enrollment elsewhere including collecting of transfer grades, transfer of records, etc.

EXPULSION APPEAL PROCESS

If a student disagrees with the review and decision of the Board of Trustees, an appeal or appropriate proceeding may be filed with the County Superintendent of Schools. No part of the foregoing procedures are to be construed as limiting the right of an individual to seek satisfaction in a Court of Competent Jurisdiction.

**During the appeal process the student(s) involved will spend the time in ISS.

CONDUCT & CONSEQUENCES CHART

LEVEL ONE

Levels of Conduct
Acts that are minor, but interfere with normal classroom operation, school operation, and/or bus operation. Level one violation remains part of the student’s discipline record depending on school rules.

APPENDIX A: Discipline (32) of (38)
Misconduct and Consequences:
The lists below are intended to provide examples of misconduct and consequences appropriate to this level. Teachers and principals may determine that misbehaviors not listed also qualify for this level. Teachers and principals may impose more than one consequence from the list and/or impose comparable consequences not listed here. Some misconduct requires a minimum consequence. The minimum consequences are described

NOTE: The Consequence List is intended to be considered as a whole for any of the Misconduct Examples except for cases in which a Minimum Consequence is designated. See the Minimum Consequence Chart for identified descriptions.

<table>
<thead>
<tr>
<th>MINIMUM CONSEQUENCE</th>
<th>MISCONDUCT EXAMPLES</th>
<th>CONSEQUENCE LIST</th>
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<tbody>
<tr>
<td></td>
<td>Classroom disturbance</td>
<td>Consequences indicated in the approved Classroom Rules</td>
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<td>*</td>
<td>Defiance/Insubordination</td>
<td>Conference with Teacher and/or verbal reprimand</td>
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<td>Dishonesty</td>
<td>Withdrawal of privileges</td>
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<td>Tardiness</td>
<td>Behavioral Contract</td>
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<td>Playground or lunchroom misconduct</td>
<td>Logging of unacceptable behavior</td>
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<td></td>
<td>Bus misconduct such as being out of seat,</td>
<td>Conference with parents (phone or in person)</td>
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<td>yelling, teasing, profanity, or littering</td>
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<td></td>
<td>Profanity</td>
<td>Detention</td>
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<td>Failure to carry out directions (including</td>
<td>Counseling</td>
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<td>homework)</td>
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<td>*</td>
<td>Inappropriate Display of Affection</td>
<td>Conference with Administration-1st offense</td>
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APPENDIX A: Discipline (33) of (38)
__LEVEL TWO__

Frequent or serious acts that disrupt the learning climate of the classroom, school, and/or the bus. Level two and one violations may remain part of a student’s record for school year.

Misconduct and Consequences:

The lists below are intended to provide examples of misconduct and consequences appropriate to this level. Teachers and principals may determine that misbehaviors not listed also qualify for this level. Teachers and principals may impose more than one consequence from the list and/or impose comparable consequences not listed here. Some misconduct requires a minimum consequence. The minimum consequences are described

NOTE: The Consequence List is intended to be considered as a whole for any of the Misconduct Examples except for cases in which a Minimum Consequence is designated. See the Minimum Consequence Chart for identified descriptions.

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APPENDIX A: Discipline (34) of (38)
**Disrespect or insubordination (refusal to follow directions)**

Detention

**Failure to fulfill an assigned consequence**

Counseling

**Bullying, harassment and/or verbal abuse**

Temporary removal from class

**Cell Phone/electronic use violation**

In-School-Suspension not to exceed 10 school days

**Internet use violation**

Out-of-School Suspension not to exceed 10 school days

**Continuous bus, lunchroom or playground misconduct**


**LEVEL THREE**

Acts directed against persons or property that may endanger the health and safety of others in the school and which may be in violation of the law. Level Three violations remain part of the student’s records while at a particular school.

Misconduct and Consequences

The lists below are intended to provide examples of misconduct and consequences appropriate to this level. Teachers and principals may determine that misbehaviors not listed also qualify for this level. Teachers and principals may impose more than one consequence from the list and/or impose comparable consequences not listed here. Some misconduct requires a minimum consequence. The minimum consequences are described.

**NOTE:** The Consequence List is intended to be considered as a whole for any of the Misconduct Examples except for cases in which a Minimum Consequence is designated. See the Minimum Consequence Chart for identified descriptions.

| LEVEL THREE |
|---|---|---|
| MINIMUM CONSEQUENCE | MISCONDUCT EXAMPLES | CONSEQUENCE LIST |
| *** | Possession, use, or under the influence of alcohol | Financial restitution in cases where damage or loss was incurred |

APPENDIX A: Discipline (35) of (38)
<table>
<thead>
<tr>
<th>**</th>
<th>Misconduct</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>**</td>
<td>Possession, use of tobacco</td>
<td>Temporary removal from class.</td>
</tr>
<tr>
<td>****</td>
<td>Fighting</td>
<td>Detention</td>
</tr>
<tr>
<td>****</td>
<td>Hampering efforts/Presence at a Fight</td>
<td>Suspension of bus privileges</td>
</tr>
<tr>
<td>*</td>
<td>Use of written/oral racial expression</td>
<td>Notify law enforcement if necessary</td>
</tr>
<tr>
<td>*</td>
<td>Possession or use of matches/lighters</td>
<td>Contact parents</td>
</tr>
<tr>
<td>***</td>
<td>Theft (greater than $100)</td>
<td>In-School-Suspension not to exceed 10 school days</td>
</tr>
<tr>
<td></td>
<td>Trespassing</td>
<td>Drug/Alcohol Counseling (4 hour minimum).</td>
</tr>
<tr>
<td></td>
<td>Extortion</td>
<td>Out-of-School Suspension not to exceed 10 school days</td>
</tr>
<tr>
<td>****</td>
<td>Possession or use of controlled substances, drugs, and/or drug paraphernalia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Verbal or written threats</td>
<td></td>
</tr>
<tr>
<td>PS</td>
<td>Sexual harassment</td>
<td></td>
</tr>
</tbody>
</table>

** LEVEL FOUR **

Behaviors so serious as to require action that will result in at least the temporary removal of the student from the school. Level four violations remain part of the student’s active discipline record.

Misconduct and Consequences:

The lists below are intended to provide examples of misconduct and consequences appropriate to this level. Teachers and principals may determine that misbehaviors not listed also qualify for this level. Teachers and principals may impose more than one consequence from the list and/or impose comparable consequences not listed here. Some misconduct requires a minimum consequence. The minimum consequences are described
NOTE: The Consequence List is intended to be considered as a whole for any of the Misconduct Examples except for cases in which a Minimum Consequence is designated. See the Minimum Consequence Chart for identified descriptions.

### LEVEL FOUR

<table>
<thead>
<tr>
<th>MINIMUM CONSEQUENCE</th>
<th>MISCONDUCT EXAMPLES</th>
<th>CONSEQUENCE LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued Level Three Acts of Misconduct</td>
<td>Out-of-School Suspension not to exceed 10 school days</td>
<td></td>
</tr>
<tr>
<td>PS</td>
<td>Possession or use of weapons</td>
<td>Suspension of bus privileges</td>
</tr>
<tr>
<td>Setting fires or igniting fireworks</td>
<td>Recommendation of expulsion from school</td>
<td></td>
</tr>
<tr>
<td>Taking property of others with force or violence</td>
<td>Referral to police or other legal authority</td>
<td></td>
</tr>
<tr>
<td>Furnishing or selling controlled substances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS</td>
<td>Bomb threats</td>
<td></td>
</tr>
<tr>
<td>Attempting to set false alarms/911 calls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possession and/or sale of stolen property</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other acts of misconduct which are seriously disruptive and/or create a safety hazard to students, staff and/or school property</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### MINIMUM CONSEQUENCES

Misconduct

Minimum consequences are described to set a standard of expected behavior with a specific consequence that will be maintained. The described consequences below will be communicated with the parent by the administration immediately upon the confirmation of the misconduct.

### APPENDIX A: Discipline (37) of (38)
<table>
<thead>
<tr>
<th></th>
<th>First offense: Student will receive a warning that is recorded by the office. Second offense will result in a minimum of one (1) day in-school-suspension.</th>
</tr>
</thead>
<tbody>
<tr>
<td>**</td>
<td>Student will serve a minimum of one (1) day of in-school-suspension.</td>
</tr>
<tr>
<td>***</td>
<td>Student will serve a minimum of one (1) day Out of School Suspension. Upon a complete investigation additional Level Three consequences will be implemented</td>
</tr>
<tr>
<td>****</td>
<td>Student will serve a minimum of one (1) day Out of School Suspension. Upon a complete investigation additional Level Three consequences will be implemented.</td>
</tr>
<tr>
<td>*****</td>
<td>Student will be placed in Out of School Suspension until the investigation is complete. Additional discipline may be imposed based on the severity of the involvement or injury, which may include recommendation for expulsion.</td>
</tr>
<tr>
<td>PS</td>
<td>Policy Specific: student may be recommended for expulsion or action specific to policy.</td>
</tr>
</tbody>
</table>

**DISCIPLINE OF SPECIAL EDUCATION STUDENTS**

Special education students who violate disciplinary rules and regulations will be disciplined in accordance with the District’s regular students’ disciplinary policies and procedures, unless the behavior is determined to be attributable to the student’s handicapping condition(s). Parents of special education students should refer to the “Procedural Safeguards in Special Education Under IDEA” from the Montana Office of Public Instruction.
APPENDIX B

TECHNOLOGY

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INTERNET ACCESS CONDUCT AGREEMENT FORM
CPS Board Policy 3612F
The Colstrip Public Schools will strive to provide each enrolled student the opportunity to achieve the maximum of his or her potential within the limits of the elementary and secondary curriculum, so that each person may realize his/her personal worth and dignity to self and to society. The implementation of technology as a tool enhances student opportunities to maximize their potential.

Strategic Planning & Technology

Colstrip Public Schools’ Board and Staff Leadership Team embrace the method of strategic planning as a continual and ongoing process to set the direction of the District for years to come. This is not a "strategic planning project" that is completed. Adoption of a strategic plan is an affirmation of the general intent and direction articulated by the Core Ideology, Envisioned Future and Goals and Strategic Objectives. It is understood that progress toward achieving strategic objectives will be assessed, and the plan will be updated based on achievement and changes in the needs of the children served by the Colstrip School District. The CPS Strategic Plan is available in its entirety on the District Website located at: http://colstrippublicschools.org/; however, Goal Area 5 specifically outlines future applications to technology.

CPS Goal Area 5: Technology

Statement of Intended Outcome, Five Years: Colstrip Public Schools has incorporated technology into all aspects of its educational offerings in such a manner as to prepare our students for a global environment. We have done this in a systematic manner to ensure that our staff are comfortably utilizing technology through professional development opportunities and that our students are benefiting from the use of technology and other advancements, while at the same time educating students and staff about the ethical and accountability issues associated with the use of technology.

One to Two Year Strategic Objectives:

1. We will enhance opportunities for staff to become proficient in technology equipment and applications that enhance student learning.
2. We will provide enhanced opportunities to make technology equipment and applications that directly relate to our students and/or enhanced learning opportunities available to students, parents and community members.
3. We will increase opportunities for students to utilize contemporary technology devices and application to enhance student learning.

Access to Electronic Information

CPS Board Policy 3612

The District makes Internet access and interconnected computer systems available to District students and faculty. The District provides electronic networks, including access to the Internet,
as part its instructional program and to promote educational excellence by facilitating resource sharing, innovation, and communication.

The District expects all students to take responsibility for appropriate and lawful use of this access, including good behavior on-line. The District may withdraw student access to its network and to the Internet when any misuse occurs. District teachers and other staff will make reasonable efforts to supervise use of network and Internet access; however, student cooperation is vital in exercising and promoting responsible use of this access.

Curriculum
Use of District electronic networks will be consistent with the curriculum adopted by the District, as well as with varied instructional needs, learning styles, abilities, and developmental levels of students, and will comply with selection criteria for instructional materials and library materials. Staff members may use the Internet throughout the curriculum, consistent with the District’s educational goals.

Acceptable Uses
Educational Purposes Only. All use of the District’s electronic network must be: (1) in support of education and/or research, and in furtherance of the District’s stated educational goals; or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any materials that are stored, transmitted, or received via the District’s electronic network or District computers. The District reserves the right to monitor, inspect, copy, review, and store, at any time and without prior notice, any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage.

Unacceptable Uses of Network
The following are considered unacceptable uses and constitute a violation of this policy:
- Uses that violate the law or encourage others to violate the law, including but not limited to transmitting offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by the District’s student discipline policy; viewing, transmitting, or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.
- Uses that cause harm to others or damage to their property, including but not limited to engaging in defamation (harming another’s reputation by lies); employing another’s password or some other user identifier that misleads message recipients into believing that someone other than you is communicating, or otherwise using his/her access to the network or the Internet; uploading a worm, virus, other harmful form of programming or
vandalism; participating in “hacking” activities or any form of unauthorized access to other computers, networks, or other information.

- Uses that jeopardize the security of student access and of the computer network or other networks on the Internet.
- Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. Students and others should not give information to others, including credit card numbers and social security numbers.
- Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children’s Internet Protection Act and as determined by the Superintendent or designee. The school will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or other material that is inappropriate for minors. The Superintendent or designee shall enforce the use of such filtering devices.
- The term “harmful to minors” is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]), as meaning any picture, image, graphic image file, or other visual depiction that:
  - taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
  - depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
  - taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- Filtering should only be viewed as one of a number of techniques used to manage student’s access to the Internet and encourage acceptable usage. It should not be viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors.
- Filtering should be used in conjunction with:
  - Educating students to be “Net-smart”;
  - Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
  - Using “Acceptable Use Agreements”;
  - Using behavior management practices for which Internet access privileges can be earned or lost; and
  - Appropriate supervision, in person and/or electronically.

- The system administrator and/or building principal shall monitor student Internet access.

Confidentiality of Student Information

Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential
information about themselves or others on the Internet, particularly credit card numbers and social security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.

Internet Access Conduct Agreements

Each student and his/her parent(s)/legal guardian(s) may be required to sign and return to the school at the beginning of each school year the Technology Resources User Agreement prior to having access to the District’s computer system and/or Internet Service.

Warranties/Indemnification

The District makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its networks and the Internet provided under this policy. The District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. The District will not be responsible for any unauthorized charges or fees resulting from access to the Internet, and any user is fully responsible to the District and shall indemnify and hold the District, its trustees, administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from such user’s access to its computer network and the Internet, including, but not limited to, any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user’s parent(s)/legal guardian(s) agrees to cooperate with the District in the event of the school’s initiating an investigation of a user’s use of his/her access to its computer network and the Internet.

If any user violates this policy, the student’s access may be denied, if not already provided, or withdrawn and he/she may be subject to additional disciplinary action. The system administrator and/or the building administrator will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with his/her/their decision being final.

Acceptable Use of Networks

CPS Board Policy 3612P

All use of electronic networks shall be consistent with the District’s goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or proscribed behaviors by users. However,
some specific examples are provided. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Terms and Conditions

Acceptable Use
Access to the electronic information, services and networks must be: (a) for the purpose of education or research and consistent with the educational objectives of the District; or (b) for legitimate business use.

Privileges
The use of the electronic information, services and networks is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. The system administrator (and/or building principal) will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. That decision is final.

Unacceptable Use
The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

- Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any federal or state law;
- Unauthorized downloading of software, regardless of whether it is copyrighted or de virused;
- Downloading copyrighted material for other than personal use;
- Using the network for private financial or commercial gain;
- Wastefully using resources, such as file space;
- Hacking or gaining unauthorized access to files, resources, or entities;
- Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information of a personal nature about anyone;
- Using another user’s account or password;
- Posting material authored or created by another, without his/her consent;
- Posting anonymous messages;
- Using the network for commercial or private advertising;
- Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
- Using the network while access privileges are suspended or revoked.
Network Etiquette

- The user is expected to abide by the generally accepted rules of network etiquette. These include but are not limited to the following:
  - Be polite. Do not become abusive in messages to others.
  - b. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
  - Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
  - Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
  - Do not use the network in any way that would disrupt its use by other users.
  - Consider all communications and information accessible via the network to be private property.

No Warranties

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or the user’s errors or omissions. Use of any information obtained via the Internet is at the user’s own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification

The user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District, relating to or arising out of any violation of these procedures.

Security

Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual’s account without written permission from that individual. Attempts to log on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

Vandalism

Vandalism will result in cancellation of privileges, and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes but is not limited to uploading or creation of computer viruses.
Telephone Charges

The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/ or equipment or line costs.

Copyright Web Publishing Rules

Copyright law and District policy prohibit the republishing of text or graphics found on the Web or on District Websites or file servers, without explicit written permission.

- For each republication (on a Website or file server) of a graphic or text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
- Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of “public domain” documents must be provided.
- The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Website displaying the material may not be considered a source of permission.
- The “fair use” rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- Student work may only be published if there is written permission from both the parent/guardian and the student.

Use of Electronic Mail

- The District’s electronic mail system and its constituent software, hardware, and data files are owned and controlled by the District. The District provides e-mail to aid students and staff members in fulfilling their duties and responsibilities and as an education tool.
- The District reserves the right to access and disclose the contents of any account on its system without prior notice or permission from the account’s user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.
- Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
- Electronic messages transmitted via the District’s Internet gateway carry with them an identification of the user’s Internet “domain.” This domain name is a registered domain name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of this District. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
- Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file
attached to any Internet-based message is prohibited, unless the user is certain of that message’s authenticity and the nature of the file so transmitted.

- Use of the District’s electronic mail system constitutes consent to these regulations.

Internet Safety

- Internet access is limited to only those “acceptable uses,” as detailed in these procedures. Internet safety is almost assured if users will not engage in “unacceptable uses,” as detailed in these procedures, and will otherwise follow these procedures.
- Staff members shall supervise students while students are using District Internet access, to ensure that the students abide by the Terms and Conditions for Internet access, as contained in these procedures.
- Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene; (2) pornographic; or (3) harmful or inappropriate for students, as defined by the Children’s Internet Protection Act and determined by the Superintendent or designee.
- The district shall provide age-appropriate instruction to students regarding appropriate online behavior. Such instruction shall include, but not be limited to: positive interactions with others online, including on social networking sites and in chat rooms; proper online social etiquette; protection from online predators and personal safety; and how to recognize and respond to cyberbullying and other threats.
- The system administrator and building principals shall monitor student Internet access.

Bring Your Own Device (BYOD)

CPS Board Policy 3620

Purpose

Many students’ lives today are filled with media that gives them mobile access to information and resources around the clock. Outside school, students are free to pursue their interest in their own way and at their own pace. The opportunities are limitless, borderless, and instantaneous. In an effort to put students at the center and empower them to take control of their own learning Colstrip Public Schools will allow students to use personal technology devices. Students wishing to participate must follow the responsibilities stated in the Acceptable Use Policy #3612 as well as the following guidelines.

Device Types

For the purpose of this program, the word "device" means all existing and emerging technology devices that can take photographs; record audio or video; input text; upload and download media; and transmit or receive messages or images. No gaming devices are
allowed (to include but not limited to: Nintendo DS, PlayStation Portable PSP, etc.) Device type will be determined by the school administration.

Guidelines

1. Any student who wishes to use a personally owned electronic device within Colstrip Public Schools must read and sign both 3620F and 3612F forms. Parents are required to read and sign these same forms and submit to the appropriate school office.

2. The student takes full responsibility for his or her device and keeps it with him or herself at all times. The school is not responsible for the security of the student's device.

3. The student is responsible for the proper care of his or her personal device, including any costs of repair, replacement or any modifications needed to use the device at school.

4. The school administration reserves the right to inspect a student's personal device while it is in use at school during school hours.

5. Violations of any Board policies, administrative procedures or school rules involving a student's personally owned device may result in the loss of use of the device in school and/or disciplinary action.

6. The student must comply with a teacher’s request to shutdown the device or close the device.

7. Personal devices shall be charged prior to bringing it to school and shall be capable of running off its own battery while at school.

8. The student may not use the devices to record, transmit or post photos or video of a person or persons on campus. Nor can any images or video recorded at school be transmitted or posted at any time without the express permission of a teacher.

9. During school hours, the student shall only use their device to access classroom related activities.

10. The student will use only the school's CPS Wi-Fi network access and no other wireless connections are allowed (for example 3G or 4G).

BYOD Frequently Asked Questions

CPS Board Policy 3620P

Parents

What if my child’s device is stolen or damaged? What recourse can I take?
Students bring electronic communication devices to school at their own risk, just like any other personal items. The school will not be held responsible if an electronic device or other item is lost, stolen or misplaced. Some devices have a device locator; it is recommended that you enable this feature if possible.

Is it required that my child use the School wireless? Can they use their own 3G or 4G service?
Students with a personally owned device need to use the Colstrip Public School (CPS) wireless network.
My child is bringing a device to school for instructional purposes. Will they have access to things they will normally do with district equipment?
Your child will have access to any of the web-based software the school currently uses (databases, library search tools, etc.). Software may run differently on different devices for varying reasons.
As a parent am I required to add additional software (virus protection, filet, tracking device, etc.) to my child’s device?
Virus protection of PC’s is required. Device location software is not required but is always a good idea.
How will my sons/daughters device be used in the classroom?
Schools must challenge students with rigorous, personalized academic learning experiences that foster innovation and creativity. Students will engage in a cohesively integrated curriculum, access information, and apply it to solve authentic problems in a collaborative manner.

Students
I don’t have my own electronic communication device to bring to school. Will I be penalized or miss out on instruction?
No, it is not mandatory for a student to bring a device, even if they do own one. Use of personal electronic devices will be optional. Keep in mind that learning can be enhanced greatly for the entire class even if only a handful of students have a device!
I have my device with me in class. How do I get on the Internet now?
Most devices will detect a wireless connection when you are near one. Most of the time devices will ask you if you would like to join the network when prompted. Choose CPS from the list.
My device is not prompting me to choose a wireless network. Is there another way to connect?
In the settings menu on your device, there is usually an icon for a network. Go to this icon and choose guest from the list or prompt your computer to look for wireless network in range.
I cannot get my device to connect to the network. Can I get help from someone?
It is not the responsibility of your teacher or other staff to troubleshoot individual devices. Teachers utilizing a device for instructional purposes will make every attempt to assist students to connect and use their own devices. Students are expected to have a basic level of understanding and use of their own device before bringing it to school. Colstrip Public Schools cannot guarantee that all device types will be compatible with the tasks students are asked to perform or that they will be compatible with our network.
My device was stolen when I brought it to school. Who should I contact about this?
Colstrip Public Schools are not responsible for the theft of a device, nor are they responsible for any damage done to the device while at school. Any time a theft occurs, you should contact the school administrator to make him/her aware of the offense. Bringing your own device to school can be useful; however, some risks are involved as well. It is always a good idea to record the device’s serial number to have in case of theft.
Why am I filtered on my own computer? Shouldn’t I be able to see what I want on my own device?
Internet filtering is a requirement of all public schools. The Children Internet Protection Act (CIPA) requires all network access to be filtered regardless of the device you use to access it while in a public school. You own your own device, but the network you are using belongs to the school and Internet access will be filtered.
Am I still held accountable for the Acceptable Use Policy (AUP) I signed at the beginning of the school year even though this is my personal device?
Yes, students using a personally owned device must have both the Acceptable Use Policy (3612F) and the Bring Your Own Device (BYOD) policy (3620F) agreement signed by both the student and the parent/guardian.

**Cell Phones and Other Electronic Equipment**

**CPS Board Policy 3630**

Student possession and use of cellular phones, pagers, and other electronic signaling devices on school grounds, at school-sponsored activities, and while under the supervision and control of District employees is a privilege which will be permitted only under the circumstances described herein. At no time will any student operate a cell phone or other electronic device with video capabilities in a locker room, bathroom, or other location where such operation may violate the privacy right of another person.

Students may use cellular phones, pagers, and other electronic signaling devices on campus before school begins and after school ends, or as described in the student handbook. Students in grades 9-12 may also use such devices during the lunch period. These devices must be kept out of sight and turned off during the instructional day. Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore, unauthorized use is grounds for confiscation of the device by school officials, including classroom teachers. Confiscated devices will be returned to the parent or guardian. Repeated unauthorized use of such devices will result in disciplinary action.

Students who choose to register their privately owned device as required by Board Policy 3620, “Bring Your Own Device”, will be allowed to utilize their registered device as long as they follow guidelines as outlined in that policy as well as follow all requirements of Board Policy 3612, “Technology Acceptable use Policy”.

**Fines Fees and Charges**
CPS Board Policy 3520

Within the concept of free public education, the District will provide an educational program for students as free of costs as possible.

The Board may charge a student a reasonable fee for any course or activity not reasonably related to a recognized academic and educational goal of the District or for any course or activity taking place outside normal school functions. The Board may waive fees in cases of financial hardship.

The Board delegates authority to the Superintendent to establish appropriate fees and procedures governing collection of fees and asks the Superintendent to make annual reports to the Board regarding fee schedules. The Board also may require fees for actual cost of breakage and for excessive supplies used in commercial, industrial arts, music, domestic science, science, or agriculture courses.

The District holds a student responsible for the cost of replacing materials or property that are lost or damaged because of negligence. A building administrator will notify a student and parent regarding the nature of violation or damage, how restitution may be made, and how an appeal may be instituted. The District may withhold a student’s grades or diploma until restitution is made. The District may not refuse to transfer files to another district because a student owes fines or fees.

A school district may withhold the grades, diploma, or transcripts of a current or former pupil who is responsible for the cost of school materials or the loss or damage of school property until the pupil or the pupil's parent or guardian satisfies the obligation.

A school district that decides to withhold a pupil's grades, diploma, or transcripts from the pupil and the pupil's parent or guardian pursuant to the above paragraph shall:

- upon receiving notice that the pupil has transferred to another school district in the state, notify the pupil's parent or guardian in writing that the school district to which the pupil has transferred will be requested to withhold the pupil's grades, diploma, or transcripts until any obligation has been satisfied;
- forward appropriate grades or transcripts to the school to which the pupil has transferred;
- at the same time, notify the school district of any financial obligation of the pupil and request the withholding of the pupil's grades, diploma, or transcripts until any obligations are met;
- when the pupil or the pupil's parent or guardian satisfies the obligation, inform the school district to which the pupil has transferred;

A student or parent may appeal the imposition of a charge for damages to the Superintendent and to the Board.
For loss or damages, the student will be assessed not more than:

a. First (1st) year – full price if new when issued
b. Second (2nd) year – eighty percent (80%) of full price
c. Third (3rd) year – sixty percent (60%) of full price
d. Fourth (4th) year – forty percent (40%) of full price
e. Fifth (5th) year – twenty percent (20%) of full price
f. All subsequent years – ten percent (10%) of full price

Chromebooks

One To One

Colstrip Public Schools utilize a one-to-one chromebook concept to deliver the tools needed to maximize student learning. The term one-to-one is applies to programs that provide all students in a school, district, or state with their own laptop, netbook, tablet computer, chromebook or other mobile-computing device. At Colstrip Public Schools, one-to-one refers to one chromebook for every student.

Given that computers, technology, and the internet are rapidly redefining nearly every area of modern life—from education to communications to careers—one-to-one programs are motivated by the following rationales:

- Today’s students need consistent, at-the-ready access to computing devices throughout the day and, ideally, at home.
- Teachers can only take full advantage of new learning technologies and online educational resources when all students are equipped with a computing device.
- Teaching technological literacy and computing skills needs to be a priority in today’s schools.
- Equipping all students with computing devices and incorporating technology into every course is the surest way to take full advantage of new learning technologies and produce students who are technologically skilled and literate.

One-to-one computing environments are seen by many educators and reformers as the next logical step for schools. In schools without a one-to-one computing program, teachers may need to schedule computing time in advance, and—depending on a school’s computing options and computer supply—scheduling conflicts can arise. Teachers may also need to postpone or modify certain lessons, and valuable instructional time can be eroded because students may need to be moved to a computer lab, it may take extra time to get shared computers configured properly, or the computers may not have the required software, for example.
In addition to avoiding many logistical issues associated with more limited or restrictive computing options, one-to-one programs give teachers greater flexibility in how they can use computers as instructional resources. For example, one-to-one programs:

- Allow all students to work online simultaneously in a class or to work collaboratively on a project that is hosted in the cloud.
- Allow teachers to use interactive, technology-assisted teaching strategies that require students to have a computing device. For example, teachers can pose questions to a class, and all students can respond using an online survey system. Instead of asking a question and picking one student to give an answer, teachers can get answers from all students in real time to see who has understood the material, who hasn’t, and who made need extra help.
- Make it easier for students to save work on their own account.
- Allow teachers to use “course-management software” to organize a class or assign long-term projects or homework that require students to use a computer.
- Make it easier to find cheaper or more up-to-date learning materials for students (for example, textbooks can be expensive and can quickly become outdated) and to diversify the types of learning tools, materials, and readings teachers make available to students, such as interactive e-textbooks, digital simulations, self-paced online tests, video-editing applications, or multimedia software, for example.
- Make it easier—or possible—to use new or more innovative teaching strategies such as blended learning and “flipped classrooms” or to incorporate online courses into the learning options schools make available to students.

(Source: http://edglossary.org/one-to-one/)

At Colstrip Public Schools the distribution and use of chromebooks is different at each building and developmental level from dependent monitoring to independent use.

**Pine Butte Elementary**

At the elementary level, students are provided chromebooks for specific tasks and learning. Chromebooks are not sent home. The chromebooks are managed by the classroom teacher; therefore, there is no need for students to check out a chromebook. Students will be assigned the same chromebook by their classroom teacher just as they are a desk or textbook. Parents and students at the elementary level are still required to complete CPS Policy 3612F *Internet Access Conduct Agreement* prior to on-line access and use. Many of the processes, procedures, administrative policies and guidelines listed in the Chromebook section of this Appendix will not apply to K-5 students; however, whenever levels of independent use are implemented, it is the expectation of the district that these processes, procedures, administrative policies and guidelines be followed by all students of Colstrip Public Schools.
Frank Brattin Middle School

During the transition years from middle school to high school, the one-to-one step in issuing chromebooks will take on many forms. It is the intent of Colstrip Public Schools to develop students, their understanding and responsibility for the independent use and access of a chromebook. To this end, chromebooks will be checked out to all students at school, but may not be permitted to travel home; the administration and staff will make this decision at the appropriate developmental level and time. Students and parents must complete the identified forms outlined in this appendix in order to gain access and permission for chromebook check out. Whenever levels of independent use are implemented, it is the expectation of the district that these processes, procedures, administrative policies and guidelines be followed by all students of Colstrip Public Schools.

Colstrip High School

All processes, procedures, administrative policies and guidelines are detailed for maximized independence and use of a chromebook for the applications of teaching and learning at Colstrip High School; therefore, all apply without restriction to 9-12 grade students.

Receiving Your Chromebook

Distribution of Chromebooks

All 6-12 grade students will be assigned a Chromebook that will be personally assigned to them for the entire time you attend Colstrip Public Schools, so it is very important for you to take care of it. The Chromebook will have your name and Graduation year on the Chromebook for easy identification.

All K-5 students will have access to a chromebook checked out to the classroom teacher. All students will have one-to-one access.

Important: Students and a parent/guardian must sign the Internet Access Conduct Agreement prior to picking up or using a Chromebook. Forms are available at your school’s office as well as a codicil to this appendix (see Forms at the end of this document).

In addition, before authorization for network access can be granted, all users must successfully complete the Colstrip Public Schools #19 Internet Safety and Digital Citizenship curriculum basics. The curriculum basics will be provided during the first several days of school. Alternative trainings will be arranged by the building administration and provided by the district technology staff.

a. Cyberbullying
b. Privacy and Information Sharing
c. Social Networking Safety
d. Online Predator Safety

Transfer/New Student Distribution

All 6-12 grade transfers, new students or students that miss the early distribution can pick up their Chromebook in the Main Office at the Middle School or the Technology Support Center at the High School.

Important: Students and a parent/guardian must sign the Internet Access Conduct Agreement prior to picking up or using a Chromebook. Forms are available at your school’s office as well as a codicil to this appendix (see Forms at the end of this document).

In addition, before authorization for network access can be granted, all users must successfully complete the Colstrip Public Schools #19 Internet Safety and Digital Citizenship curriculum basics. Alternative trainings will be arranged by the building administration and provided by the district technology staff.

e. Cyberbullying
f. Privacy and Information Sharing
g. Social Networking Safety
h. Online Predator Safety

Returning Your Chromebook

End of Year

Prior to the end of the year you will return your Chromebook to the Main office at the Middle School or the Technology Support Center at the High School. Seniors are required to return their Chromebook as part of senior checkout. Failure to turn in a Chromebook will result in the parent/guardian being charged for the chromebook. See Fines, Fees and Charges section in this appendix or Board Policy 3520. There will also be a charge for any missing peripheral equipment such as the case, mouse, or power supply.

Transferring/Withdrawing Graduating Students

Students transferring out of or withdrawing from Colstrip Public Schools must turn in their Chromebooks, cases, power supplies, and any other equipment issued with the Chromebook to the Main Office at the Middle School or the Technology Support Center at the High School on their last day of attendance. Failure to turn in the Chromebook will result in the student being charged being charged for the chromebook. See Fines, Fees and Charges section in this appendix or Board Policy 3520. There will also be a charge for any missing peripheral equipment such as the case, mouse, or power supply.
Taking Care of Your Chromebook

Students are responsible for the general care of the Chromebook they have been issued by the school. Chromebooks that are broken or fail to work properly must be taken to the Main Office at the Middle School or the Technology Support Center at the High School as soon as possible so that they can be taken care of properly. District-owned Chromebooks should never be taken to an outside computer service for any type of repairs or maintenance.

General Precautions

Please help maintain the pristine condition of the Chromebooks. To that end please observe the following:

- Students should never leave their Chromebooks unattended except locked in their locker.
- No food or drink should be next to Chromebooks.
- Cords, cables, and removable storage devices must be inserted carefully into Chromebooks.
- Chromebooks should not be used or stored near pets.
- Chromebooks should not be exposed to extreme temperatures, such as leaving it in a car overnight.
- Chromebooks should not be used with the power cord plugged in when the cord may be a tripping hazard.
- Heavy objects should never be placed on top of Chromebooks.
- Chromebooks must remain free of any writing, drawing, or stickers. Do not attempt to reapply identifying tags originally applied to the Chromebook such as student name or CPS numbers. The Tech department will repair damaged or missing tags.

Cases

- Each student will be issued a protective case for his/her Chromebook that should be used whenever the Chromebook is being transported or not in use.
- Although the cases are reinforced to help protect the Chromebooks, they are not guaranteed to prevent damage. It remains the student’s responsibility to care for and protect his/her device.

Carrying Chromebooks

- Always transport Chromebooks with care and in Colstrip-issued protective cases.
- Never lift Chromebooks by the screen.
- Never carry Chromebooks with the screen open.
Screen Care

The Chromebook screen can be damaged if subjected to heavy objects, rough treatment, some cleaning solvents, and other liquids. The screens are particularly sensitive to damage from excessive pressure.

- Do not put pressure on the top of a Chromebook when it is closed.
- Do not store a Chromebook with the screen open.
- Do not place anything in the protective case that will press against the cover. Make sure there is nothing on the keyboard before closing the lid (e.g. pens, pencils, etc).
- Only clean the screen with a soft, dry microfiber cloth or anti-static cloth.

CPS Tags

- All Chromebooks will be labeled with a Colstrip CPS tag. The CPS tag indicates the Chromebook is property of the Colstrip Public Schools and provides information that allows us to determine the name of the student to which the specific Chromebook has been assigned.
- CPS tags may not be modified or tampered with in any way.

Using Your Chromebook At School

Students are expected to bring a fully charged Chromebook to school every day and bring their Chromebooks to all classes unless specifically advised not to do so by their teacher.

If a student does not bring his/her Chromebook to school:

- A student may stop in the Main Office at the Middle School or the Technology Support Center at the High School and check out a loaned chromebook for the day.
- A student borrowing a Chromebook must sign a loan agreement and will be responsible for any damage to or loss of the issued device.
- The Technology Support Center will document the number of times a loaned chromebook is issued to each student for not having his/her own chromebook at school and will send reports to the building administration for those students that have more than one occurrence during the school year.
- Multiple occurrences of coming to school without one’s chromebook may result in disciplinary action.
- The students that obtain a loaned chromebook will be responsible for returning the borrowed device before 3:45 p.m (2:45 p.m. on early out Thursday).
- If a loaned chromebook is not turned in on time, the Technology Support Center will submit a report to the building administrator.
Chromebooks being repaired

- Loaned chromebooks may be issued to students when they submit their school-issued chromebook for repair.
- A student borrowing a chromebook must sign a loan agreement and will be responsible for any damage to or loss of the loaned device.
- Chromebooks on loan to students having their devices repaired may be taken home.
- A member of the Student Technology Assistance Team/administration/technology staff will contact students when their devices are repaired and available for pick up.

Charging Chromebooks

- Chromebooks must be brought to school each day with a full charge.
- Students should charge their Chromebooks at home every evening.
- There will be a limited number of charging stations located in the school, available to students on a first-come-first-served basis.
- Optionally, students may take their dead Chromebooks to the Main Office at the Middle School or the Technology Support Center at the High School for charging. A completely dead Chromebook takes about 2 hours to fully charge so plan accordingly.
- It is recommended that students need not carry the AC Adapter power cord (charger) to school. If fully charged at home, the battery should last the entire day.

Backgrounds and Themes

- Inappropriate media may not be used as Chromebook backgrounds or themes. The presence of such media will result in disciplinary action.

Sound

- Sound must be muted at all times unless permission is obtained from a teacher.
- Headphones may be used at the discretion of the teachers.

Printing

- Students will be encouraged to digitally publish and share their work with their teachers and peers whenever possible.
- Students will be able to print from their Chromebooks to designated printers.
- Students may set up their home printers with the Google Cloud Print solution to print from their Chromebooks at home. Information about Google Cloud Print can be found at [http://www.google.com/cloudprint](http://www.google.com/cloudprint).
Logging into a Chromebook

- Students will log into their Chromebooks using their school-issued Google Apps for Education account.
- Students should never share their account passwords with others, including faculty and staff.

Managing and Saving Your Digital Work With a Chromebook

- The majority of student work will be stored in Internet/cloud based applications and can be accessed from any computer with an Internet connection and most mobile Internet devices.
- Students should always remember to save frequently when working on digital media.
- The district will not be responsible for the loss of any student work.
- Students are encouraged to maintain backups of their important work on a portable storage device or by having multiple copies stored in different Internet storage solutions.

Using Your Chromebook Outside of School

Students are encouraged to use their Chromebooks at home and other locations outside of school. A WiFi Internet connection will be required for the majority of Chromebook use, however, some applications can be used while not connected to the Internet. Students are bound by the Colstrip Public Schools Policy 3612 District-Provided Access to Electronic Information, Services, and Networks, 3612P Acceptable Use of Electronic Networks and 3612F Internet Access Conduct Agreement Form wherever they use their Chromebooks.

Students are responsible for all aspects of network connection and printing outside of school.

Operating System and Security

Students may not use or install any operating system on their Chromebook other than the current version of ChromeOS that is supported and managed by the district.

Updates

- The Chromebook operating system, ChromeOS, updates itself automatically. Students do not need to manually update their Chromebooks.

Virus Protection

- There is no need for additional virus protection.
Content Filter

The district utilizes an Internet content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). All Chromebooks, regardless of physical location (in or out of school), will have all Internet activity protected and monitored by the district. If an educationally valuable site is blocked, students should contact their teachers to request that the site be unblocked.

Software

Google Apps for Education

- Chromebooks seamlessly integrate with the Google Apps for Education suite of productivity and collaboration tools. This suite includes Google Docs (word processing), Spreadsheets, Presentations, Drawings, and Forms.
- All work is stored in the cloud.

Chrome Web Apps and Extensions

- Students are allowed to install appropriate Chrome web apps and extensions from the Chrome Web Store.
- Students are responsible for the web apps and extensions they install on their Chromebooks. Inappropriate material will result in disciplinary action.
- Some web apps will be available to use when the Chromebook is not connected to the Internet.

Chromebook Identification

Records

- The district will maintain a log of all Chromebooks that includes the Chromebook serial number, CPS code, and name and ID number of the student assigned to the device.

Users

- Each student will be assigned the same Chromebook for the duration of his/her time at Colstrip Public Schools. Take good care of it!

Repairing/Replacing Your Chromebook

Chromebook Repair Locations
● All Chromebooks in need of repair must be brought to the Main Office at the Middle School or the Technology Support Center at the High School as soon as possible either for repair or replacement.
● If technical difficulties occur, technical support staff will use the “15-minute” rule. If the problem cannot be fixed in 15 minutes, the Chromebook will be restored to factory defaults. In a One-to-One environment it is very difficult for support staff to maintain a working environment for all if too much time is spent fixing every glitch that may arise. Restoring the Chrome OS will restore the device to the state in which the user originally received it. All student created files stored on an external miniSD card, USB flash drive, or Google Drive will be intact after the operating system is restored. All files saved on the chromebook that have been synced to Google Drive will be intact. However, all other data (music, photos, documents) stored on internal memory that has NOT been synced will not be restored unless the student requests that an attempt be made to salvage it.

Privacy Expectations
School-issued Chromebooks have been configured to optimize the educational experience for students and staff as well as protect students from harmful content per federally mandated guidelines.

On Campus Chromebook Use
● As mentioned, all devices on the school network go through a content filter that prevents students from accessing harmful content. This filter also logs user activity, including those websites accessed by the end user. The filtering policies are a requirement of the Children’s Internet Protection Act (CIPA).

Off Campus Chromebook Use
● Chromebooks will be filtered for the purpose of preventing students from accessing harmful content in a similar way they are filtered on school grounds.

At no time will any member of the Colstrip Public School staff have the ability to manipulate the Chromebook webcam in any way.

Appropriate Uses and Digital Citizenship
School-issued Chromebooks should be used for educational purposes and students are to adhere to the CPS Digital Citizenship Responsibility Policies and all of its corresponding administrative procedures at all times.
BYOD ACCESS AGREEMENT FORM

CPS Board Policy 3620F

**Bring Your Own Device (BYOD)**

Parent/Student User Agreement
(One signed agreement per student)

Return to School Office

As a student, I understand and will abide by School Board Policies #3612 and #3620. I further understand that any violation of these policies may result in the loss of my network and/or device privileges as well as other disciplinary action.

As a parent, I understand that my child will be responsible for abiding by School Board Policies #3612 and #3620. I have read and discussed these policies with my child and he/she understands the responsibility required in the use of their personal device under these policies.

Student Name: _________________    Student Signature:___________________ Date: _______

Parent Name: __________________  Parent Signature: ___________________ Date: _______

Device Type/Description: _______________________________________

MAC (Hardware) Address: ______________________________________

Technology Service Verification Signature: _________________________ Date: ___________
INTERNET ACCESS CONDUCT AGREEMENT FORM

CPS Board Policy 3612F

Parent/Student User Agreement
(One signed agreement per student)

Return to School Office

Technology offers vast, diverse, and unique resources to both students and staff members of Colstrip Public School District #19. The district's goal in providing this service to staff and students is to promote education excellence in schools by facilitating resource sharing, innovation and communication. Technology from this point forward is meant to include the computer, phone services or any other means of network communications. User refers to any student, district employee, or community member using the network services provided by Colstrip Public School District #19.

Access to computers and people all over the world includes the availability of material that may not be considered to be of educational value in the context of the school setting. Colstrip Public School District #19 believes that the benefits of using information and interaction made available on this worldwide network far outweigh the chance that a user will procure materials not consistent with the educational goals of the district. It is the district's intent to provide guided access and supervision for students using technology.

Technology access is coordinated through a complex association of government agencies and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict policies. These procedures are provided here so the user is aware of his/her responsibilities. Users are expected to utilize technology resources in an efficient, ethical and legal manner. If a user violates any of these expectations, his/her access may be terminated, future access may be denied, and disciplinary action may be warranted.

Terms and Conditions

Acceptable Use – Access to the electronic information, services and networks must be: (a) for the purpose of education or research and consistent with the educational objectives of the District; or (b) for legitimate business use.

Privileges – The use of the electronic information, services and networks is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. The system administrator (and/or building principal) will make all decisions regarding whether or not a user
has violated these procedures and may deny, revoke, or suspend access at any time. That decision is final.

Unacceptable Use – The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any federal or state law;
b. Unauthorized downloading of software, regardless of whether it is copyrighted or without virus;
c. Downloading copyrighted material for other than personal use;
d. Using the network for private financial or commercial gain;
e. Wastefully using resources, such as file space;
f. Hacking or gaining unauthorized access to files, resources, or entities;
g. Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information of a personal nature about anyone;
h. Using another user’s account or password;
i. Posting material authored or created by another, without his/her consent;
j. Posting anonymous messages;
k. Using the network for commercial or private advertising;
l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
m. Using the network while access privileges are suspended or revoked.

Network Etiquette – The user is expected to abide by the generally accepted rules of network etiquette. These include but are not limited to the following:

a. Be polite. Do not become abusive in messages to others.
b. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
c. Do not reveal personal information, including the addresses or telephone numbers,
d. of students or colleagues.
e. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
f. Do not use the network in any way that would disrupt its use by other users.
g. Consider all communications and information accessible via the network to be private property.

No Warranties – The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers.
This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification – The user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District, relating to or arising out of any violation of these procedures.

Security – Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual’s account without written permission from that individual. Attempts to log on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

Vandalism – Vandalism will result in cancellation of privileges, and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes but is not limited to uploading or creation of computer viruses.

Telephone Charges – The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/ or equipment or line costs.

Copyright Web Publishing Rules – Copyright law and District policy prohibit the republishing of text or graphics found on the Web or on District Websites or file servers, without explicit written permission.

a. For each republication (on a Website or file server) of a graphic or text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.

b. Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of “public domain” documents must be provided.
c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Website displaying the material may not be considered a source of permission.

d. The “fair use” rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.

e. Student work may only be published if there is written permission from both the parent/guardian and the student.

Use of Electronic Mail

a. The District’s electronic mail system and its constituent software, hardware, and data files are owned and controlled by the District. The District provides e-mail to aid students and staff members in fulfilling their duties and responsibilities and as an education tool.

b. The District reserves the right to access and disclose the contents of any account on its system without prior notice or permission from the account’s user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.

c. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.

d. Electronic messages transmitted via the District’s Internet gateway carry with them an identification of the user’s Internet “domain.” This domain name is a registered domain name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of this District. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.

e. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading
any file attached to any Internet-based message is prohibited, unless the user is certain of that message’s authenticity and the nature of the file so transmitted.

f. Use of the District’s electronic mail system constitutes consent to these regulations.

Internet Safety

2. Internet access is limited to only those “acceptable uses,” as detailed in these procedures. Internet safety is almost assured if users will not engage in “unacceptable uses,” as detailed in these procedures, and will otherwise follow these procedures.

3. Staff members shall supervise students while students are using District Internet access, to ensure that the students abide by the Terms and Conditions for Internet access, as contained in these procedures.

4. Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene; (2) pornographic; or (3) harmful or inappropriate for students, as defined by the Children’s Internet Protection Act and determined by the Superintendent or designee.

5. The district shall provide age-appropriate instruction to students regarding appropriate online behavior. Such instruction shall include, but not be limited to: positive interactions with others online, including on social networking sites and in chat rooms; proper online social etiquette; protection from online predators and personal safety; and how to recognize and respond to cyberbullying and other threats.

6. The system administrator and building principals shall monitor student Internet access.

On-line Education Component:

Before authorization for network access can be granted, all users must successfully complete the Colstrip Public Schools #19 Internet Safety and Digital Citizenship curriculum basics.

   a. Cyberbullying
   b. Privacy and Information Sharing
   c. Social Networking Safety
   d. Online Predator Safety

This agreement is for the sole purpose of clarification in accordance with Board Policy 3612 District Provided Access to Electronic Information, Services and Networks, 3620 Bring Your Own Device (BYOD). Violation of any policy or procedure is subject to disciplinary actions.
specified in the handbook. The system administrator reserves the right to terminate/restrict a user’s privileges as needed.

The District will only create network account(s) for minors if the Guardian signs the Consent Form. All network users are accepting the terms of all policies and procedures of Colstrip Public Schools #19 by logging into the District’s electronic network.

This Authorization for Electronic Network Access administrative procedure may be revised at any time by the District without prior notice. Please refer to the most current version of this procedure as posted on the District’s website.

Electronic Use Agreement

Student:

I have read the Authorization for Electronic Network Access and viewed the Internet Safety Basics component of the Internet Safety and Digital Citizenship curriculum. I understand that Internet sites are filtered and that use on a district computer or device and the district network may be monitored. I hereby agree to comply with the described conditions of acceptable use.

Student Name: ___________________  Student Signature:___________________  Date: ______

Parent Name: ___________________  Parent Signature:___________________  Date: ______

As the parent or guardian of the above named student, I have read the Authorization for Electronic Network Access and understand that Internet sites are filtered and that electronic information resource accounts may be monitored. I understand my child may be disciplined for inappropriate or unacceptable use of electronic information resources. I further understand that student use of the electronic information resource system is designed for educational purposes. I understand that it is impossible for the district to filter or restrict access to all inappropriate materials. I will not hold the District responsible for inappropriate or unacceptable materials my child may acquire on the network system.

I hereby give my permission and approve the issuance of an electronic account for my child.

Student Name: ___________________  Student Signature:___________________  Date: ______

Parent Name: ___________________  Parent Signature:___________________  Date: ______
TRANSPORTATION
Applications, Protocols, Procedures
Date: July 1, 2016
APPENDIX C

TRANSPORTATION

Bus transportation is provided in conformance with the School Laws of Montana and directives set forth by the Board of Public Education.

All buses must meet the applicable standards of Montana Statutes, the Montana Board of Public Education and the Interstate Commerce Commission.

All school bus drivers must be qualified and perform their duties as stipulated by Montana School Law, the Montana Office of Public Instruction, the U.S. Department of Transportation, and the Interstate Commerce Commission.

Transportation by school bus is not mandatory. This service is provided for those who wish to ride under the established guidelines.

Student Assigned Routes

1. Riders must board and/or leave the bus only at their designated stop unless prior arrangements have been made with the transportation office (one day prior notice is recommended). Elementary parents-when having student dropped at FBMS or CHS for a school activity-please make sure that supervision of your child has been arranged.

2. Transportation will not be provided for K-5 and high school students that live in the Stillwater neighborhood. Transportation for Students grades 6-8 living in the Original Townsite or Castle Rock neighborhood will not be provided. Sweetgrass grades 6-8 students will have transportation. K-5 and High School students living in the Cimarron, Castle Rock and the Original Townsite neighborhoods will have transportation.

Parental Assistance Requested

Parental interest and assistance are valued assets in the transportation of school students. Instructing your students in safety and proper behavior while at bus stops and riding the bus is greatly appreciated by Colstrip Schools. The following suggestions are ways in which you can assist in the safe transportation of your student(s).

1. Ensure that your child(ren) is at the bus stop between five (5) and ten (10) minutes
before the scheduled departure time of the bus. A second bus will not pick up students who habitually miss their bus. Drivers will provide written documentation when this situation occurs.

2. See that students are appropriately dressed for weather conditions that exist or that may develop.

3. Teach and remind your student(s) of the importance of school bus safety while waiting for the bus, as a passenger and when disembarking from the bus.

4. Set a good safety-minded example for your children by always stopping when approaching a bus from either direction when flashing lights are on.

5. Notify the school if your child(ren) has any special health needs.

6. Contact the Transportation Office if you have questions about the transportation of your student(s) PHONE 406-748-4699 ext. 4236

School Bus Dress Code

All students are expected to board the bus each day appropriately clothed. In addition, during winter months it is essential that

each student be prepared for the possibility of a bus becoming non operational and/or a rapid change in weather conditions.

Therefore, in addition to their regular all-day clothing, students should have in their possession:

1. a heavy, warm coat

2. warm clothes

****Recommendation: Synthetic fiber-filled coats and pants are highly recommended as they retain body heat and repel outside air even when wet. Caps should be capable of being pulled down over the forehead and ears.

ACTIVITY BUSES: Any student riding an activity bus should have each item contained in the list above in his/her possession

before boarding the bus during the winter months. Students are under same discipline
expectations on activity bus as route busses.

Rules and Regulations

The following rules and regulations have been developed to provide safe and efficient transportation of students.

When boarding or departing the school bus, students should:

1. be on time and waiting for the bus at the assigned stop

2. stay off the roadway while waiting for the bus

3. refrain from destructive activities or inappropriate behavior

4. refrain from harassment (verbal or physical) of other students

5. not cross a roadway to get to the bus until all traffic has stopped and the red flashing lights on the bus are operating

6. always CROSS IN FRONT OF THE BUS after they have looked both directions for traffic, when it is necessary to cross a roadway to get to or from a bus stop

7. keep a safe distance from the bus until it comes to a complete stop

8. not run toward the bus to get on more quickly

9. wait for the bus to come to a complete stop before approaching the bus and attempting to board

10. refrain from pushing and shoving while getting on or off the bus
11. go directly home after departing the bus.

On the Bus Rules:

1. Stay seated.

2. No moving while bus is in motion.

3. No throwing objects

4. No hitting, teasing, or harassing other students

School Bus Discipline

Good conduct aboard the school bus is of extreme importance. Riders should regard the bus as another school room and act accordingly. Loss of bus privileges will be on the regular daily route and the activity route in the afternoon.

Drivers are authorized to take the following disciplinary actions:

1. Give verbal warning *

2. Turn in Discipline Log/Note to Building Administrator/Transportation Director

3. Make assignment of seat *

4. Issue a written conduct report upon which the building administrator will determine appropriate consequences.

*Driver may move immediately to step 3 if the situation warrants such action.

Consequences may include: conference with the student; conference with the parent(s);
detention; in-school suspension; short or long term removal from the bus; out-of-school suspension; or removal from the bus for the remainder of the school year.

Administrators have the discretion to move to any level of consequences deemed appropriate based on the severity of the offense.

(Principals will refer to Special Education Transportation Policy regulations.)

Under extremely unusual circumstances, riding privileges may be revoked immediately. Such circumstances may include those that endanger student lives, malicious damage to the buses, etc. In this instance the director of transportation, the bus driver, and the building principal will act together to make the decision.

Emergency Weather Conditions

In the event weather conditions create hazardous driving conditions, information pertaining to the closing of the schools and/or cancellation of any/all of the bus routes will be broadcast on the following radio/TV stations beginning at approximately 6:45 AM.

Any time the district will not run buses, buses are running late, or if we schedule an early dismissal due to weather or school closure,

the information will be posted on the school phone system and the school web page. You may call 748-4699 or the toll-free number, 800-491-7524. A message will be played regarding any change to normal bus activity or school closure.
In the event serious weather conditions develop during the school day, it may be necessary to modify school dismissal times. When such a situation occurs, parents are urged to maintain radio contact with the station listed above. In addition, parents are urged to formulate emergency plans for their students in the event such an emergency should develop. Arrangements such as a neighbor/relative’s house where the student(s) may go, or where a key to their own house is readily available is highly recommended.

School bus drivers will make every reasonable effort, taking into consideration the safety of riders and the transportation equipment available, to complete their bus routes and to pick up/let students off at their designated stops.
In the event this should become impossible due to weather and/or road conditions, drivers are directed to return to Colstrip with all students who were not transported to their appropriate stops. Upon returning to the school, parents of all such students will be notified of the situation and informed of where they can pick up their student(s). If parents desire their children to be allowed to disembark at an alternative location in situations as previously described, advance written authorization must be provided to the transportation office. A copy of all such authorizations will be given to the appropriate route driver with instructions to act in accordance with the aforementioned policy.
APPENDIX E

INSTRUCTION

Instructional Program Philosophy

The Colstrip Public Schools will strive to provide each enrolled student the opportunity to achieve the maximum of his or her potential within the limits of the elementary and secondary curriculum, so that each person may realize his/her personal worth and dignity to self and to society.

The Colstrip Public School community will strive to provide the best basic quality education as guaranteed by the constitution of Montana, as defined by the State of Montana, Board of Public Education as outlined by the Board of Trustees, Colstrip, Montana.

This education will strive to provide for the educational needs, interest and abilities of each student. It is concerned with the:

1. Accumulation of knowledge;
2. Development of skills;
3. The improvement of understanding, and
4. Development (fostering) of interest, appreciation and ideals.

Continued effort to provide adequate facilities, equipment and service will be maintained to strengthen the educational processes for all students.

We shall also strive to develop in each and every student an appreciation for our type of government and its democratic processes. We shall strive to educate our students so each fully realizes the compensations, duties, and responsibilities of being a contributing citizen of this great republic.

Assessment

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.
State Assessments

Criterion Reference Test: Smarter Balanced

The Smarter Balanced assessment is an online, computer adaptive assessment in English Language Arts, Literacy and Mathematics that is aligned to the Montana Common Core Standards.

District Assessments

NWEA Measures of Academic Progress

This assessment is given in the fall and in the spring to all K-10 grade students in Reading and Mathematics. The MAP Language Arts assessment is given to all 3-10 grades. The MAP Science assessment is only given to grades 4, 8, and 10 grades.

Classroom Assessments

Informal Assessments

Informal assessments are those assessments that result from teachers' spontaneous day-to-day observations of how students behave and perform in class. When teachers conduct informal assessments, they don't necessarily have a specific agenda in mind, but are more likely to learn different things about students as they proceed through the school day naturally. These types of assessments offer important insight into a student's misconceptions and abilities (or inabilities) that might not be represented accurately through other formal assessments.

Examples of Informal Assessments

Observation

Looking at children in a systematic way. Enables teachers to identify children's behaviors, document performance, and make decisions. Plan for observation and be clear about the purposes of the observation.

Anecdotal Record

Gives a brief written description of student behavior at one time. Provides insight into a particular behavior and a basis for planning a specific teaching strategy. Record only what is observed or heard; should deal with the facts and should include the setting (e.g., where the behavior occurs) and what was said and done.
Running Record

Focuses on a sequence of events that occurs over time. Helps obtain a more detailed insight into learning behavior over a period of time. Maintain objectivity and try to include as much detail as possible.

Event sampling

Focuses on a particular behavior during a particular event (e.g., behavior at lunchtime, behavior in a reading group). Helps identify behaviors during a particular event over time. Identify a target behavior to be observed during particular times (e.g., fighting during transition activities).

Time sampling

Record particular events or behaviors at specific time intervals (e.g., five minutes, ten minutes). Helps identify when a particular child demonstrates a particular behavior; helps answer the question, "Does the child do something all the time or just at certain times and events?" Observe only during the time period specified.

Checklist

A list of behaviors identifying children's skills and knowledge. Enables teachers to observe and easily check off what children know. Make sure that the checklist includes behaviors.

Rating scale

Contains a list of descriptors for a set of behaviors. Enables teachers to record data when they are observed. Make sure that key descriptor and the rating scale are appropriate for what is being observed.

Attendance

Contains student’s attendance over a particular interval of time. This identifies a student's availability to learn.

Participation

This identifies student engagement in learning.

Formal Assessments

Formal assessments are preplanned, systematic attempts by the teacher to ascertain what students have learned. The majority of assessments in educational settings are formal. Typically, formal assessments are used in combination with goals and objectives set forth at the
beginning of a lesson or the school year. Formal assessments are also different from informal assessments in that students can prepare ahead of time for them.

Examples of Formal Assessments:

*Formal Oral Tests*

Oral tests are one of the most common formal assessments, and they are used for everything from grade school to language proficiency evaluations. The exact format of the test will differ according to the purpose of the test, but most will require the person to think on her feet and answer concisely but thoroughly. You can prepare for oral tests by practicing beforehand, and it may help to record your voice or practice in front of a mirror or with a friend. It is important to not only answer or evaluate the question properly, but also to articulate the response clearly.

*Long- and Short-Answer Tests*

Written exams are often administered in schools and colleges, and they are used to test subjects without conventional "right" and "wrong" answers. In long-answer essays, students will typically be given a subject and are instructed to expand on the topic by creating an argument that builds on and is supported by proof. Because these assessments often rely on critical thinking rather than memorization, you may be allowed aids like dictionaries. In short-answer tests, people succinctly answer a question with a few sentences, rather than a full essay.

*Multiple Choice Formats*

Multiple choice exams are a simple form of assessment in which the person taking a test is expected to select the correct answer from a list that also includes several wrong choices. These tests are common in almost any discipline. Unlike other forms of assessment, multiple choice tests can be answered correctly even if you are not sure of the answer. You can improve your odds on multiple choice questions by eliminating answers you know to be wrong and selecting from one of the answers that may be correct.

*Problem-Solving Test Style*

Problem-solving tests can take many forms, from simple math tests where people must solve formulas to more abstract assessments where people are expected to evaluate a situational problem and develop or select an appropriate solution. These tests often also overlap with other test formats, taking the form of an oral, written or multiple choice test. You can develop your problem-solving abilities by taking practice problem-solving tests.

*Observational Assessments and Monitoring*
Not every test requires the student to be an active participant in the assessment. In some cases, an evaluator will assess the subject's level by monitoring him. This may involve watching the student perform a task or assessing his behavior in the classroom. Ideally, the subject will not change his behavior because of this monitoring, allowing the person watching to gain an accurate impression of the student.

Formative Assessments

A formative assessment is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

Instructional staff will collect and record a minimum of three (3) formative assessments per week or every five (5) consecutive days of school. Two (2) of the three formative assessments must be formal assessments. In grades 6-12 formative assessments will be appropriately titled and entered into the electronic gradebook that is utilized by the district within 72 hours of taking the assessment. These assessments will be part of the student’s final grade.

Research Says

Effective use of formative assessment, developed through teacher learning communities, promises not only the largest potential gains in student achievement but also a process for affordable teacher professional development (Wiliam & Thompson, 2007).

“There is strong and rigorous evidence that improving formative assessment can raise standards of pupils’ performance. There have been few initiatives in education with such a strong body of evidence to support a claim to raise standards.” (Black & Wiliam, 1998, p. 20)

“Assessment for learning . . . when done well, this is one of the most powerful, high-leverage strategies for improving student learning that we know of. Educators collectively at the district and school levels become more skilled and focused at assessing, disaggregating, and using student achievement as a tool for ongoing improvement.” (Fullan, 2005, p. 71)

“Studies have demonstrated assessment for learning rivals one-on-one tutoring in its effectiveness and that the use of assessment particularly benefits low-achieving students.” (Stiggins, 2004, p. 27)

“Formative assessments are one of the most powerful weapons in a teacher’s arsenal. An effective standards-based, formative assessment program can help to dramatically enhance student achievement throughout the K–12 system.” (Marzano, 2006, back cover)
“Formative assessment is a potentially transformative instructional tool that, if clearly understood and adroitly employed, can benefit both educators and their students . . . formative assessment constitutes the key cornerstone of clearheaded instructional thinking. Formative assessment represents evidence-based instructional decision-making. If you want to become more instructionally effective, and if you want your students to achieve more, than formative assessments should be for you.” (Popham, 2008, p. 3, 15)

Common Formative Assessments

Research says

Reviews of accountability data from hundreds of schools reveal the schools with the greatest gains in achievement consistently employ common assessments, nonfiction writing, and collaborative scoring by faculty (Reeves, 2004).

Powerful, proven structures for improved results are at hand. “It starts when a group of teachers meet regularly as a team to identify essential and valued student learning, develop common formative assessments, analyze current levels of achievement, set achievement goals, and then share and create lessons and strategies to improve upon those levels.” (Schmoker, 2004b, p. 48).

“[Common formative assessments provide] regular and timely feedback regarding student attainment of the most critical standards . . . [and] also foster consistent expectations and priorities within a grade level, course, and department regarding standards, instruction, and assessment. . . . Most importantly, common formative assessment results enable educators to diagnose student learning needs accurately in time to make instructional modifications.” (Ainsworth, 2007, pp. 95–96)

The schools and districts that doubled student achievement added another layer of testing—common formative or benchmark assessments. These assessments were designed to provide detailed and concrete information on what students know and do not know with respect to specific learning targets (Odden & Archibald, 2009).

The key to improved student achievement was moving beyond an individual teacher looking at his or her classroom data. Instead, it took getting same-grade teacher teams to meet, analyze the results of each interim assessment to understand what concepts in the curriculum were posing difficulty for students, share ideas, figure out the best interventions, and actually follow up in their classrooms (Christman et al., 2009).

In schools that help students burdened by poverty achieve remarkable success, teachers work in collaborative teams to build common formative assessments and use the data to identify which students need help and which need greater challenges. But they also use data to inform teachers’ practice, to discuss why one teacher is having success in teaching a concept and...
others are not, and what the more successful teacher can teach his or her colleagues (Chenoweth, 2009).

Summative Assessments
Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

Homework
Because education is a lifelong process which extends beyond the school, it is important to recognize that learning occurs in the home and community. Homework is one means of teaching the necessary skills of independent study and learning outside the school. A broad definition of homework is considered to include not only written work, but also related activities such as viewing specific television programs, news reporting, recreational reading, and other activities which are related to classroom work, but which are assigned to be done at home.

Reasons for homework:

● To complete work that was assigned in class
● To expand and/or enrich regular class work
● To build interest in reading and learning
● To encourage parents’ awareness of student learning
● To provide an opportunity to pursue special interest or ability areas
● To increase learning time
● To establish independent study skills

INSTRUCTIONAL TOOLS

Attendance

Power School
Describe process for logging on and etc...

Grading

Power Grade
Describe process for logging on and etc...
Individual Student Learning Plans

Mile Post

The Mileposts Student Achievement Solution enables schools to create personalized learning plans, manage interventions, monitor achievement and gain insights to improve instruction to any class, group, or individual student.

Curriculum Management

Rubicon Atlas

Describe process for logging on and etc…
Log on: https://colstrip.rubiconatlas.org/Atlas/Authentication/View/Login

Course Description

Course description describes the content of the course and its outcomes. A course description is a short, pithy statement which informs a student about the subject matter, approach, breadth, and applicability of the course.

Unit Calendar

A unit calendar defines the unit names, numbers and kind of units necessary to complete a standard-based course.

Content Map

This is an overview of a course that includes information on all units, their essential questions, content, objective/skills, assessments, instructional activities, resources and technology resources.

Understanding by Design

Understanding by Design, or UbD, is an educational planning approach. UbD is an example of backward design, the practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction. UbD focuses on teaching to achieve understanding.
STAGE ONE: Desired Results

Standard Identification

A performance standard describes a specific results or level of achievement that is deemed exemplary or appropriate. Content standards specify what students should know and be able to do, performance standards identify how well students need to perform.

Essential Question

Essential Questions reflect the most historically important issues, problems, and debates in a field of study. For example, Is history inevitably biased? What is a proof? Nature or nurture? By examining such questions, students are engaged in thinking like an expert (i.e. “doing” the subject). Essential questions are open-ended with no single, correct answer. They are meant to stimulate inquiry, debate and further questions, and can be reexamined over time. They are designed to be thought provoking to students, engaging them in sustained, focused inquiries, culminating in meaningful performances.

Content

What students will know

Objective/Skill

What students will be able to do

Depth of Knowledge & Bloom Taxonomy

**Depth of Knowledge** also referred to as D.O.K., is the complexity or depth of understanding required to answer or explain an assessment related item. The concept of depth of knowledge was developed through research by Norman L. Webb in the late 1990's.
Bloom's Taxonomy is a classification system used to define and distinguish different levels of human cognition—i.e., thinking, learning, and understanding.
STAGE TWO: Assessment Evidence

Assessment

The opportunities we provide students to demonstrate their understanding of our content and the skills they have acquired. Assessments are: Observable and measurable; directly aligned to Standards; varied to address different learning styles. (See the "Assessment" section of this Appendix).

STAGE THREE: Learning Activities

Instructional Activities

Instructional activities will support the students in mastering the content and skills through involvement in a range of activities that can be differentiated to meet student needs. Instructional activities promote learning.

Resources

Materials or links that we draw upon for our instruction and completion of activities.

Student Programing

SuccessMaker

SuccessMaker is the only continuously adaptive K-8 reading and math intervention program with over 50 years of proven results. Through adaptive motion, the program personalizes
learning paths for mastery of essential reading and math concepts and delivers outcome-based data to inform educational decision-making.
APPENDIX F

PROFESSIONAL DEVELOPMENT

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  Shift in Use of Assessments
  Shift in the Work of teachers
  Shift in Response When Students Don’t Learn

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Action Details
  Standard 3 - Teaching and Assessing for Learning
  Primary Indicator
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- Measurable Objective 1:
- Strategy 1:

Mathematics

Goal 1:
- Measurable Objective 1:
- Strategy 1:

Reading

Goal 1:
Measurable Objective 1:
Strategy 1:

Initiatives for 2016-2017

Five Essential Elements of Learning
1. FOCUS ON LEARNING
2. COLLABORATIVE CULTURE
3. DEFINE WHAT EVERY STUDENT NEEDS TO LEARN
4. CONSTANTLY MEASURE OUR EFFECTIVENESS
5. SYSTEMATICALLY RESPOND

Professional Learning Community
Focus on Learning
Collaboration

Quantum Learning
Rubicon Atlas

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State Assessments
- Criterion Reference Test: Smarter Balanced

District Assessments
- NWEA Measures of Academic Progress

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  - Observational Assessments and Monitoring

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Summative Assessments

Homework

Professional Development Calendar 2016-2017

TYPES OF TRAINING
TYPES OF DAYS

CURRENT INITIATIVES

- Academic School Improvement Plan
- Building Initiatives
- Academic Planning (AdvancED Academic Improvement Plan)
- Other Planning Considerations

CALENDAR DATES

- FULL DAY PIR
- EARLY DISMISSAL
- OTHER PUPIL INSTRUCTION RELATED DEVELOPMENT
Cultural Shifts

*Shift in Fundamental Purpose*
• From teaching to learning

*Shift in Use of Assessments*
• From summative to frequent formative

*Shift in the Work of teachers*
• From isolation to collaboration

*Shift in Response When Students Don’t Learn*
• From remediation to intervention

AdvancED

On June 30, 2016 Colstrip Public School District #19 was granted AdvancED School System Accreditation from the AdvancED Accreditation Commission, the national commission that confers the North Central Association Commission on Accreditation and School Improvement (NCA CASI) accreditation seal. This means that the system and all of its schools are accredited, and that Colstrip Public School District #19 is recognized across the nation as a quality school system.

The accreditation process involves three ongoing components: 1) meeting high quality standards; 2) implementing a continuous process of improvement; and 3) engaging in quality assurance through internal and external review. The system’s accreditation is for a five-year term with regular monitoring of progress and reporting occurring during the term.

“School System Accreditation as conferred by the AdvancED Accreditation Commission provides Colstrip Public School District #19 a nationally-recognized mark of quality for our system and all the schools within our system,” shared Bob Lewandowski. “It demonstrates to our community our commitment to excellence, our openness to external review and feedback, and our desire to be the best we can be on behalf of the students we serve.”

Dr. Mark Elgart, President/CEO of AdvancED, stated, “AdvancED School System Accreditation is a rigorous process that focuses the entire school system on the primary goal of creating lifelong learners. Colstrip Public School District #19 is to be commended for engaging in this process and demonstrating a commitment to continuous improvement.”
External Review

The External Review is one of the most powerful aspects of accreditation. The commitment to continuous improvement is a dynamic effort, consistently requiring attention and revision. AdvancED expects this commitment from the educational institutions we serve, and we expect it of ourselves. The AdvancED Accreditation Performance Protocol reflects the combination of internal and external assessment; student achievement results; and stakeholder perception data. Schools have access to parent, student and staff surveys that are aligned with the Standards and will share those survey results prior to hosting an External Review Team. Teams will have the benefit of not only looking at how a school meets the AdvancED Standards for Quality Schools; they will have a complete view of each school through the survey data.

The results from Spring 2016 External Review of Colstrip Public Schools provides an Index of Educational Quality for the Colstrip System as well as specific findings of focus for school Improvement:

1. Powerful Practice
2. Improvement Priority
3. Opportunity for Improvement

Through the External Review process, institutions will continue to receive a comprehensive report of the team’s findings with recognition of powerful practices, opportunities for improvement, and required actions. If an institution fails to meet established criteria at an acceptable level, the institution has the ongoing responsibility to make improvements and be re-evaluated by AdvancED and, in doing so, improve its effectiveness and corresponding IEQ. As institutions document changes and submit them for review, their IEQ scores are updated to reflect their success and guide the next steps on their improvement journey.

Index of Educational Quality

About the IEQ™

The IEQ score is generated by combining the ratings of the performance indicators within each AdvancED Standard, the evaluative criteria from the Student Performance Diagnostic, and results from the Stakeholder Feedback Diagnostic (surveys of students, parents, and staff/teachers). To better leverage the information obtained from an institution’s score, the IEQ composite score may be segmented into three sub-scores of performance, called “domains:”

- Teaching and Learning Impact
- Leadership Capacity
- Resource Utilization
The addition of the AdvancED Index of Education Quality solidifies the accreditation process as a formative measure for continuous improvement by placing an institution on a continuum of performance and providing an understanding of its current reality and a vision for its potential.

**What is the IEQ™?**
The Index of Education Quality™ (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it graphically pinpoints areas of success as well as areas in need of focus.

**What are IEQ™ Domains?**
The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

**How is the IEQ™ Scored?**
The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and Indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).
Powerful Practices

Powerful practices are exceptional findings in the External Review. In most circumstances only one or two findings can be identified. Colstrip Public Schools has three exceptional practices.

1. Colstrip Public Schools has addressed the physical, social and emotional needs of the diverse student body it serves.

View Action
Standard 3 - Teaching and Assessing for Learning

Indicator 3.12 The system and its schools provide and coordinate learning support services to meet the unique learning...

Standard 4 - Resources and Support Systems

Indicator 4.7 The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physi...

Primary Indicator

Indicator 4.7

Action Type

Powerful Practice

Statement

Colstrip Public Schools has addressed the physical, social and emotional needs of the diverse student body it serves.

Description

During interviews, the Team determined that students with diverse physical, social, and emotional needs were served through a combination of system and individual school programs. Examples of some of these programs included: Child Find which is an effective preschool program, Student Teacher Assistant Teams (STAT), the Power of Intensive Care Unit (ICU) at the middle school, an advocacy period, student watch lists, a before breakfast program cooperatively sponsored by the system and the Colstrip Parks and Recreation District and the Circle of Schools collaboration. Team members observed the ICU at work and reviewed written materials pertaining to the Circle of Schools. The large variety of programs that support the physical, social and emotional needs of students have reduced the need for Tier III interventions and special education services.

2. Colstrip Public Schools has developed an effective structure to provide each student with an adult advocate who builds a positive relationship with the student over time.

Action Details
Standard 3 - Teaching and Assessing for Learning

Indicator 3.9 The system designs and evaluates structures in all schools whereby each student is well known by at le...

Primary Indicator

Indicator 3.9

Action Type

Powerful Practice

Statement

Colstrip Public Schools has developed an effective structure to provide each student with an adult advocate who builds a positive relationship with the student over time.

Description

The system’s Accreditation Report reflected opportunities for adults to serve as advocates for students. Team members learned through interviews with students that every student can readily identify an adult advocate. Staff described the structures in place for adults to build long-term relationships with students. Student achievement and social, physical and emotional development improve when adult advocates provide support and monitor growth over time.

3. The governing body has implemented a plan to review and address the needs of the system by devoting time during each board meeting to the system's strategic plan.

View Action

Action Details

Standard 2 - Governance and Leadership

Indicator 2.2 The governing body operates responsibly and functions effectively.

Primary Indicator
Indicator 2.2

**Action Type**

Powerful Practice

**Statement**

The governing body has implemented a plan to review and address the needs of the system by devoting time during each board meeting to the system’s strategic plan.

**Description**

Board agendas allocated time to the strategic plan process. Interviews with board members revealed commitment of board members to the strategic plan process. Surveys from stakeholders illustrated that information concerning different elements of the strategic plan is gathered and shared at school board meetings. These surveys provided a baseline to guide current operation as well as the future direction of the system. The strategic plan process is vital to school systems, because it guides the development and prioritization of goals while engaging support from stakeholders.

**Improvement Priority**

Improvement priority are items that must be addressed by the system in order to maintain its accreditation status. A plan must be developed and filed with AdvancED in each of the following findings:

1. Create and implement systematic procedures whereby multiple student data sources, state standards and professional practices are utilized by stakeholders to regularly evaluate programs and collaboratively adjust curriculum, instruction and common assessments to ensure vertical and horizontal alignment.

**Action Details**

**Standard 3 - Teaching and Assessing for Learning**

Indicator 3.2 Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically...

**Standard 5 - Using Results for Continuous Improvement**

Indicator 5.2 Professional and support staff continuously collect, analyze and apply learning from a range of data s...
Indicator 5.3 Throughout the system professional and support staff are trained in the interpretation and use of data.

SF2. Stakeholder Feedback Results and Analysis Professional and support staff continuously collect, analyze and apply learning from a range of data s...

SP2. Test Administration Professional and support staff continuously collect, analyze and apply learning from a range of data s...

SP4. Equity of Learning Throughout the system professional and support staff are trained in the interpretation and use of data.

Primary Indicator

Indicator 3.2

Action Type

Improvement Priority

Statement

Create and implement systematic procedures whereby multiple student data sources, state standards and professional practices are utilized by stakeholders to regularly evaluate programs and collaboratively adjust curriculum, instruction and common assessments to ensure vertical and horizontal alignment.

Description

Multiple assessments of student learning were collected by the Colstrip Public Schools District. However, during interviews the Team learned that student data were not being used by school personnel to collaboratively adjust curriculum, instructional practice or common assessments to ensure vertical and horizontal alignment. One teacher interviewed reported that her curriculum had not been updated in 15 years and was not currently structured to the state and national standards. Three administrators confirmed that curriculum has not been updated for approximately seven years, but stated that the new superintendent hopes to place curriculum reviews back on a five-year cycle. Student achievement occurs when systematic procedures for curriculum review are in place and when instructional plans are based on current student achievement data.
2. Develop and implement a continuous improvement process that aligns system and school improvement efforts and provides clear direction to improve student learning.

View Action

Action Details

Standard 1 - Purpose and Direction

Indicator 1.4 Leadership at all levels of the system implement a continuous improvement process that provides clear ...

Primary Indicator

Indicator 1.4

Action Type

Improvement Priority

Statement

Develop and implement a continuous improvement process that aligns system and school improvement efforts and provides clear direction to improve student learning.

Description

Through a review of the system’s and individual schools’ Accreditation Reports, the Team determined that system and school goals need to be aligned. During interviews, system and school staff confirmed that a systematic process for improving student learning and identifying conditions that support learning lacks structure. Evidence provided by the school system reflects that initial steps have been taken by personnel to systematically use current data on student, school and system performance to implement programs and plan instruction. Systematic planning and systemic use of a continuous improvement process that aligns goals at all levels of the system result in increased student achievement and improved conditions that support learning.

3. Develop and implement systematic procedures to provide mentoring and coaching related to conditions that support learning for teachers new to the system.
View Action

Action Details

Standard 3 - Teaching and Assessing for Learning

Indicator 3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the syst...

Primary Indicator

Indicator 3.7

Action Type

Improvement Priority

Statement

Develop and implement systematic procedures to provide mentoring and coaching related to conditions that support learning for teachers new to the system.

Description

The system’s Accreditation Report reflected the need for a mentoring and induction program for teachers new to the system. During interviews, staff voiced the concern that a significant number of experienced teachers who are eligible to retire will do so during the same or concurrent years. Board members spoke of their concern that the system will lose a large number of experienced teachers at one time. Mentoring, coaching and induction programs for personnel facilitate instructional improvement and promote the system’s values and beliefs about teaching and learning.

Opportunity for Improvement

Opportunity for improvement findings are additional findings that should be addressed by the educational system in its planning process.
1. Develop and systematically communicate instructional expectations that include formative assessments for ongoing modification of instruction based on identified objectives that consistently inform students of learning expectations.

**View Action**

**Action Details**

**Standard 3 - Teaching and Assessing for Learning**

Indicator 3.6 Teachers implement the system’s instructional process in support of student learning.

**Primary Indicator**

Indicator 3.6

**Action Type**

Opportunity For Improvement

**Statement**

Develop and systematically communicate instructional expectations that include formative assessments for ongoing modification of instruction based on identified objectives that consistently inform students of learning expectations.

**Description**

Classroom observations by the Team at all instructional levels revealed few teachers in the system facilitate classrooms where students are actively engaged in rigorous coursework and interact at higher levels with the teacher, other students or technology for the entire instructional period. Objectives for lessons were unclear or never explained in most classrooms observed. The Team observed limited use of formative assessments to determine students’ levels of understanding at the end of instructional periods. Student achievement and success occur when learning expectations are clear and feedback regarding learning is immediate.

2. Implement a common evaluation process for all certified staff across the system.
View Action

Action Details

Standard 3 - Teaching and Assessing for Learning

Indicator 3.4 System and school leaders monitor and support the improvement of instructional practices of teachers t...

Primary Indicator

Indicator 3.4

Action Type

Opportunity For Improvement

Statement

Implement a common evaluation process for all certified staff across the system.

Description

During interviews, the Team determined that the system has adopted the Montana EPASS teacher evaluation process (based on Charlotte Danielson's Framework for Teaching). The EPASS evaluation process has not been implemented with fidelity across all buildings. Principals stated that limited professional development on the process has occurred with teaching staff. Due to changes within buildings, the process was not fully implemented in the 2015-2016 school year. Moreover, interviews with the administrative team and the superintendent indicated a comprehensive evaluation tool for principals should be investigated and implemented. Systematic implementation of staff evaluation procedures ensures student success.

School Improvement Plans

These are the plans registered with AdvancED to begin to address the needs identified in the findings. These are system plans that need to be implemented at the building levels. The
measurable attributes of the goal need updated and reviewed on an annual level. Additional plans need to be developed.

Language Arts

Goal 1:
Colstrip Public Schools will increase student growth in Language Arts.

Measurable Objective 1:
65% of All Students will increase student growth scores in English Language Arts by 06/01/2016 as measured by Measure of Academic Progress (MAP).

Strategy 1:
Response to Intervention - 1. The District (by school) will identify students at-risk of not being proficient or above as indicated by the State CRT, NWEA’s Measures of Academic Progress, DIBELS, classroom assessments, and/or classroom mid-term and term reports.
2. The District (by school) will develop an Individual Learning Plan (ILP) and identify specific skill deficiencies for every student who is at-risk of not being proficient or above.
3. The District (by school) will provide a response to intervention for identified students through a tiered process.
4. Identified skill deficiencies and interventions will be complemented by a progress-monitoring instrument maintained by the classroom teacher for each deficient skill. This process will be developed in the student's Individual Learning Plan (ILP).
5. Student progress will be continuously monitored (by school and classroom teacher).
6. Each student's personalized learning plan and program will be tracked using a data-warehousing instrument called Mileposts by Silverback Learning. Access to this program will be made available to the administration and classroom teachers.
7. Individualize programs, plans and interventions will be developed by the classroom teacher with support from the building administration and instructional facilitator in an ILP that will involve parent meetings and monitoring. All program and plans will be housed in the Mileposts program.
8. The District (by school) will seek best practices and utilize on-line programs and technology interventions that enhance student skills and provided differentiated instructional solutions.
9. Common core standard instruction will be implemented and utilized to describe student needs and targeted outcomes through the development of a *guaranteed and viable curriculum.
10. Provide staff development and support through an instructional facilitator (coach) for embedded instruction and practice for the successful implementation of objectives 1-9.

Research Cited: 1. The District (by school) will identify students at-risk of not being proficient or above as indicated by the State CRT, NWEA’s Measures of Academic Progress, DIBELS, classroom assessments, and/or classroom mid-term and term reports.
2. The District (by school) will develop an Individual Learning Plan (ILP) and identify specific skill deficiencies for every student who is at-risk of not being proficient or above.
3. The District (by school) will provide a response to intervention for identified students through a tiered process.
4. Identified skill deficiencies and interventions will be complemented by a progress-monitoring instrument maintained by the classroom teacher for each deficient skill.

Mathematics

Goal 1:
Colstrip Public Schools will increase student growth in Mathematics.

Measurable Objective 1:
70% of All Students will increase student growth scores in Mathematics by 06/01/2016 as measured by Measure of Academic Progress (MAP).

Strategy 1:
Develop Individualized Learning Plans - 1. The District (by school) will identify students at-risk of not being proficient or above as indicated by the State CRT, NWEA’s Measures of Academic Progress, DIBELS, classroom assessments, and/or classroom mid-term and term reports.
2. The District (by school) will develop an Individual Learning Plan (ILP) and identify specific skill deficiencies for every student who is at-risk of not being proficient or above.
3. The District (by school) will provide a response to intervention for identified students through a tiered process.
4. Identified skill deficiencies and interventions will be complemented by a progress-monitoring instrument maintained by the classroom teacher for each deficient skill. This process will be developed in the student’s Individual Learning Plan (ILP).
5. Student progress will be continuously monitored (by school and classroom teacher).
6. Each student’s personalized learning plan and program will be tracked using a data-warehousing instrument called Mileposts by Silverback Learning. Access to this
program will be made available to the administration and classroom teachers.
7. Individualize programs, plans and interventions will be developed by the classroom teacher with support from the building administration and instructional facilitator in an ILP that will involve parent meetings and monitoring. All program and plans will be housed in the Mileposts program.
8. The District (by school) will seek best practices and utilize on-line programs and technology interventions that enhance student skills and provided differentiated instructional solutions.
9. Common core standard instruction will be implemented and utilized to describe student needs and targeted outcomes through the development of a *guaranteed and viable curriculum.
10. Provide staff development and support through an instructional facilitator (coach) for embedded instruction and practice for the successful implementation of objectives 1-9.


Reading

Goal 1:
Colstrip Public Schools will increase student growth in Reading.

Measurable Objective 1:
67% of All Students will increase student growth scores in Reading by 06/01/2016 as measured by Measure of Academic Progress (MAP).

Strategy 1:
Develop Individualized Learning Plans using MilePost - 1. The District (by school) will identify students at-risk of not being proficient or above as indicated by the State CRT, NWEA’s Measures of Academic Progress, DIBELS, classroom assessments, and/or classroom mid-term and term reports.
2. The District (by school) will develop an Individual Learning Plan (ILP) and identify specific skill deficiencies for every student who is at-risk of not being proficient or above.
3. The District (by school) will provide a response to intervention for identified students through a tiered process.
4. Identified skill deficiencies and interventions will be complemented by a progress-monitoring instrument maintained by the classroom teacher for each deficient skill. This process will be developed in the student's Individual Learning Plan (ILP).
5. Student progress will be continuously monitored (by school and classroom teacher).
6. Each student's personalized learning plan and program will be tracked using a data-warehousing instrument called Mileposts by Silverback Learning. Access to this program will be made available to the administration and classroom teachers.
7. Individualize programs, plans and interventions will be developed by the classroom teacher with support from the building administration and instructional facilitator in an ILP that will involve parent meetings and monitoring. All program and plans will be housed in the Mileposts program.
8. The District (by school) will seek best practices and utilize on-line programs and technology interventions that enhance student skills and provided differentiated instructional solutions.
9. Common core standard instruction will be implemented and utilized to describe student needs and targeted outcomes through the development of a *guaranteed and viable curriculum.
10. Provide staff development and support through an instructional facilitator (coach) for embedded instruction and practice for the successful implementation of objectives 1-9.

Research Cited:

Measurable Objective 1:
67% of All Students will increase student growth scores in Reading by 06/01/2016 as measured by Measure of Academic Progress (MAP).
Initiatives for 2016-2017

Five Essential Elements of Learning

1. **FOCUS ON LEARNING**
   Learning for all students as a fundamental purpose of our school. (Shift in Fundamental Purpose: From teaching to learning)

2. **COLLABORATIVE CULTURE**
   Achieve our fundamental purpose by working together. (Shift in the Work of teachers: From isolation to collaboration)

3. **DEFINE WHAT EVERY STUDENT NEEDS TO LEARN**
   What do students need to know

4. **CONSTANTLY MEASURE OUR EFFECTIVENESS**
   Assess our effectiveness of high levels of learning for all based on results rather than intentions. (Shift in Use of Assessments: From summative to frequent formative)

5. **SYSTEMATICALLY RESPOND**
   Systematically respond when students don’t/do learn. (Shift in Response When Students Don’t Learn: From remediation to intervention)

Professional Learning Community

Focus on Learning

“Empowered teams are such a powerful force of integration and productivity that they form the basic building block of any intelligent organization.” (Pinchot & Pinchot, 1993, p. 66)

“We are at a point in time where teams are recognized as a critical component of every enterprise—the predominant unit for decision making and getting things done. . . . Working in teams is the norm in a learning organization.” (Senge et al. 1994, pp. 354–355)

“Leaders of the future will have to master the art of forming teams. . . . Future leaders will have to master teamwork . . . and work with and through others because no one person can possibly master all the divergent sources of information necessary to make good decisions.” (Ulrich, 1996, p. 213)
Teams “bring together complementary skills and experience that . . . exceed those of any individual on the team.” Teams are more effective in problem solving, “provide a unique social dimension that enhances . . . work,” motivate, and foster peer pressure and internal accountability (Katzenbach & Smith, 1993, p. 18).

The best way to achieve challenging goals is through teamwork: “Teams nurture, support and inspire each other” (Tichy, 1997, p. 180).

“We have known for nearly a quarter of a century that self-managed teams are far more productive than any other form of organizing. . . . by joining with others we can accomplish something important that we could not accomplish alone.” (Wheatley, 1999, pp. 152–153)

“A team can make better decisions, solve more complex problems, and do more to enhance creativity and build skills than individuals working alone . . . They have become the vehicle for moving organizations into the future. . . . Teams are not just nice to have. They are hard-core units of the production.” (Blanchard, 2007, p. 17)

“Influencers increase the capacity of others by asking them to work in teams with interdependent relationships. . . . We increase capacity when we work together rather than in isolation.” (Patterson et al., 2008, p. 183)


Collaboration

When teachers work in collaborative teams schools are more likely to see gains in student achievement, find higher quality solutions to problems, promote increased confidence among staff, create an environment in which teachers support one another’s strengths and accommodate weaknesses, provide support for new teachers, and provide all staff with access to an expanded pool of ideas, materials, and methods (Little, 1990).

“The single most important factor for successful school restructuring and the first order of business for those interested in increasing the capacity of their schools is building a collaborative internal environment.” (Eastwood & Many, Thomas; Eaker, Robert; DuFour, Rebecca; DuFour, Richard (2010-05-26). Seashore Louis, 1992, p. 215)

Improving schools requires a collaborative culture: “without collaborative skills and relationships it is not possible to learn and to continue to learn” (Fullan, 1993, p. 18). When groups, rather than individuals, are seen as the main units for implementing curriculum, instruction, and assessment, they facilitate development of shared purpose for student learning and collective responsibility to achieve it (Newmann & Wehlage, 1995).
High-performing schools promote collaborative problem solving and support professional communities and exchanges among all staff. Teachers and staff collaborate to remove barriers to student learning and communicate regularly with each other about effective teaching and learning strategies. They have regularly scheduled time to learn from one another (National Education Association, 2003).

“[High-achieving schools] build a highly collaborative school environment where working together to solve problems and to learn from each other become cultural norms.” (WestEd, 2000, p. 12)

“It is imperative that professional learning be directed at improving the quality of collaborative work.” (National Staff Development Council, 2006)

“The key to ensuring that every child has a quality teacher is finding a way for school systems to organize the work of qualified teachers so they can collaborate with their colleagues in developing strong learning communities that will sustain them as they become more accomplished teachers.” (National Commission on Teaching and America’s Future, 2003, p. 7)

“Collaboration and the ability to engage in collaborative action are becoming increasingly important to the survival of the public schools. Indeed, without the ability to collaborate with others, the prospect of truly improving schools is not likely.” (Schlechty, 2005, p. 22)

“It is time to end the practice of solo teaching in isolated classrooms.” (Fulton, Yoon, & Lee, 2005)

 “[Today’s teachers must] transform their personal knowledge into a collectively built, widely shared and cohesive professional knowledge base.” (Chokshi & Fernandez, 2004, cited in Fulton, Yoon, & Lee, 2005)

Teacher collaboration in strong professional learning communities improves the quality and equity of student learning, promotes discussions that are grounded in evidence and analysis rather than opinion, and fosters collective responsibility for student success (McLaughlin & Talbert, 2006).

“Quality teaching is not an individual accomplishment, it is the result of a collaborative culture that empowers teachers to team up to improve student learning beyond what any one of them can achieve alone.” (Carroll, 2009, p. 13)

High-performing, high-poverty schools build deep teacher collaboration that focuses on student learning into the culture of the school. Structures and systems are set up to ensure teachers work together rather than in isolation, and “the point of their collaboration is to improve instruction and ensure all students learn” (Chenoweth, 2009, p. 17).
Assessment

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

State Assessments

Criterion Reference Test: Smarter Balanced

The Smarter Balanced assessment is an online, computer adaptive assessment in English Language Arts, Literacy and Mathematics that is aligned to the Montana Common Core Standards.

District Assessments

NWEA Measures of Academic Progress

This assessment is given in the fall and in the spring to all K-10 grade students in Reading and Mathematics. The MAP Language Arts assessment is given to all 3-10 grades. The MAP Science assessment is only given to grades 4, 8, and 10 grades.

Classroom Assessments

Informal Assessments

Informal assessments are those assessments that result from teachers' spontaneous day-to-day observations of how students behave and perform in class. When teachers conduct informal assessments, they don't necessarily have a specific agenda in mind, but are more likely to learn different things about students as they proceed through the school day naturally. These types of assessments offer important insight into a student's misconceptions and abilities (or inabilities) that might not be represented accurately through other formal assessments.

Examples of Informal Assessments

Observation

Looking at children in a systematic way. Enables teachers to identify children's behaviors, document performance, and make decisions. Plan for observation and be clear about the purposes of the observation.
Anecdotal Record

Gives a brief written description of student behavior at one time. Provides insight into a particular behavior and a basis for planning a specific teaching strategy. Record only what is observed or heard; should deal with the facts and should include the setting (e.g., where the behavior occurs) and what was said and done.

Running Record

Focuses on a sequence of events that occurs over time. Helps obtain a more detailed insight into learning behavior over a period of time. Maintain objectivity and try to include as much detail as possible.

Event sampling

Focuses on a particular behavior during a particular event (e.g., behavior at lunchtime, behavior in a reading group). Helps identify behaviors during a particular event over time. Identify a target behavior to be observed during particular times (e.g., fighting during transition activities).

Time sampling

Record particular events or behaviors at specific time intervals (e.g., five minutes, ten minutes). Helps identify when a particular child demonstrates a particular behavior; helps answer the question, "Does the child do something all the time or just at certain times and events?" Observe only during the time period specified.

Checklist

A list of behaviors identifying children’s skills and knowledge. Enables teachers to observe and easily check off what children know. Make sure that the checklist includes behaviors.

Rating scale

Contains a list of descriptors for a set of behaviors. Enables teachers to record data when they are observed. Make sure that key descriptor and the rating scale are appropriate for what is being observed.

Attendance

Contains student’s attendance over a particular interval of time. This identifies a student’s availability to learn.

Participation

This identifies student engagement in learning.
Formal Assessments

Formal assessments are preplanned, systematic attempts by the teacher to ascertain what students have learned. The majority of assessments in educational settings are formal. Typically, formal assessments are used in combination with goals and objectives set forth at the beginning of a lesson or the school year. Formal assessments are also different from informal assessments in that students can prepare ahead of time for them.

Examples of Formal Assessments:

*Formal Oral Tests*

Oral tests are one of the most common formal assessments, and they are used for everything from grade school to language proficiency evaluations. The exact format of the test will differ according to the purpose of the test, but most will require the person to think on her feet and answer concisely but thoroughly. You can prepare for oral tests by practicing beforehand, and it may help to record your voice or practice in front of a mirror or with a friend. It is important to not only answer or evaluate the question properly, but also to articulate the response clearly.

*Long- and Short-Answer Tests*

Written exams are often administered in schools and colleges, and they are used to test subjects without conventional "right" and "wrong" answers. In long-answer essays, students will typically be given a subject and are instructed to expand on the topic by creating an argument that builds on and is supported by proof. Because these assessments often rely on critical thinking rather than memorization, you may be allowed aids like dictionaries. In short-answer tests, people succinctly answer a question with a few sentences, rather than a full essay.

*Multiple Choice Formats*

Multiple choice exams are a simple form of assessment in which the person taking a test is expected to select the correct answer from a list that also includes several wrong choices. These tests are common in almost any discipline. Unlike other forms of assessment, multiple choice tests can be answered correctly even if you are not sure of the answer. You can improve your odds on multiple choice questions by eliminating answers you know to be wrong and selecting from one of the answers that may be correct.

*Problem-Solving Test Style*

Problem-solving tests can take many forms, from simple math tests where people must solve formulas to more abstract assessments where people are expected to evaluate a situational problem and develop or select an appropriate solution. These tests often also overlap with other test formats, taking the form of an
oral, written or multiple choice test. You can develop your problem-solving abilities by taking practice problem-solving tests.

**Observational Assessments and Monitoring**

Not every test requires the student to be an active participant in the assessment. In some cases, an evaluator will assess the subject’s level by monitoring him. This may involve watching the student perform a task or assessing his behavior in the classroom. Ideally, the subject will not change his behavior because of this monitoring, allowing the person watching to gain an accurate impression of the student.

**Formative Assessments**

A formative assessment is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

**Common Assessments**

**Summative Assessments**

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

**Homework**

Because education is a lifelong process which extends beyond the school, it is important to recognize that learning occurs in the home and community. Homework is one means of teaching the necessary skills of independent study and learning outside the school. A broad definition of homework is considered to include not only written work, but also related activities such as viewing specific television programs, news reporting, recreational reading, and other activities which are related to classroom work, but which are assigned to be done at home.

Reasons for homework:
- To complete work that was assigned in class
- To expand and/or enrich regular class work
- To build interest in reading and learning
- To encourage parents’ awareness of student learning
- To provide an opportunity to pursue special interest or ability areas
- To increase learning time
- To establish independent study skills
Quantum Learning

Quantum Learning shows teachers how to orchestrate their students’ success by taking into account everything in the classroom along with the environment, the design of the curriculum, and how it’s presented. The result: a highly-effective way to teach anything to anybody! Quantum Learning bridges the gap between theory and practice and that covers today’s hottest topics, like multiple intelligences, it provides specific, easy-to-follow guidelines for creating more-effective learning environments, better ways to design curricula, and more interesting ways to deliver content and facilitate the learning process. Its guidelines help teachers cover all the bases, without having to culminate different theories or refer to different source materials.

Rubicon Atlas

One of the most significant factors that impacts student achievement is that teachers commit to implementing a guaranteed and viable curriculum to ensure no matter who teaches a given class, the curriculum will address certain essential content (Marzano, 2003).

To improve student achievement, educators must determine the power standards—learning standards that are most essential because they possess the qualities of endurance, leverage, and readiness for success at the next level; “the first and most important practical implication of power standards is that leaders must make time for teachers to collaborate within and among grade levels to identify the power standards” (Reeves, 2002, p. 54).

One of the keys to improving schools is to ensure teachers “know the learning intentions and success criteria of their lessons, know how well they are attaining these criteria for all their students, and know where to go next in light of the gap between students’ current knowledge and understanding and the success criteria”; this can be maximized in a safe and collaborative environment where teachers talk to each other about teaching (Hattie, 2009, p. 239).

“The staff in the effective school accepts responsibility for the students’ learning of the essential curricular goals.” (Lezotte, 2002, p. 4, emphasis added)

Professional learning communities are characterized by an academic focus that begins with a set of practices that bring clarity, coherence, and precision to every teacher’s classroom work. Teachers work collaboratively to provide a rigorous curriculum that is crystal clear and includes a compact list of learning expectations for each grade or course and tangible exemplars of student proficiency for each learning expectation (Saphier, 2005).

“Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students.” (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added)
ANNEX

The information in the annex of this appendix is for planning purposes and is part of a process that can be referenced and will be updated.

Professional Development Calendar 2016-2017

TYPES OF TRAINING

- **EM** = Embedded (Trained Trainer or Instructional Facilitator during the day at work)
- **OD** = Outside of District (Training will take place outside of the district)
- **ID** = Inside District (Training will take place within the district)
- **IDI** = Inside District During Instructional Day (Training will take place within the district during an identified instructional day - pull out)

TYPES OF DAYS

- **FULL DAY PIR**
- **EARLY OUT**
- **DURING INSTRUCTIONAL DAY (Pull Out)**

CURRENT INITIATIVES

- Academic School Improvement Plan
- Building Initiatives
  - ICU
- Academic Planning (AdvancED Academic Improvement Plan)
  - Professional Learning Communities
  - Google (Books, Drive, Docs, Sheets, Slides) = District wide
  - Google Classroom = District wide
  - Rubicon Atlas = District wide
  - Milepost = District wide
  - SuccessMaker = K-5 (full), 6-8 (intervention)
  - Quantum Learning = District wide
- Other Planning Considerations
  - American Heart Training (Jeanette Barreto)
○ Olweus (anti bullying program)
○ Wellness Initiatives (connected to health ins. participants)
○ Safety/Security (both worker safety as well as crisis)
  ■ Entry & Exit
○ Step up to Writing -
  ■ June 17 (rate of pay X 3)
○ Leveled Book Room
○ Diagnostic Reading Assessment (DRA)
○ Assessments
  ■ Common Formative
  ■ Formative
  ■ Summative
○ Emergency Response Procedures and Protocols

CALENDAR DATES

● FULL DAY PIR
  ○ AUGUST
    ■ 15: American Heart Training for District Staff
    ■ 22: DISTRICT LEVEL
      ● Back to School Welcome (All Employee)
      ● School Improvement & Goal Setting (Instructional Staff)
        ○ ID = Employee Handbook
        ○ ID = AM Data Review
        ○ ID = PM Goal Setting
        ○ ID = PM Technology/Chromebooks/ 
    ■ 23:
      ● BUILDING LEVEL
        ○ ID = Handbook Review
        ○ ID = Professional Learning Communities
        ○ ID = PBES~ RTi and MBI committees
      ● CFA & CCA Meeting
  ○ SEPTEMBER
    ■ 26 - 27:
      ● OD = AdvancED Montana Fall Conference
        ○ Building Admin
        ○ Building Teacher Representative
  ○ OCTOBER
    ■ 20:

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- OD = MEA Convention
  - 21:
    - OD = MEA Convention
- NOVEMBER
  - 9: NO SCHOOL (Parent Teacher Conference)
- MARCH
  - 27:
    - ID = Quantum Learning (1)
      - All Instructional Staff
- EARLY DISMISSAL
  - AUGUST
    - 25: CLASSROOM
  - SEPTEMBER
    - 1: BUILDING: Emergency Response Procedures and Protocols
      - CHS: 504 Plans
      - FBMS
      - PBES:
    - 8: BUILDING:
      - CHS: Rubicon/Milepost
      - FBMS: ICU
      - PBES: Leveled Reading/Guided Reading/Formative assessments
    - 15: DISTRICT:
      - First Aid
      - CHS:
      - FBMS:
      - PBES:
    - 29: CLASSROOM
- OCTOBER
  - 6: BUILDING
    - CHS: PLC
    - FBMS:
    - PBES-MilePosts/review RTi and MBI plans
  - 13: DISTRICT:
● **CONSTANTLY MEASURE OUR EFFECTIVENESS:** Assess our effectiveness of high levels of learning for all based on results rather than intentions: *(Assessment Types)*

  ■ 27: CLASSROOM
  ○ NOVEMBER
  ■ 3: BUILDING
    ● CHS: PLC
    ● FBMS
    ● PBES-STEP UP TO WRITING follow up
  ■ 17: CLASSROOM
  ■ 24: DISTRICT
    ● **DEFINE WHAT EVERY STUDENT NEEDS TO LEARN:** What do students need to know. *Rubicon Atlas*

  ○ DECEMBER
  ■ 1: BUILDING
    ● CHS: PLC
    ● FBMS
    ● PBES: Differentiation/Guided Reading follow up
  ■ 8: DISTRICT
    ● **COLLABORATIVE CULTURE:** Achieve our fundamental purpose by working together. *PLC (Purpose Driven)*

  ■ 15: CLASSROOM
  ○ JANUARY
  ■ 5: BUILDING
    ● CHS: PLC
    ● FBMS
    ● PBES: PLC
  ■ 12: DISTRICT
    ● **SYSTEMATICALLY RESPOND:** Systematically respond when students don’t/do learn *Mile Posts (Individual Learning Plans)*

  ■ 19 BUILDING
    ● CHS: PLC
    ● FBMS
    ● PBES: Tech follow up/review behavior and intervention
  ■ 26: CLASSROOM
  ○ FEBRUARY
2: BUILDING
- CHS: PLC
- FBMS
- PBES: PLC

9: DISTRICT
- **CONSTANTLY MEASURE OUR EFFECTIVENESS:** Assess our effectiveness of high levels of learning for all based on results rather than intentions: *Bloom’s Taxonomy/Webb’s Depths of Knowledge*

16: CLASSROOM
23: CLASSROOM

- **MARCH**
  - 2: BUILDING
    - CHS: PLC
    - FBMS
    - PBES: PLC
  - 9: DISTRICT
    - **FOCUS ON LEARNING:** Learning for all students as a fundamental purpose of our school: *Testing CRT/NRT*

16: BUILDING
- CHS: PLC
- FBMS
- PBES: Assessments

23: CLASSROOM
30 CLASSROOM

- **APRIL**
  - 6: BUILDING
    - CHS: PLC
    - FBMS
    - PBES: PLC
  - 13: CLASSROOM
  - 20: DISTRICT
  - 27: CLASSROOM

- **MAY**
  - 4: BUILDING
● CHS: PLC
● FBMS
● PBES: Review DATA
  ■ 11: DISTRICT
  ■ 18: CLASSROOM

● OTHER PUPIL INSTRUCTION RELATED DEVELOPMENT
  ○ AUGUST
    ○ PBES~training 2nd week of August ~ differentiation/Pbl
      ■ IF = (Tech Facilitator) Chromebook
      ■ IF = Mile Post
      ■ PBES IDI = DRAs
      ■ DIST
  ○ SEPTEMBER
    ■ PBES: IDI = SuccessMaker (out of district trainer)
    ■ Olweus
  ○ OCTOBER
  ○ NOVEMBER
  ○ DECEMBER
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EMERGENCY RESPONSE

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PROTOCOLS AND PROCEDURES

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EMERGENCY RESPONSE PROTOCOLS

Functional protocols form the district-wide core responses to incidents in the Emergency and Crisis Response Plan. These are written action steps that are implemented when a crisis situation calls for specific response procedures that include:

- LOCKDOWN
- EVACUATION
- REVERSE EVACUATION
- SHELTER IN PLACE
- DUCK AND COVER
- FAMILY REUNIFICATION
- OFF CAMPUS EVACUATION
- CRISIS INTERVENTION

The difference between a functional protocol and an incident specific procedure is that a single functional protocol may be included in one or more specific emergencies. For example, shelter-in-place may be included one of several responses to an outside hazardous material spill and may include reverse evacuation into the building and/or an off campus evacuation, depending on the circumstances. A school shooting would result initially in a lockdown, and then off campus evacuation, family reunification and crisis intervention (counseling/post trauma stress debriefing).
Evacuation

Purpose
Whenever it is determined that it is safer outside than inside the building (I.E., fire, explosion, hazardous material spill inside, structural failure, etc.)

School Commander
- The School Commander or designee will make the following announcement using the building Public Address system/Intercom:

  “YOUR ATTENTION, PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS TAKE YOUR CLASS ROSTER AND TAKE A HEADCOUNT AT THE ASSEMBLY AREA.”

  - Designate someone to Call 9-1-1, identify the name of the school, describe the emergency, state the school is evacuating, and identify the location of the school command post.
  - Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
  - Notify district office.

Office staff
- Take visitor log and student sign out sheet to the assembly area.
- Gather headcount information from teachers and inform the principal or incident commander (principal) of any missing student(s) or staff.

Teachers
- Teachers will instruct students to evacuate the building, using designated routes, and report to their assigned Assembly Area. Designate a student leader to help move your class to the assembly area.
- Close your door, turn off your lights.
- If the exit route is blocked, follow an alternate exit route.
- Bring your class lists, phone lists, and classroom Go Kit materials (if available).
- All staff will sweep the bathrooms, hallways and common areas for visitors, staff and students while exiting.
- Take attendance, specifically noting any students in other activities or services such as band, choir, speech, chess, etc. that are missing. Display GREEN status card to indicate all students accounted for or use RED status card to indicate someone is missing or injured. Report any missing students or staff to the area coordinators.

CPS Emergency Response Protocols and Procedures (8) of (67)
• At the assembly area, teachers and students will stay in place until further instructions are given.

Support Staff

• Return all of your students to their classroom designated assembly areas or a buddy teacher, avoiding area(s) of hazard.
• Report to the Incident Commander (PRINCIPAL). You may be needed in another capacity as the incident unfolds.
Reverse Evacuation

Purpose
When conditions are safer inside the building than outside such as: severe weather, community emergency, gang activity, hazardous material release outside, etc.)

School Commander
- Order a REVERSE EVACUATION for students and staff outside to move inside the building. Use the building PA, megaphone, 2-way radio telephones, or runners to gather school community inside.
- Notify the district office of the situation.

Teachers
- Immediately move back to classrooms or safe areas (if it is safe to do so) using the closest entry.
- If movement into the building would present a danger to persons outside, teachers and staff outside will direct students to the designated assembly areas or off-campus assembly site.
- Teachers will take attendance and account for all students. Report any missing students to administration.
- No students or staff are allowed outside the building.
- Close and lock all exterior doors and windows. Monitor the main entries until the “All Clear” is given.
Lockdown

Purpose

Used when there is a threat of violence or serious incident that could jeopardize the safety of students/staff (I.E. Intruder, shooting, hostage incident, gang fights, civil disturbance, etc.)

School Commander

- The School Commander or designee will activate the lockdown alarm system (panic button). If the system is inoperable, the School Commander or designee will make the following announcement using the building Public Address system/Intercom:

  “YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO LOCKDOWN THE SCHOOL IMMEDIATELY. TEACHERS LOCK YOUR DOORS AND KEEP STUDENTS INSIDE UNTIL FURTHER NOTICE: STUDENTS OR STAFF ARE TO RETURN TO THE NEAREST OPEN CLASSROOM OR OFFICE. IGNORE ALL ALARMS AND BELLS UNLESS ADVISED OTHERWISE.”

- Call 9-1-1(even though the alarm system has done so), identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediately move to the off-campus assembly area(s); they are not to return to the building until they receive an “all clear,” Staff needs to account for the students and be prepared to evacuate off-campus to a relocation site.
- Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- Notify district office.
- If available, review Alarm System text sent to all district cell phones to identify the location and panic button identification (see APPENDIX for Panic Button Identification)

Office Staff

- Stay by the phones to wait for additional procedures from district office and incident commander (Principal or individual in line of succession).
- Remotely check status of classrooms via telephone, computer or other methods
- Assist the principal or Incident Commander establishes the school command post.

Teachers

- Clear the hallway and bathrooms by your room moving everyone into the classroom.
- Lock your doors, turn off your lights, and shut your blinds and windows
- Move students and staff away from the doors and windows and out of sight.
- Have all persons sit down against a wall (if possible) and out of sight.

CPS Emergency Response Protocols and Procedures (11) of (67)
• Ignore all bells and alarms unless otherwise instructed.
• Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.
• Allow no one outside of the classroom in, until the Incident Commander gives the “All Clear” signal.
• If outside, teachers will move students to a designated off-campus assembly area and wait for further instructions.

*An all clear signal will be established by the district*
(This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)
Shelter-in-Place

Purpose
Provides a refuge for students, staff and the public inside the school building during an emergency such as severe weather or hazardous material release outdoors. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.

School Commander

- The School Commander or designee will make the following announcement using the building intercom system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES. STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THE DESIGNATED SHELTER LOCATIONS AND SAFE AREAS (designated safe areas such as inside rooms with no windows, bathrooms, utility closets, and hallway without large windows or doors). ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM.”

- Order a REVERSE EVACUATION for students and staff outside to move inside the building. Use the building intercom, megaphone, telephones, or runners to gather staff and students inside.
- Direct staff to close all windows and doors.
- If warranted, order the shut-off of heating, ventilation and air conditioning system to stop the inflow of outside air into the building.
- Notify district office the school is SHELTERING-IN-PLACE.
- Monitor the NOAA weather radio
- Be prepared to announce change in status (“DROP, COVER AND HOLD” or “All Clear”)

Custodians

- Shut off utilities (if necessary).
- Turn off ventilation systems (Heating, ventilation and air conditioning) as appropriate.
- Post Shelter in Place cards at the primary entrances to the building(s).

Teachers

- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets, and hallway without large windows or doors.
- Close classroom doors and windows when leaving.
- Have everyone kneel down and be ready to cover their heads to protect from debris.

CPS Emergency Response Protocols and Procedures (13) of (67)
● If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
   1. For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest (ravine or open ditch) or low spot away from trees and power poles.
   2. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or crosswind from the spill.
● Move students from mobile classrooms to an interior safe area in a permanent structure.
● All persons must remain in shelter until notified by the Incident Commander (PRINCIPAL) or emergency responders.
Drop, Cover and Hold

Purpose
Drop. Cover and Hold is used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or earthquake.

Teachers
- Inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
- All students and staff who have moved to shelter or safe areas in the building in response to severe weather, should kneel down against the wall and cover their head with their arms and hands.
- Outside, teachers will instruct students to drop to the ground, place their heads between their knees and cover their head and eyes with their arms and hands.
- Instruct everyone to move away from windows.
- Teachers should account for their students and report any student missing to the administration.
- The School Commander may order an evacuation if the situation warrants and it is safe to do so.
Off-Campus Evacuation

Purpose
This protocol is used when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to their parents or guardians. During emergencies, parent, relatives, and friends often rush to the school incident site to check on the safety of students and staff. The resulting blockage of streets and large number of people can severely hamper response actions by emergency agencies. The most effective way to prevent this chaos is to redirect those concerned individuals to a site that is remote from the school and to evacuate students and staff to that site.

School Commander

- The School Commander will advise the Incident Commander of the decision to implement the protocol and begin setting up the bus evacuation staging area.
- Determine the appropriate pre-designated relocation site and evacuation route. Decide if it is safe for the students/staff to walk to the relocation or if buses are required.
- Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during Family Reunification.
- The School Commander or designee will order an OFF-CAMPUS EVACUATION and FAMILY REUNIFICATION at a pre-designated relocation site with the following announcement:

  "YOUR ATTENTION PLEASE. FOR SAFETY REASONS, WE ARE EVACUATING OFF SITE TO ____________________________ LOCATED AT ____________________________ WE WILL BE IMPLEMENTING THE FAMILY REUNIFICATION FROM THAT LOCATION."

- Direct staff to move students to the evacuation staging area for loading onto buses.
- Notify the district office and Superintendent of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.
- Request the district office to activate appropriate system-wide Crisis Response Teams from each school and send them to the relocation site to assist with Family Reunification.
- Provide the school media/public information representative with detailed instructions via fax or prepared information release to read to the public in order to direct concerned relatives to the Family Reunification Site.
- Designate someone as the Reunification Site Commander.
Teachers and staff

- Take your class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- After evacuating, take roll and account for all students. Report any missing students to school administration. Hold up the RED status card to indicate you have missing or injured students. Use the GREEN status card if everything is ok.
- Maintain control of your class. After receiving the alert for OFF CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site.
- Ensure special needs students and staff are assisted. Request help if needed.
- Follow the instructions of the Family Reunification site staff when you arrive. You may be asked to assist in staffing the site.
Mental Health/Crisis Intervention

Purpose
These procedures are intended to guide staff in responding to more frequently occurring crisis such deaths, injuries, emergencies or other traumatic events impacting the school community. As a result of such incidents, students and staff may exhibit a variety of psychological reactions. As soon as the safety of those involved have been insured, attention must turn to meeting the emotional and psychological needs of students and staff. Knowing what to do if such as crisis occurs will minimize the chaos, rumors and the impact of the event on other students and staff.

School Commander

- Notify the Superintendent of the incident or emergency.
- Ensure the designated media or public information officer is notified and briefed on the circumstances and actions taken. Request the PIO to prepare formal announcement and media release.
- Activate the school Crisis Intervention Team and assign duties. Request additional district level support from teams from other schools or community-based mental health resources if needed.
- Notify building support staff including counselors, psychologists and social workers.
- Convene an emergency staff meeting. Invite outside professionals to join the meeting to help staff members process their own reactions to the situation.
- Determine if additional district/community resources are needed—or are needed to “stand by”—to effectively manage the crisis, and notify them if appropriate.
- Assign staff to monitor the grounds for students leaving the building without permission. Redirect them to support services. If unable to intercept, make parent notification and inform them of the situation.
- Make an initial announcement over the PA system to the entire school. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries.
- Immediately following resolution of the crisis, convene the Crisis Intervention Team for a debriefing to discuss successes and problems and allow staff an opportunity to discuss feeling and reactions.

Mental Health/Crisis Intervention Team

- Assess the range of crisis intervention services needed during and following an emergency or event.
- Advise and assist the school administrator to restore regular school functions as efficiently and as quickly as possible.
- Provide direct intervention services, critical incident stress debriefings, on going assessment of needs and follow-up services as required.
• Identify locations in the school designated for individual or group counseling and make a
building wide announcement.
• Identify, gather, and inform the siblings, closest friends and teachers of the
deceased/injured and provide counseling support. Notify parents of affected students
regarding available community resources.
• Provide grief support for students/staff in designated building areas. Ensure parents of
any students seeking support are notified of the impact of the event on their child.
• Review and distribute guidelines to help teachers with classroom discussions.
• Stand-in for any substitute teacher in the building or for any staff member unable or
unwilling to deal with the situation during the announcement and subsequent discussion.
• Assign a counselor, psychologist, social worker or other designated staff to follow a
deceased/injured student’s class schedule for the remainder of the day if that will help
teachers in those classes.
• Notify feeder schools regarding siblings or other students predicted to be strongly
affected.

Teachers and staff
• Seek crisis intervention services or counseling if you are experiencing difficulty coping
with the event.
• Provide stress management during class time. Allow students to talk about what they
felt or experienced in response to or during the event. Encourage
• Be prepared for some outbursts and disruptive behaviors. Refer students experiencing
stress to counseling.
• Allow for changes in normal routines or test schedules.
• Anticipate a recurrence of emotions and trauma on the anniversary date of the incident.
FAMILY REUNIFICATION

Purpose

The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.

School Commander

- The School Commander after consulting with the Incident Commander will determine the appropriate pre-designated relocation site (__________________________) and safe evacuation route.
- The School Commander will notify the contact person at the relocation site to prepare for arrival of students.
- Notify the transportation director or contractual bus service (406-529-0852) to stop all inbound buses and redirect all available buses to designated relocation site.
- Designate a Reunification Site Commander (BUILDING ADMINISTRATOR). If unavailable, see the administration line of succession.
- Request the District Office to send personnel to staff the Family Reunification Center.

Reunification Site Commander

- Establish a command post
- Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.
- Secure a holding area for arriving students and staff away from waiting family members
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- Set up a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the school media liaison of the location.
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.
Teachers

- Provide a list of evacuees to the reunification site staff upon arrival.
- Ensure special needs students and staff are assisted. Request help if needed.
- Follow the instructions of the Family Reunification Center staff when you arrive. You may be asked to assist in staffing the site.
INCIDENT SPECIFIC PROCEDURES

Bomb Threat

Call Taker

Upon receiving a message that a bomb has been placed in school:

- Use bomb threat checklist. (Emergency Response Plan)
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this. (See Bomb Threat Checklist)
- Listen closely to caller’s voice and speech patterns and to noises in background.
- After hanging up phone, immediately dial *57 to trace call. (May be different on your phone system)
- Notify the Principal/School Commander or designee.

School Commander

- School Commander or designee notifies law enforcement by calling 9-1-1 (Insert the actual sequence to dial 911 from your phone system).
- Assign staff to meet and brief emergency responder agencies outside.
- Notify staff through the Public Address system:

  “YOUR ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE. SEARCH TEAM MEMBERS PLEASE REPORT TO_____________. ALL TWO-WAY RADIOS AND CELL PHONES SHOULD BE TURNED OFF.”

The School Commander and law enforcement agency will make a decision to:

- Evacuate Immediately
- Search the building and Evacuate if warranted.
- Notify the district Superintendent.
- Ensure staff who received the call completes the Bomb Threat Checklist and gives to law enforcement official.
- Assemble and brief the Search Team members at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, notify law enforcement official, order an EVACUATION selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM.
- Direct students and staff, “DO NOT take personal belongings, coats or backpacks.” “Teachers and staff will leave their windows and doors open when exiting.”

CPS Emergency Response Protocols and Procedures (22) of (67)
● Students and staff must be evacuated to a safe distance outside of school building(s)
MINIMUM 1000 Feet. is the general rule. Consult with Fire and Police officials
● Arrange for person who found a suspicious item to talk with law enforcement official.
● No one may re-enter the building(s) until fire or police personnel declare them safe.
● After consulting with the Superintendent, and the Incident Commander, the School
Commander may move students to (________________________) if weather is
inclement or building is damaged. (primary relocation center)
● The school commander will notify staff and student of the termination of the emergency
and to resume normal operations.

Teachers and staff

● Teachers and staff will check their classrooms, offices and work area for suspicious
items and report any findings to the School Commander or Search Team members.
● If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is
located, but do not guard it.
● Teachers will account for their students and be prepared to evacuate if ordered.
● Teachers and staff will evacuate using standard procedures and exit routes to assembly
area.
● Teachers will open classroom windows and leave classroom doors open when exiting.
● Teachers take roll after being evacuated. Hold up the GREEN status card to indicate
everyone is accounted for. Use a RED status card to indicate student or staff is missing
or you need immediate assistance. Be prepared to report the names of any missing
persons to school administration.
● Keep your class together at the assembly area until given further instructions. Be
prepared to for Off-Site Evacuation if ordered.
● If given the “All Clear” signal, return to the building and resume normal operations.
BOMB THREAT CHECKLIST

Description Detail Report

Questions to ask:

1) When is the bomb going to explode?

2) Where is it right now?

3) What does it look like?

4) What kind of bomb is it?

5) What will cause it to explode?

6) Did you place the bomb?

7) Why?

8) What is your address?

9) What is your name?

Exact wording of the threat: __________________________

_________________________________________________

_________________________________________________

_________________________________________________

Sex of Caller: ___________ Race: ___________

Length of call: ___________ Age: ___________

Date: ___________ Time: ___________

Number at which call was received:

Notes:

Callers Voice - Circle as applicable:

- Calm
- Angry
- Excited
- Slow
- Rapid
- Soft
- Loud
- Laughter
- Crying
- Normal
- Distinct
- Slurred
- Nasal
- Stutter
- Lisp
- Raspy
- Deep
- Ragged
- Clearing Throat
- Deep Breathing
- Cracked Voice
- Accent
- Familiar

If voice is familiar, whom did it sound like?

Background Sounds:

- Street Noises
- Animal Noises
- Clear
- Static
- Music
- House Noises
- Motor
- Factory Machinery
- Voices
- PA System
- Local Call
- Long Distance
- Phone Booth
- Office Machinery

- Other

Threat Language:

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker

- Taped
- Message read

Remarks:

CPS Emergency Response Protocols and Procedures (24) of (67)
Bus Accident

Bus Driver/Monitor

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire
- If conditions are safer outside the bus than inside, evacuate the bus
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 911. Let them know a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- Contact the school district/bus company office and provide the following information:
  1. Who
  2. What,
  3. When,
  4. Where(location)
  5. Why and needs
- Do not discuss details of the accident with media
- Do not release any students to anyone unless told to do so by school district administration or law enforcement
- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

School Commander

- Dispatch the district transportation director, school administrator or designee to the accident location.
- School official(s) at the scene will access level of support needed and convey this to the School Commander and Superintendent’s office.
- School Commander or designee at the scene will report the names of student passengers, their conditions disposition, and location(s) where injured were taken to the district office so parent notifications can be made.
- Direct school official(s) at the scene to accompany injured students to the hospital.
- The School Commander or building principal will ensure any special health information or medication for any injured student is sent to the hospital.
Superintendent

- If multiple hospitals are used, the Superintendent’s office will send an administrator to each hospital.
- The Superintendent or designee will notify the parents/guardians of students involved, and if injured, the name/location of the hospital the student where the student was taken.
- District staff will assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Direct the district public information officer to prepare a media release and parent letter of explanation for the same day distribution, if possible.
Fire

In the event a fire or smoke from a fire has been detected:

- Any staff discovering fire or smoke will signal the fire alarm, and report the fire to the School Administrator.
- The School Commander or designee will immediately initiate an EVACUATION announcement, direct staff to call 9-1-1 to verify the fire alarm and notify the district office.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the Assembly Areas.
- No one may re-enter building(s) until entire building(s) is declared safe by the fire department

Administration

- School Commander or designee calls 911 (Insert the actual sequence to dial 9-1-1 from your phone system) to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, state the building is being evacuated and identify the location of the school command post.
- School office staff will take the visitor log, student sign-out sheet and the Critical Incident Response Kit and evacuate to the designated school command post.
- Office staff will obtain student roll from teachers and inform the principal or incident commander of any missing students.
- After consulting with Superintendent, fire department and law enforcement officials, the School Commander may direct an off-site evacuation if weather is inclement or building is damaged.
- The School Commander or designee will call the off-site relocation site and the Transportation Department and have all available buses sent to the relocation department to assist with possible FAMILY REUNIFICATION process or providing additional shelter.
- School Commander notifies students and staff of termination of emergency, return to the building and resumes normal operations.

Teachers

- Take the class roster, the emergency Go Kit and lead students out of the building to the designated assembly area(s). Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Close the classroom door and turn out the lights upon exiting confirming all students and personnel are out of the classroom.
- Take attendance at the assembly area after being evacuated. Hold up the GREEN status card to indicate all students are accounted for. Use the RED status card to indicate a student or staff is missing or you need immediate assistance.
- Be prepared to move students if an OFF-CAMPUS EVACUATION is ordered.
- Keep your class together and wait for further instructions
Intruder/Hostage

Intruder

When an unauthorized person enters school property:

- Notify School Commander (PRINCIPAL).
- Ask another staff person to accompany you before approaching guest/intruder.
- Politely greet guest/intruder and identify yourself.
- Ask guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the main office.
- If intruder’s purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on school property.
- Notify security or police and Principal if intruder still refuses to leave. Give police full description of intruder. (Keep intruder unaware of call for help if possible)
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- School Commander notifies Superintendent and may issue Lockdown procedures (see Lockdown Procedures section).

Hostage Situation

- If hostage taker is unaware of your presence, do not intervene.
- Notify the Principal or main office.
- School Commander or designee will announce LOCKDOWN action.
- The SC or designee will ensure staff outside is notified of the LOCKDOWN and to move students away from the building to the outside assembly areas.
- The SC or designee will call 9-1-1 immediately (insert the actual sequence to call 9-9-1-1 from your phone system). Give dispatcher details of situation; description and number of intruders, exact location in the building and that the school is in LOCKDOWN. Ask for assistance from hostage negotiation team.
- The SC or designee will redirect any buses in route to the school to an alternate location.
- School Commander notifies Superintendent.
- The SC will give control of scene to police and hostage negotiation team.
- The SC will ensure detailed notes of events are taken.

- Teachers and staff will implement LOCKDOWN procedures upon hearing the alert. If outside, move to campus assembly areas and wait for further instructions.
• Everyone should remain in lockdown until given the “All Clear” or if directed in person by a uniformed law enforcement officer.

If taken hostage:

• Follow instructions of hostage taker.
• Try not to panic. Calm students if they are present.
• Treat the hostage taker as normally as possible.
• Be respectful to hostage taker.
• Ask permission to speak and do not argue or make suggestions.
Nuclear Plant / Radiological Event

Schools within 10-mile radius (Insert facility name(s)) Nuclear Station: Listen for 3 to 5 minute steady siren blast. This signals public to tune their radios to an Emergency Alert Station (EAS). Schools will be notified if radiological release requires protective actions. There are two basic protective actions: Sheltering and Evacuation.

Sheltering Notification

- Bring all persons inside building(s).
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put food in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.

Administration

- School Commander announces EVACUATION alert to students and staff directing them to remain the classrooms until transportation arrives and a second notice is given to load the buses.
- School Commander contacts (transportation coordinator) and informs him/her that an EVACUATION and OFF CAMPUS RELOCATION has been ordered.
- School Commander or designee notifies the relocation center to activate the FAMILY REUNIFICATION PROTOCOL.
- Activate the parent notification protocol and direct them to the relocation site.
- Order teachers and support staff to close all windows.
- Direct staff to turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Post evacuation signs at the main entrances to the building.

Teachers

- Return to homeroom or keep classes intact.
- Take roll.
- Explain evacuation/off-campus relocation procedures to students.
- Instruct students to take belongings.
- Wait in classroom until School Commander or designee informs teachers that buses have arrived.
- Take class roster, emergency Go Kit and move students to the bus staging area for loading.
- Take roll again after arriving at the relocation center.
Severe Weather

When a Severe Weather Watch or Warning has been issued in the area near the school.

**Severe Weather Watch has been issued:**

- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into the building.
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- Review “DROP COVER and HOLD” procedures with students.
- Assign support staff to monitor all entrances and weather conditions.

**Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school**

- The School Commander will announce SHELTER-IN-PLACE alert signal
- The SC will direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in “DROP, COVER and HOLD” positions until the danger passes.
- The SC will direct students and staff outside to REVERSE EVACUATE into the building.
- If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Evacuate students and staff from any mobile classrooms in to the building.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.
Hazardous Material Release

Hazardous material (haz-mat) release is an incident involving the discharge or spill of a biological or chemical substance including release of radioactive materials. Internal haz-mat incidents may occur from activities in a school laboratory, vocational technical area, or maintenance shop. External haz-mat exposure often results from an accident involving a train or truck carrying hazardous materials or an explosion or spill at an industrial site.

Substance Released Inside A Room or Building

- The School Commander (SC) will initiate an EVACUATION alert. Direct staff to use designated routes or other alternate safe routes to assigned Assembly Area(s) upwind or crosswind from the affected room or building.
- The SC directs staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system,) provide the name and location of the school, state the emergency and describe actions to safeguard students and staff and identify the location of the school command post.
- The SC or staff will notify the Superintendent’s office and request activation of media and parent notification protocol.
- The SC will direct staff to secure the area around the chemical spill and ensure the air handling ventilation system is shut down.
- The SC will establish a school command post outside the school and brief fire officials when they arrive.
- Refer media to: Superintendent Bob Lewandowski  307-250-4064 (cell)
- Teachers should take attendance at their outside Assembly Area and report any missing or injured students to administration.
- After evacuation, persons who have come into direct contact with haz-mat substances should be taken to a decontamination area.
- The SC will determine if an off-campus evacuation to a relocation site is necessary. If so, request transportation resources from the district. Alert staff to move to students to designated transportation site.
- Request law enforcement officials to assist with evacuation and assign officers to the relocation site.

Substance Release Outdoors

- The School Commander (SC) will immediately announce a SHELTER-IN-PLACE alert and a REVERSE EVACUATION into the building for all students and staff outside the building.
- The SC or designee will call 9-1-1 (Insert the actual sequence to dial 911 from your phone system) identify the name/exact location of the school, describe the emergency, state what actions are being taken to safeguard students/staff and remain on the line until told otherwise.

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• The SC will direct staff to turn off air handling/ventilation systems, close all windows and
doors and turn off fans and air conditioners.
• The SC will notify the Superintendent’s office and request activation of media and parent
notification protocol.
• Refer media to: Superintendent Bob Lewandowski  307-250-4064 (cell)
• The SC will ensure all buses enroute to the school are re-directed to the alternate
relocation site and deposit the student there for reunification with parents.
• Teachers and staff outside will immediately move into the building using the nearest
entrance and proceed to the designated safe areas. If movement into the building would
expose persons to hazardous chemical plume, teachers should move to designated
outdoor assembly areas upwind or crosswind from the spill.
• The SC will turn on a radio or television to monitor information concerning the incident.
• The school will remain in SHELTER-IN-PLACE until the fire official or appropriate
agency provides clearance or the staff is otherwise notified by the Superintendent.
• When emergency responders determine it is safe to do so, the SC will give the “All
Clear” signal to staff and students and announce whether school will resume normal
activities, dismiss early or complete a non-emergency evacuation and movement to an
off-campus relocation site for parent reunification.
Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

School Commander

- The School Commander (SC) or designee will call 9-1-1(if necessary) (Insert the actual sequence to dial 911 from your phone system)
- After the shaking stops, the SC will initiate an EVACUATE BUILDING alert. Staff and students will evacuate using designated routes or alternate routes to the outside Assembly Area(s).
- The SC will contact the Superintendent’s office and activate the media and parent notification protocol.
- The SC will establish a school command post and medical triage site on campus.
- The SC will direct staff to shut off utilities and notify the appropriate utility company of damages (e.g., gas, power, water or sewer)
- The SC will consult with emergency management and public safety officials to determine if the buildings are safe for reoccupancy.
- The SC will consult with the Superintendent concerning closing school. They will decide whether to announce dismissal students from the school or EVACUATE student’s off-campus to an alternate relocation site for Parent Reunification.
- If an off-campus EVACUATION is ordered, activate the parent notification procedures and notify the appropriate law enforcement agency to request assistance at the relocation site.

Teachers and staff

- Upon the first indication of an earthquake, teachers should direct students to DROP, COVER and HOLD, seek shelter under desks and move away from windows and overhead hazards.
- If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- If EVACUATION is ordered, teachers will bring their student roster and emergency Go Kit, take attendance at the Assembly Area, and report any missing or injured students.
- Designated staff will check for injuries and provide appropriate first aid.
- Be prepared to relocate to a remote site if an off-campus evacuation is ordered.
Active Shooter/Armed Intruder

An active shooter or armed assault on campus involves one or more individual’s intent on causing physical harm to students and staff. Intruders may possess a gun, a knife, a bomb or other harmful device.

Administrator

- The School Commander (SC)/Principal will direct staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system), give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officer (e.g. DARE, School Resource Officer). Caller will remain on the line to provide updates.
- The SC will announce a building-wide LOCKDOWN alert. Direct staff and students outside the building to move immediately to the campus Assembly Area(s) and be prepared to EVACUATE off-campus if necessary.
- The SC will direct any support staff outside to stop pedestrians from entering school grounds and stop all vehicles from entering the campus until police arrive.
- The SC will ensure any buses in route to the school are redirected to the pre-designated Relocation Site.
- The SC will secure the administration office as a command post and retrieve the Critical Incident Response Kit. If the incident is occurring at the administration office, the SC will designate an alternate command post.
- The SC will assign someone to meet and brief arriving law enforcement officers.
- The SC or designee will switch bells to manual mode and disarm the fire alarm.
- The SC will direct office staff to contact the classrooms via intercom or alternate means of communication to check status.
- The SC will notify the Superintendent’s office and request activation of media and parent notification protocols
- Refer media to: Superintendent Bob Lewandowski 307-250-4064 (cell)

- Assign staff to meet and brief responding law enforcement officers.

Teachers

- Upon first indication of an armed intruder, staff should immediately notify the School Administrator and go to LOCKDOWN.
- Clear students from the hallway and bathrooms outside the classroom immediately.
- Close and lock all doors and windows, pull down the shades and turn off the lights.
- Tell the students to get down on the floor up against an interior solid wall and remain quiet
● Account for all students and report any additional non-class students sheltered in the room and any missing students
● Place a RED or GREEN card on an outside window, on inside door window or under the door to communicate with first responders. A GREEN card means “Everything is OK in the classroom”; a RED card means, “Emergency assistance is needed.”
● Teachers, staff and students will remain in LOCKDOWN until given the “All Clear” by the Incident Commander or a law enforcement officer in uniform.
● If an intruder enters the classroom use a pre-determined code to communicate when the office calls for a status check.
● If an intruder enters and begins shooting, “TELL THE STUDENTS TO GET OUT ANY WAY POSSIBLE”, exit the building or run to another location that can be locked.

Recovery

● After the intruder(s) have been subdued, the School Commander will announce an EVACUATION and OFF-CAMPUS RELOCATION to an alternate site for FAMILY REUNIFICATION.
● The SC will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
● The SC will request bus transportation or alternate transportation to the relocation site.
● The SC will request the district activate media and parent notification protocols and direct parents to go to the relocation site.
● Teachers will EVACUATE the building using the designated exit routes and alternate routes to the assigned Assembly Areas, take attendance and move to the buses for transport.
● The SC will activate the district Crisis Response Team and notify area mental health agency to provide counseling and mental health services at the relocation site.
● The SC will debrief the school Emergency Management Team.
● The Superintendent in consultation with law enforcement officials will determine when the school can resume normal activities and communicate the information to parents and the public

(Note: The school is a crime scene and will require a thorough search and processing.)
Utility Loss or Failure

Utility failure is the loss or interruption of electric power, natural gas, water or sewage services to the school. The most common utility failure results from power outages throughout the year. In certain situations, students may need to be relocated until the power is restored.

- Upon notice of loss of utilities, the School Commander (SC) will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE or EVACUATION. The SC may direct staff to shut off utilities, as deemed necessary.
- The School Commander will contact the local utility company (see emergency contact section) and determine the anticipated duration of the outage.
- The School Commander will confer with the Superintendent and determine whether school should be closed and classes temporarily suspended. If so, activate parent and media notification protocols.
- In the event of a gas leak, the School Commander will direct staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system) give name and exact location of the school, state the emergency, identify affected area(s) of the building, announce the school is EVACUATING and provide the location of the school command post outside.
- For gas leaks, the School Commander will order an EVACUATION and open windows. DO NOT ACTIVATE THE FIRE ALARM and transfer school bells to manual mode. Direct staff to shut off all utilities.
- If evacuating, teachers and staff should follow evacuation procedures avoiding areas of hazard, assemble at designated assembly area, take attendance and report any missing students to administration. Teachers should be prepared to evacuate students off campus to a relocation site for parent reunification, if directed.
- Refer media to: Superintendent Bob Lewandowski  307-250-4064 (cell)
- Do not allow anyone to reenter the building until the facility has been deemed safe.
- The School Commander will complete a detailed incident report at the earliest opportunity and send to the Superintendent's Office.
Media

All staff must refer media to school site or district spokesperson.

- The School District, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be predetermined during the planning process)
- Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.
- Refer media to: Superintendent Bob Lewandowski 307-250-4064 (cell)
- School Public Information person acts as contact for emergency responders and assists district spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities: Superintendent Bob Lewandowski 307-250-4064 (cell)

During an emergency, adhere to the following procedures:
- Incident Commander or designee relays all factual information to Superintendent.
- Superintendent notifies other schools in district and may ask school Public Information designee to prepare a written statement to media.
- Establish a media information center away from school.
- Update media regularly. Do not say “No comment”.
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

Media statement

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe school’s plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). Do not release names to media.
- Refrain from exaggerating or sensationalizing crisis.
Structural Failure

Structural failure of a building may result from an earthquake, underground mine collapse, ground settling, heavy snow and ice accumulation on roofs, broken water or sewer lines, and faulty construction. The structural failure may be catastrophic with a sudden collapse severely injuring occupants. Some structural failures may cause large cracks in walls or foundations, flooding, and loss of utilities which present a hazard to the safety of students and staff.

Structural failure with collapse or partial collapse

- Upon the first indication of a structural failure the School Commander may implement DROP, COVER and HOLD, an EVACUATION and an OFF-SITE EVACUATION.
- If the roof, ceiling, or wall collapses, students and staff should immediately DROP, COVER and HOLD, seek shelter under desks and tables, and move away from windows or glass.
- Teachers and staff will immediately the injured and evacuate the building moving to their assigned assembly area(s).
- The School Commander will initiate an EVACUATION of the building
- The School Commander (SC) or designee will call 9-1-1(if necessary) (Insert the actual sequence to dial 911 from your phone system), identify the name and exact location of the school, state the emergency, describe response actions taken, and remain on the line to provide updates.
- The SC will direct staff to turn off utilities and seal off the high risk area, if necessary
- The SC will notify the Superintendent and determine whether to dismiss school early, order an evacuation, and off site evacuation for parent reunification.
- The Superintendent and School Commander will confer with emergency management and public safety officials regarding the structural integrity of the building.
- The district office will notify the architect and insurance carrier to document and assess the damage
- The affected areas will not be reopened until the structural integrity of the building is deemed safe.

Structural failure without collapse

- For structural failure without collapse, the SC will ensure the affected area is vacated immediately and determine if an EVACUATION is warranted. Staff will be directed to seal off the affected area and turn off utilities to that area, if necessary.
- The SC will notify the Superintendent and determine whether to dismiss school early, order an evacuation, and off site evacuation for parent reunification.
- The Superintendent and School Commander will confer with emergency management and public safety officials regarding the structural integrity of the building.
- The district office will notify the architect and insurance carrier to document and assess the damage
- The affected areas will not be reopened until the structural integrity of the building is deemed safe.

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Medical Emergency

School Staff

- Quickly assess the situation. Make sure the situation is safe for you to approach. Examples of danger include but are not limited to:
  a. Live electric wires
  b. Gas leak
  c. Building damage
  d. Animal threat
- Immediately notify the building’s emergency responder(s) whose contact information is posted in the facility.
- Assess the seriousness of the injury or illness.
- Under life and death circumstances call or have someone call 9-1-1 immediately. Be prepared to provide the school name and address, exact location (floor, room number); describe illness or type of injury; and age of the victim(s).
- Immediately inform the Building Principal or main office.
- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first aid according to your level of training until help arrives.
- Comfort and reassure the victim. Do Not Move the sick or injured unless the scene is unsafe.
- If the victim is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use.
- Staff trained in the use of the AED will respond to the scene and apply the device if necessary.
- If an AED was used, the person using it will complete the Automatic Defibrillator Incident Report, 4:170-E7. If appropriate, a supervising staff member completes the report.

Administration

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to responders.
- Send school staff with first responder/first aid/AED training to the scene.
- Assign a staff member to meet emergency medical service responders and lead them to the injured/sick person.
- Assign a staff member to remain with the victim if they are transported to the hospital
- Notify parent or guardian of the situation, include type of injury or illness, medical care given and location where the victim has been transported.
- Ensure student/staff medical information from administrative records is sent to the hospital.
- Notify the school counselor/Crisis Response Team and provide a brief description of the incident.
- Advise faculty and staff of the situation (when appropriate).
- Develop and maintain written documentation of the incident and report each use of an AED to the local EMS System Resource Hospital. Ensure the person who used the AED completes the Automatic External Defibrillator Incident Report, 4:170-E7.
- Follow-up with the parents or guardian
  1. For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest (ravine or open ditch) or low spot away from trees and power poles.
  2. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or crosswind from the spill.
- Move students from mobile classrooms to an interior safe area in a permanent structure.
- All persons must remain in shelter until notified by the Incident Commander (PRINCIPAL) or emergency responders.
APPENDIX

APPENDIX 1

Distribution List

EMERGENCY PROTOCOLS & PROCEDURES

List all to receive this document.
APPENDIX 2

Emergency Contact Numbers

Public Safety Agencies Number

- General Emergency  9-911
- Police/Sheriff/Fire  9-911
- Poison Control  800-222-1222
- Local Hospital

District Contacts Number

- Superintendent: Bob Lewandowski  307-250-4064
- Transportation: Robin Nansel  406-740-1807
- Building & Grounds: Robert Whitehead  406-740-1579
- District Clerk: Joanne Schrupp  406-740-1583
- Curriculum Director: Joette Speake  406-740-0548
- Special Ed Director: Debi Smith  406-740-0586
- Technology Systems: Mark Scheidler  406-720-0525
- Technology Network: Ken Rohlf  406-740-0066
- Food Services: Debi Loyning  406-740-2977
- School Nurse: Amelia Landon  406-720-3390
- Activity Director: Mark Ator  406-740-2165

School Contacts Numbers

- HS Principal: Mark Ator  406-740-2165
- HS Assit Principal: Robin Nansel  406-740-1807
- FBMS Principal: Pax Haslem  755-293-2659
- PBES Principal: Shay Grinsell  406-740-0978
- HS Counselor: Jewel Davenport  406-351-1637
- FBMS Counselor: Janice Breyer  406-740-0296
- PBES Counselor: Twila Loveridge  406-748-2418

NOTE: Determine the appropriate sequence required to dial 911 from your sites phone system.
APPENDIX 3

Classroom Teacher Buddy List

Guidelines for Preparing a Buddy Teacher List

- Assign teachers in adjacent or nearby rooms as buddies.
- Review evacuation routes and procedures with entire staff.
- During an emergency, teachers should conduct a classroom status check and buddy teachers should check with each other to determine each other’s health status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
- Remember: The teachers’ responsibility is to all students, but in situations that threaten the lives of all, teachers should do the greatest good for the greatest number.
- If necessary, one buddy teacher should evacuate both classrooms. In these cases, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door (but not lock it). If both buddy teachers are available for evacuation, one should lead and one should bring up the rear, checking briefly to make sure that both classrooms are empty and closing doors.
- Ensure that each classroom contains a “go kit” that contains the teacher’s class roster and the buddy teacher’s class roster.
- Immediately following student accounting, one member of each buddy team must check in at the Command Post.
- In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy’s classroom into the other. One teacher is then available for assignments.
- Ensure that substitute teachers are familiar with emergency procedures and who their buddies are.
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APPENDIX 4

District Phone Tree
High School Phone Tree
Middle School Phone Tree
Elementary Phone Tree
Building & Grounds Phone Tree
Food Service Phone Tree
Board Phone Tree
Activities Phone Tree
Transportation Phone Tree
## APPENDIX 5

### Emergency Operations Planning Team

<table>
<thead>
<tr>
<th>Organization</th>
<th>Position</th>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
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<tr>
<td>CPS</td>
<td>Superintendent</td>
<td>Bob Lewandowski</td>
<td>307-250-4064</td>
<td><a href="mailto:bob.lewandowski@colstrip.k12.mt.us">bob.lewandowski@colstrip.k12.mt.us</a></td>
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<tr>
<td></td>
<td>Supt Assistant</td>
<td>Linda Miars</td>
<td>406-740-1246</td>
<td><a href="mailto:linda.miar@colstrip.k12.mt.us">linda.miar@colstrip.k12.mt.us</a></td>
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<tr>
<td></td>
<td>Board Representative</td>
<td>Deb Peters</td>
<td>406-748-3319</td>
<td><a href="mailto:debpeters74@q.com">debpeters74@q.com</a></td>
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<tr>
<td></td>
<td>Clerk</td>
<td>Joanne Schrupp</td>
<td>406-740-1583</td>
<td><a href="mailto:joanne.schrupp@colstrip.k12.mt.us">joanne.schrupp@colstrip.k12.mt.us</a></td>
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<td>Maintenance</td>
<td>Robert Whitehead</td>
<td>406-740-1579</td>
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<td></td>
<td>Special Education</td>
<td>Debi Smith</td>
<td>406-740-0586</td>
<td><a href="mailto:debi.smith@colstrip.k12.mt.us">debi.smith@colstrip.k12.mt.us</a></td>
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<td>Joette Speake</td>
<td>406-740-0548</td>
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<td>Robin Nansel</td>
<td>406-740-1807</td>
<td><a href="mailto:robin.nansel@colstrip.k12.mt.us">robin.nansel@colstrip.k12.mt.us</a></td>
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<td></td>
<td>Activity Director</td>
<td>Mark Ator</td>
<td>406-740-2165</td>
<td><a href="mailto:mark.ator@colstrip.k12.mt.us">mark.ator@colstrip.k12.mt.us</a></td>
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<tr>
<td></td>
<td>Technology Systems</td>
<td>Mark Scheidler</td>
<td>406-720-0525</td>
<td><a href="mailto:mark.scheidler@colstrip.k12.mt.us">mark.scheidler@colstrip.k12.mt.us</a></td>
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<td></td>
<td>Technology Network</td>
<td>Ken Rohlf</td>
<td>406-740-0066</td>
<td><a href="mailto:ken.rohlf@colstrip.k12.mt.us">ken.rohlf@colstrip.k12.mt.us</a></td>
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<tr>
<td></td>
<td>Student Information Services</td>
<td>Kathy LaDuke</td>
<td>406-740-0601</td>
<td><a href="mailto:kathy.laduke@colstrip.k12.mt.us">kathy.laduke@colstrip.k12.mt.us</a></td>
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<td>406-740-2977</td>
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<td>JD Old Mouse</td>
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<td>CHS</td>
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<td></td>
<td>Counselor</td>
<td>Jewel Davenport</td>
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<td><a href="mailto:jewel.davenport@colstrip.k12.mt.us">jewel.davenport@colstrip.k12.mt.us</a></td>
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<td></td>
<td>Head Custodian</td>
<td>Tom Oberth</td>
<td>406-740-0908</td>
<td><a href="mailto:tom.oberth@colstrip.k12.mt.us">tom.oberth@colstrip.k12.mt.us</a></td>
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<td>FBMS</td>
<td>Principal</td>
<td>Pax Haslem</td>
<td>755-293-2659</td>
<td><a href="mailto:pax.haslem@colstrip.k12.mt.us">pax.haslem@colstrip.k12.mt.us</a></td>
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<td></td>
<td>Counselor</td>
<td>Janice Breyer</td>
<td>406-740-0296</td>
<td><a href="mailto:janice.breyer@colstrip.k12.mt.us">janice.breyer@colstrip.k12.mt.us</a></td>
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<tr>
<td></td>
<td>Head Custodian</td>
<td>Audrey Watson</td>
<td>406-748-3893</td>
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<td>PBES</td>
<td>Principal</td>
<td>Shay Grinsell</td>
<td>406-740-0978</td>
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<td>Counselor</td>
<td>Twila Loveridge</td>
<td>406-748-2418</td>
<td><a href="mailto:twila.loveridge@colstrip.k12.mt.us">twila.loveridge@colstrip.k12.mt.us</a></td>
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<td>Head Custodian</td>
<td>Lindsey McFarland</td>
<td></td>
<td><a href="mailto:lindsey.mcfarland@colstrip.k12.mt.us">lindsey.mcfarland@colstrip.k12.mt.us</a></td>
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<tr>
<td>City of Colstrip</td>
<td>Mayor of Colstrip</td>
<td>John Williams</td>
<td>406-748-2300</td>
<td><a href="mailto:mayor@cityofcolstrip.com">mayor@cityofcolstrip.com</a></td>
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<tr>
<td>Colstrip Police</td>
<td>Chief</td>
<td>Cory Hert</td>
<td>406-748-2211</td>
<td><a href="mailto:policechief@cityofcolstrip.com">policechief@cityofcolstrip.com</a></td>
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<tr>
<td>County Sheriff</td>
<td>Sheriff</td>
<td>Randy Allies</td>
<td>406-346-2715</td>
<td><a href="mailto:rallies@rosebudcountymt.com">rallies@rosebudcountymt.com</a></td>
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<tr>
<td>Highway Patrol</td>
<td>Officer</td>
<td>Richard Drake</td>
<td>406-740-0671</td>
<td><a href="mailto:rdrake@mt.gov">rdrake@mt.gov</a></td>
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<tr>
<td>Colstrip Medical Clinic</td>
<td>Director</td>
<td>John Poole</td>
<td>406-748-3600</td>
<td><a href="mailto:john.poole@colstripclinic.com">john.poole@colstripclinic.com</a></td>
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<tr>
<td>Emergency Response</td>
<td>Director</td>
<td>Jose Ortiz</td>
<td>406-740-0645</td>
<td><a href="mailto:jose.ortiz@colstripclinic.com">jose.ortiz@colstripclinic.com</a></td>
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<tr>
<td>Colstrip Fire Department</td>
<td>Chief</td>
<td>Rob Pontius</td>
<td>406-749-1066</td>
<td><a href="mailto:robpontius@yahoo.com">robpontius@yahoo.com</a></td>
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<tr>
<td>Long’s Technology</td>
<td>General Manager</td>
<td>Matt Ramey</td>
<td>307-217-0681</td>
<td><a href="mailto:mramey@LONG.com">mramey@LONG.com</a></td>
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<td>Colstrip Ambulance</td>
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<td>Sean Hage</td>
<td>406-748-3511</td>
<td><a href="mailto:4hages@bridgeband.com">4hages@bridgeband.com</a></td>
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<tr>
<td>Poison Control</td>
<td>Representative</td>
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<td>800-222-1222</td>
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<tr>
<td>Rosebud Hospital</td>
<td>CEO</td>
<td>Ryan Tooke</td>
<td>406-346-2161</td>
<td><a href="mailto:tooker@rosebudhealth.com">tooker@rosebudhealth.com</a></td>
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<td>CPRD</td>
<td>Executive Director</td>
<td>Rick Harbin</td>
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<td><a href="mailto:rharbin@colstripparks.com">rharbin@colstripparks.com</a></td>
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<td>CPRD</td>
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<td>Josh Zapata</td>
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<td>Talen Energy</td>
<td>Manager</td>
<td>Neil Dennehy</td>
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CPS Emergency Response Protocols and Procedures (59) of (67)
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<td>WestMoreland Coal</td>
<td>Security</td>
<td>Chrissy VanRuth</td>
<td><a href="mailto:cvanruth@westmoreland.com">cvanruth@westmoreland.com</a></td>
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<td>NorthWestern Energy</td>
<td>Lineman</td>
<td>Ed Hattin</td>
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<td>Security Integration</td>
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<td><a href="mailto:rgroteluschen@LONG.com">rgroteluschen@LONG.com</a></td>
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<td>Bureau of Indian Affairs</td>
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<td>Long Technology</td>
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<td>Karl Rubottom</td>
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<td>County Commissioners</td>
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<td>Doug Martens</td>
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<td>Rosebud County DES/EMS</td>
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APPENDIX 6

Readiness Levels

Many emergencies follow some recognizable build-up period during which actions can be taken to achieve a gradually increasing state of readiness. A five-tier system is utilized. Readiness Levels will be determined by the Principal. General actions to be taken at each readiness level are outlined in the annexes to this plan; more specific actions will be detailed in departmental or agency SOPs.

Readiness Action Level Descriptions

The following readiness action levels will be used as a means of increasing the school’s alert posture. (Based on the U.S. Department of Homeland Security.) Suggested by the U.S. Department of Education)

Green – Low

A. Assess and update emergency operations plans and procedures.
B. Discuss updates to school and local emergency operations plans with emergency responders
C. Review duties and responsibilities of emergency response team members.
D. Provide CPR and first aid training for staff.
E. Conduct training and drills.
F. Conduct 100% visitor ID check

Blue - Increased Readiness

A. Review and upgrade security measures
B. Review emergency communication plan
C. Inventory, test, and repair communication equipment.
D. Inventory and restock emergency supplies
E. Conduct emergency operations training and drills

Yellow – Elevated

A. Inspect school buildings and grounds for suspicious activities.
B. Assess increased risk with public safety officials.
C. Review crisis response plans with school staff.
D. Test alternative communications capabilities.

Orange – High

A. Assign staff to monitor entrances at all times.
B. Assess facility security measures.
C. Update parents on preparedness efforts.

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D. Update media on preparedness efforts.
E. Address student fears concerning possible emergency.
F. Place school and district emergency response teams on standby alert status.

Red – Severe

A. Follow local and/or federal government instructions (listen to radio/TV).
B. Activate emergency operations plan.
C. Restrict school access to essential personnel.
D. Cancel outside activities and field trips.
E. Provide mental health services to anxious students and staff
APPENDIX 7

Line of Succession

District Line of Succession
High School Line of Succession
Middle School Line of Succession
Elementary Line of Succession
## APPENDIX 8

### Panic Button Identification

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<td>CPS - FBMS Lower Level</td>
<td>Superintendent</td>
<td>Bob Lewandowski</td>
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<td>2.</td>
<td>CPS - FBMS Lower Level</td>
<td>Superintendent Assistant</td>
<td>Linda Miars</td>
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<td>3.</td>
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<td>District Clerk</td>
<td>Joanne Schrupp</td>
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<td>4.</td>
<td>CPS - Bus Barn</td>
<td>Maintenance Director</td>
<td>Robert Whitehead</td>
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<td>5.</td>
<td>CPS - PBES Office</td>
<td>Special Ed Director</td>
<td>Debi Smith</td>
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<td>CPS - FBMS Upper Level</td>
<td>Curriculum Director</td>
<td>Joette Speake</td>
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CPS Emergency Response Protocols and Procedures (67) of (67)