

2022-2023 HIGH SCHOOL FACULTY HANDBOOK

**DISTRICT MISSION**

The core purpose of the Frenchtown Public Schools is to empower and educate students in a nurturing and safe environment, so they discover their strengths, develop a love and appreciation for learning, reach their full potential, and prepare for an ever-changing world.

**CORE VALUES (guiding principles)**

**Community**

Frenchtown School District is the heart of the community. We value our strong sense of pride in our school community and our families. We value the relationships we have with one another and the broader role education plays in the community.

**Excellence in Education**

We value providing our students with an excellent education that focuses on their individual needs. We have dedicated staff that take pride in their work and strive to provide students with exceptional and vast experiences. Our offerings give our students access to a broad range of opportunities and activities inside and outside of the classroom.

**Safe and Nurturing Environment**

Students and staff have a right to a safe, nurturing environment where students and staff thrive. We celebrate diversity and are responsive to the needs of students, staff and community.

**Personal Responsibility**

We believe that self-responsibility and good citizenship are vital to our success. We value showing and having respect for others, being respected and, maintaining our integrity during times of success and times of challenge.

**FRENCHTOWN SCHOOL DISTRICT**

**BRONCS** **RESPECTFUL RESPONSIBLE SAFE** **BE A BRONC!**

**WE ARE FRENCHTOWN** VISIT [ftsd.org](http://ftsd.org)  

**ACADEMIC LETTERING:** Students will be awarded an academic letter if they meet the following requirements:

- Maintain a cumulative semester GPA of 3.7 or greater for 3 consecutive semesters
- Maintain good standing with regards to attendance and behavior.
- Once the academic letter has been awarded, students will receive a pin each time they maintain a cumulative semester GPA of 3.7 or greater for 2 consecutive semesters (A student could receive an academic letter after 1<sup>st</sup> semester of their sophomore year and potentially earn a pin after the first semester of their junior and senior year).

**ACCESS TO STUDENT RECORDS / CUMULATIVE (PERMANENT) STUDENT RECORDS:** (Reference Board Policy 3600P) permanent records are maintained in secure storage. These records are available to parents, educators and other duly authorized individuals as long as they log the fact that they were reviewed – what time, date, purpose, etc. and received prior permission from the principal.

**ACCIDENT REPORTS (students AND staff members):** Injury report forms are available in the school office and must be completed by a staff member any time there is a student injury under your supervision. In addition, YOU must fill out an accident report for yourself should you be injured at school – even if you feel the injury is a minor one. Once you have written the student accident report, please inform the parents, the administrator, and the school nurse.

**ADDRESS:** It is the teacher's responsibility to inform the district of any changes in address and maintain a current mailing address on file.

**ADMITTING STUDENTS TO CLASS:** please admit students to class after absences. The office will take care of the excused or unexcused communication with parents.

**ALLERGY ALERTS:** if you believe a student is wearing too much perfume or cologne, and it might cause allergic reactions, please inform a counselor or an administrator. We will deal with the student discreetly to see if we can tone it down.

**AT-RISK REPORTS (for eligibility):** Grades will be pulled every Friday by the office. If you would like to make an exception to the report, please notify the office. **If a student is ineligible in your class we don't want the grade to be a surprise. Make sure students know their progress/marks!**

**BUDDY TEACHER PLAN:** teachers in adjacent rooms are your "buddy teachers." Please let substitutes know who your buddy teacher is in case of an alarm or safety event. Your buddy teacher will take over your class as well as his or her own class. (The substitute can simply help supervise students.)

**BUILDING KEYS:** do **NOT** allow students to use your keys – ever! Also, keep them put away so they are not "lifted" by a student.

**BUILDING SECURITY:** *all staff members share the responsibility for building security.* Please make sure you close and lock doors if you are in the building on the weekend. Over the past few years we have had problems with doors not latching. It is imperative that you physically make sure the door you use is actually closed and locked.

**CHAIN OF COMMAND:** teachers are expected to consult with the principal FIRST when there are questions or concerns about procedures or policy. If the answer the principal gives you is not to your liking, the next level to take it to will be with the superintendent. 1 = principal; 2 = superintendent; 3 = board of trustees.

**CHILD ABUSE:** (Reference Board Policy 5232, 5232P) **it is the responsibility of THE TEACHER, or adult personnel, to report suspected cases of child abuse, neglect or partner assault. You must call DPHHS @ 1-866-820-5437** and you must inform the administrator.

**CLASS ADVISORS:** almost all teachers have been assigned to a class. The teachers act as advisors to the students for class-sponsored activities like dances.

**CLASSROOM:** each teacher is responsible to keep their classroom locked when they are not physically present in the room.

**CLASSROOM CARE:** each teacher is responsible for the care and upkeep of the classroom during the school day. Do not let students sit on desks, destroy chairs, write on the walls, etc. Teachers should also use appropriate tape to put items on the wall, and make sure to keep desks and chairs away from the walls.

**CLASSROOM RULES:** *each teacher must have classroom rules posted AND each teacher must go over the expectations with students.* Please let students know that teachers will have different rules, and they need to abide by the rules of a given teacher.

**CLASS SCHEDULE CHANGES:** class schedule changes will be approved for sound educational practices only, **or for administrative reasons.** Classroom teachers will be consulted in most cases. The deadline for transferring to a new class is no later than five days after the quarter begins, unless there are administrative reasons for the changes.

**COLLECTIVE BARGAINING AGREEMENT (CBA):** It is your responsibility to be familiar with this document.

**COMPLAINTS INVOLVING FELLOW PERSONNEL:** first, see if you can take care of your complaint with your fellow co-worker. If you cannot resolve the issue, the next level of the complaint will be made to the principal. If you just want the principal to mediate a meeting between you two, please ask. If you feel neither step has worked, you will then follow the uniform complaint procedure and file a “formal complaint.” While the process is proceeding, all parties involved will keep information confidential. Breach of confidentiality may lead to disciplinary action.

**COMPLAINTS INVOLVING PARENTS OR COMMUNITY MEMBERS:** we want a parent or community member to try to resolve a complaint at the lowest level possible. A parent or community member needs to meet with a teacher first to resolve the issue. If the issue is still not resolved, the teacher and parent or community member will meet with the principal to work out a resolution. If the parent or community member is not satisfied with the attempt to resolve the issue, he or she will have to follow the formal complaint procedure as outlined by board policy.

**COMPUTER USE BY STAFF MEMBERS:** school computers are meant for educational use and data procedures. Browsing around the internet to shop, secure airline tickets, update Facebook etc. is prohibited. If you use your computer for personal searches that are not class or education related, your internet access will no longer be available. Also keep in mind the following phrase: **PUBLIC AND PERMANENT** - when it comes to searching the web or posting items on social media. Obviously, if you use the school computer to do anything illegal you will be disciplined and it may mean termination of employment. (Note: the use of school computers for political campaign purposes or messages is unlawful and you can be fined.)

**CONFIDENTIALITY:** (Reference Board Policy 5223) you must maintain absolute confidentiality concerning student information about behavior and performance at school, or in school-sponsored activities. In addition, I want you to maintain absolute confidentiality when it comes to personal meetings with the administrator. **Note: when you get the eligibility list you MUST NOT call attention to a student's grade or eligibility in front of other students. You CAN talk to the student privately to show concern and offer assistance.**

## **CONFIDENTIALITY**

**Respect for confidentiality is one of the most critical and important aspects of a certified staff position, paraprofessional's position, any other classified employee position, or school volunteer position.** Students and parents have a legal and ethical right to individual, as well as data privacy. Below are guidelines to consider when working or volunteering within the school system.

1. Consider, as a general rule, putting yourself in the student's and parent's position: What information would you want discussed with others regarding your child? In what settings, and with whom?
2. Never use other students' names or share information regarding their programs with parents during staffings, discussion, or conferences.
3. Information regarding specific students and programs should remain confidential and should not be shared in lunchrooms, staff rooms, or in the community.
4. Certified staff, paraprofessionals, all other classified employees, and/or volunteers should question school policies only through the proper school-

designated channels, generally beginning with their direct supervisor or, if necessary, the principal of the building.

5. Certified staff and paraprofessionals (as needed) and at times building secretaries, but not any other classified employees or volunteers, should have access to special education records in order to be most effective in their jobs. Since the information is confidential, paraprofessionals and building secretaries must first discuss with their supervisor (s) the district's procedures for review.
6. Paraprofessionals, all other classified employees and/or volunteers need to support the teacher's techniques, materials and methods, especially in the presence of students, parents and other assistants. Questions should be directed to the specific teacher privately.
7. When having conversations or writing confidential information regarding a student or a family be aware of those around you who may be within hearing/reading distance. Look for a more private place within the school building.
8. Remember, when working within special education, Title I and/or with a child under a 504 Plan, any Individual Education Plan (IEP) is a legal document developed by a team based on a student's need with goals and objectives in areas of service. When necessary and only on a need to know basis, a teacher may review the content of said plans with the para-professional, any other classified employees and/or volunteer. Confidentiality is the guideline.

**CONTACTING PARENTS:** teachers must contact parents by phone call or email if he or she refers a student to the office (even if it is for a "time out"). If the behavior was bad enough to warrant a trip to the office, then it was bad enough to make sure the parents know about it as well. Inform the principal once you have made contact with the parent so he knows that the parent knows.

**COPYRIGHT LAWS AND THE COPY MACHINE:** (Reference Board Policy 2312, 2312P) federal law requires full compliance with laws designed to protect the rights of persons or organizations who produce copyrighted material. All school personnel must abide by these laws.

**CUSTODIAL / MAINTENANCE REQUESTS:** Submit a detailed e-mail to "maintenance" if you need maintenance assistance.

**DAILY BULLETIN:** the daily bulletin will be read over the intercom at the start of second period when appropriate. If the announcements are NOT read for some reason, it is the teacher's responsibility to make sure they are read or posted in class. **Keep your class quiet while the announcements are read.**

**DANCES:** all school-sponsored dances will begin no earlier than 8:00 and end no later than 11:00.

**DETAINING STUDENTS:** students are entitled to twenty-four hours notice prior to a teacher or administrator detaining him/her after school; unless you get parent approval for that day.

**DISCIPLINARY MANAGEMENT OF STUDENTS:** when working with students, or in disciplining students, it is highly important to maintain professionalism at all times! *Do not offer counter remarks, sarcasm, or argue with the student. Remain calm and handle the situation in a controlled manner. **DO NOT** discipline in front of other students and if a student refuses to leave for a hallway meeting, please contact the office and the principal will be sent to your room. If the principal is not available, the office may contact a counselor. If no one is available for assistance, please turn to a buddy teacher to get some help.*

- ❖ *Do not keep students from moving on to the next class. Make an appointment to see the student at a later time (noon or after school) to finish your “conversation” about the behavior incident. Always make sure to call the parent after the meeting to let the parent know what happened.*

**DISCIPLINARY REFERRALS:** if you send a student to the office FOR ANY REASON, you must follow up with a written discipline referral to the principal. The written referral is easiest in e-mail form. This “paper work” allows us to keep track of the student’s discipline (we also log it into Infinite Campus, but if we ever lose the data we will have an e-mail). If you are unwilling to do the paper work and contact the parent (as noted previously), then the event did not happen as far as the principal is concerned.

**DRESS CODE:** if you feel students are inappropriately dressed, please ask the students to change or refer the students to the office. The dress code for staff is business casual.

**DUTY ASSIGNMENTS:** teachers will not be assigned study hall duty because of the advisory program. However, teachers will have other duties as assigned. Shared teachers will take part in duty assignments as long as they don’t take away prep time or 30 minutes of lunch time.

**EMAIL:** we all know that the power of email is closely connected to the power of perception! If you have something important to email to a staff member, or members, and you deem it could be taken wrong, then DON’T do the email. Go speak with them person-to-person. Generally speaking, caps and bolds “mean” a person is “shouting” at others. We use those things to show emphasis, but the reader does not know how far the emphasis goes.

- ❖ Keep in mind, too, that all emails are public record and by law we have to save them for seven years. Our emails can be subpoenaed and will be made available

to authorities. So whenever you send an email, make sure you don't mind that it could be **public and permanent!**

- ❖ Do not use email to sell things or to gain personal profit.
- ❖ Do not open email attachments that look suspicious or if they are from someone you do not know!

**EMERGENCY DRILLS:** make sure you inform students about fire drill procedures at the beginning of the school year (reminders now and then are helpful). Please let the students know that appropriate behavior is mandatory during drills and that they need to take them seriously. Go over evacuation procedures and make sure you know of an alternate exit route in case the one you are supposed to go to is blocked. We will have 7 drills during the school year; they will occur at various times of the day.

## IN AN EMERGENCY TAKE ACTION



### **HOLD! In your room or area. Clear the halls.**

#### **STUDENTS**

Clear the hallways and remain in room or area until the "All Clear" is announced  
Do business as usual

#### **ADULTS**

Close and lock the door  
Account for students and adults  
Do business as usual



### **SECURE!**

#### **Get inside. Lock outside doors.**

#### **STUDENTS**

Return to inside of building  
Do business as usual

#### **ADULTS**

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Account for students and adults  
Do business as usual



### **LOCKDOWN! Locks, lights, out of sight.**

#### **STUDENTS**

Move away from sight  
Maintain silence  
Do not open the door

#### **ADULTS**

Recover students from hallway if possible  
Lock the classroom door  
Turn out the lights  
Move away from sight  
Maintain silence  
Do not open the door  
Prepare to evade or defend



### **EVACUATE! (A location may be specified)**

#### **STUDENTS**

Leave stuff behind if required to  
If possible, bring your phone  
Follow instructions

#### **ADULTS**

Lead students to Evacuation location  
Account for students and adults  
Notify if missing, extra or injured students or adults



### **SHELTER! Hazard and safety strategy.**

#### **STUDENTS**

Use appropriate safety strategy for the hazard

#### **Hazard**

Tornado  
Hazard  
Earthquake  
Tsunami

#### **Safety Strategy**

Evacuate to shelter area  
Seal the room  
Drop, cover and hold  
Get to high ground

#### **ADULTS**

Lead safety strategy  
Account for students and adults  
Notify if missing, extra or injured students or adults

© Copyright 2000-2020. All Rights Reserved. The "I Love U Guy" Foundation. Conifer, CO. The Standard Response Protocol and Logo are Trademarks of The "I Love U Guy" Foundation and may be registered in certain jurisdictions. This material may be duplicated for distribution per "SRP Terms of Use" SRP 7/2020-2021 (Power\_SRP\_V 4.0) (Revised: 07/14/2020) | <http://loveuguy.org>



\*\*The drug dog is a good example of a secure lockdown. Continue teaching but remain in your classroom.

**EMPLOYEE ABSENTEE INFORMATION:** it is the teacher's responsibility to complete the information in our subfinder system. Keep in mind that, per contract, a teacher cannot extend a vacation with personal leave UNLESS it approved by the

superintendent. For those types of leave you must fill out a leave slip. Our maximum allowed personal leaves on any ONE day are three at the high school level. (First come, first served basis.)

### **EQUAL OPPORTUNITY AND EMPLOYMENT**

The Frenchtown School District #40 will not discriminate against any student in education or employment including, but not limited to, course offerings, graduation requirements, athletics, counseling, employment assistance, extracurricular and other school-related activities because of sex, sexual orientation, race, color, creed, religion, national origin, age, physical or mental disability, political belief, marital or parental status, unless based upon reasonable grounds as provided by law.

The Frenchtown School District #40 will not discriminate against any employee because of sex, race, color, creed, religion, national origin, age, physical or mental handicap, political belief, marital or parental status, unless based upon reasonable grounds as provided by law.

**EVALUATIONS:** you can have a pre-evaluation meeting with the principal prior to the completion of your evaluation. All you have to do is request one, or the principal may request one as well. Non-tenured educators have two evaluations per school year. Tenured educators have one formal evaluation every three years, however, a principal can evaluate educators at any time.

**EXTRACURRICULAR TRAVEL:** teachers are NOT allowed to bring their own children on bus trips if the children are not part of the team/club.

**FACULTY MEETINGS:** regular faculty meetings will be held Wednesday mornings when notified.

**FIELD TRIPS:** (Reference Board Policy 2320) the principal or assistant principal must approve all field trips. Once approved, the teacher must do a transportation request (seven days in advance) in order to secure a bus or busses. **You must use a bus to transport students. We will not allow them to drive their own vehicles on field trips.**

**FRESHMEN ORIENTATION DAY:** the first day of school is set aside just for freshmen and new students; the other students will show up on the second day of school. Planning and programs for the day will be done by the counselors and advisors.

**FUND-RAISING ACTIVITIES:** the approval for all fund-raising resides in the building administrator and superintendent. Remember, though, that our community is “hit-up” so often that sometimes it is prudent to do less of these types of activities.

**GRADE BOOK:** your grade book (or grade records) is recognized, **by state law**, as the official attendance record for the students. Please make sure your records are accurate. Further, your grade records are the property of the school district for students’ permanent records. Accuracy is important because we may have questions concerning grades long after a student has graduated. Remember, too, that ALL teachers are REQUIRED to use the electronic Grade Book.



Grading Scale Items Detail					
Name	Score	Min Percent	Sequence	Passing	
X A	A	92.5	1	<input checked="" type="checkbox"/>	
X A-	A-	89.5	2	<input checked="" type="checkbox"/>	
X B+	B+	86.5	3	<input checked="" type="checkbox"/>	
X B	B	82.5	4	<input checked="" type="checkbox"/>	
X B-	B-	79.5	5	<input checked="" type="checkbox"/>	
X C+	C+	76.5	6	<input checked="" type="checkbox"/>	
X C	C	72.5	7	<input checked="" type="checkbox"/>	
X C-	C-	69.5	8	<input checked="" type="checkbox"/>	
X D+	D+	66.5	9	<input checked="" type="checkbox"/>	
X D	D	62.5	10	<input checked="" type="checkbox"/>	
X D-	D-	59.5	11	<input checked="" type="checkbox"/>	
X F	F	0	12	<input type="checkbox"/>	

Add Grading Scale Item

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	P
4.0	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00	0.00

**Semester grades are the only permanent record**

**GRADUATION REQUIREMENTS:** a student must earn 24 credits in order to graduate. Credit is earned at the rate of .5 credits per semester. In addition, the following credits are REQUIRED for graduation:

- 4 English Credits
- 3 Math Credits
- 3 Science Credits
- 2 Health Enhancement Credits
- 1 American History Credit
- 1 American Government Credit
- 1 Additional History Credit
- .5 Historical Location Credit
- 8 (minimum) elective credits in addition to the courses above
  - 1 of the elective credits must be in Fine Arts (music or art)
  - 1 of the elective credits must be in Practical Arts (industrial education, family and consumer science, or business education)

**SCHOOL COUNSELORS:** counselors are a great “first choice” for working with students who have behavior and academic problems. Many times they can help students prior to the “disciplinary stage.”

**HALLWAY CONVERSATIONS BY TEACHERS AND STAFF:** do NOT discuss student issues in the hallway because passing students might overhear the conversation.

In addition, do not discuss staff and/or parent issues in the hallway. Privacy – for everyone – is of paramount importance.

**HALLWAY DECORATIONS AND ADVERTISEMENTS:** Students must get administrative approval prior to hanging anything in the halls or on the bulletin boards.

**HARASSMENT REPORTING:** harassment and bullying will not be tolerated. Encourage students to report any incident of either to an adult in the building. Involve the counselors if you feel the situation can be handled at that level. No matter what, make sure you report the incident to an administrator as well.

**HOLIDAY TREE DECORATIONS:** no live trees can be placed anywhere inside the school building as they constitute a fire hazard. All decorations inside the building should be treated with a flame retardant in order to eliminate fire risks. Please beware that decorations should not be of religious persuasions.

**ID BADGES:** wearing an ID badge during the school day is board policy.

**INCOMPLETE GRADES:** students have two weeks to make up incomplete grades after the conclusion of a quarter or semester. Situations that require more than two weeks must be addressed to the principal. At the end of the school year we DO NOT want to carry-over any incompletes. Please do what you can to expedite the process so the “I” is not on a final transcript. In other words, we do not want to wait two weeks at the end of the school year.

**INFINITE CAMPUS:** Infinite Campus is a web based student information management system. The Parent Portal is a confidential and secure web site that allows parents/guardians to log in and view their child's progress in school. The goal of the Parent Portal is to create a better partnership between parents and teachers. Please keep your grade book accurate and up to date. You are encouraged to enter an “m” in your gradebook for missing assignments. An automatic report will be sent to the parents letting them know that an assignment is missing. The portal is meant to assist parents, but not meant to be the end-all to student responsibility solutions.

**INFINITE CAMPUS PRIVACY:** teachers must not allow grade books or attendance to be shown on smartboards for all students to see! In addition, teachers must not leave grade books or attendance on the monitor for students to see. Grades and attendance are private for each student.

**IT REQUESTS:** Submitting a detailed e-mail to “technology” if you need IT assistance.

**LESSON PLANS:** *all teachers* MUST have their lesson plans (past and present) available at any time the principal or assistant principal asks to see them. In addition, each teacher must turn in the entire year of lesson plans upon checking out for the summer. You may give the office your lesson book, hard copy of lessons stored on the computer, or a flash drive storage device that contains the year's lessons. (Why is this

important? For any parent or legal inquiry during the summer, we must be able to access your grades/grade book and your lesson plans. In addition, we must have copies available for several years past the school year for which the lessons were written.)

**MAILBOXES:** mailboxes are located in the faculty work room on the first level past the HS office. Any mail we receive will go into your mailboxes. Please keep them cleaned out so you know when “new” mail arrives.

**McKinney-Vento Students**

Students eligible for support are those who lack a fixed, regular, and adequate nighttime residence and includes:

- Those living on the street, in a car, in an abandoned building, etc.
- Those living in shelters and in transitional housing programs
- Those live in campgrounds, motels and hotels
- Those doubled up with family and friends due to the loss of housing or economic hardships
- Those recently placed in a foster home (within the past six months)
- Those who have run away or otherwise are not accompanied by a legal parent or guardian

Students in the above living situation may continue to attend school where they last enrolled (prior to losing their housing) or may immediately enroll in the district where they are temporarily staying (even if they lack enrollment documents such as birth certificates, immunizations, and proof of residency).

Please contact building principals, school counselors, or Aaron Griffin (Middle School Principal/FTSD Homeless Liaison at 626-2650).

**MEDICAL MARIJUANA:** based on federal law that bans substance use and/or possession (tobacco, drugs, etc.) on a public school campus, teachers with medical marijuana cards cannot use or possess marijuana on campus. This includes CBD oil. This includes having it in your vehicle parked on campus.

**MESSAGES AND ANNOUNCEMENTS (not of the daily bulletin kind):** we will try to refrain from making intercom announcements during academic time. However, we may need to use the intercom as the quickest way to contact someone.

**MOVING HEAVY EQUIPMENT:** do not move heavy equipment or items by yourself! Do NOT allow students to move it either. If something of this nature has to be moved, please make a school dude request. Don't ask a student to do anything that might cause injury!

**NOTIFYING PARENTS ABOUT STUDENT GRADES/BEHAVIORS:** since you are the primary contact for anything happening in your classroom pertaining to grades and/or behaviors, it is YOU who must contact parents about student grades or behaviors. If you see a student's grades slipping, call the parent right away. If you see a student's behavior “slipping,” call the parents right away. This way a parent cannot say he/she was

never contacted and knew nothing about what was going on. (Log the calls and conversations.) *It is always better to work with the parent(s) and not wait for a reactionary event to bring you together in an unpredictable way.*

**OBSOLETION OF MATERIALS:** please use the district's form for obsolete books and educational materials. For books, please box them and write on the box the number of books and the titles of the books. Hand the form in to the office. Do not place or stack any obsolete books or materials in front of the main office.

**PARKING (for staff):** all staff members will park in the designated staff parking lot to the south of the new HS wing.

**PARTIES:** use professional discretion for celebrating in class. We want to celebrate achievements, but not at the expense of a lot of classroom time. Remember that you can also celebrate at noon if you are willing to have the students come in.

**PERSONAL LEAVE:** use of personal leave during PIR days, the first five (5) DAYS of the school year, and the last two (2) WEEKS of the school year, or to extend Thanksgiving, Christmas, or Easter vacations requires the approval of the superintendent. The principal will deny your leave request during the above time frames, but you must submit the leave sheet to him if you wish to take it up with the superintendent. As noted earlier, there can be no more than 3 teachers with personal leave out on the same day at the high school level – first come, first served.

**PLEDGE OF ALLEGIANCE:** a student-led Pledge of Allegiance to the United States of America will held every first day of each week at the beginning of first period.

**POSITIVE RECOGNITION:** whenever possible please celebrate the successes of students. We have the newsletter to publicize such recognition. Of course calling home or writing home, to let mom and dad know, is also a great gesture.

**PREP TIME USE:** Prep time is meant for classroom preparation and student assistance. You may not leave the building or use your prep time for something other than preparation and being available for students without admin approval. If something does come up and you need to use your prep, you must get approval from me. *You may not use prep time to work out, go home, run errands, work out etc.*

**PROFESSIONAL CONDUCT:** teachers are expected to act professionally during the school day, and to keep in mind that students, parents, and community members also hear about choices teachers make outside the school day. As a professional, you should set an example for students and other stakeholders.

**PROM:** Junior advisors will establish a prom committee that meets regularly with the advisors to plan prom. Junior advisors will be split into three groups when it comes to covering the prom. Group 1 will help supervise decoration and Prom set-up on Friday night. Group 2 will attend the prom as supervisors. Group 3 will be responsible for tear-

down and clean up on Sunday morning. (If needed depending on location) ALL junior advisors are expected to participate in this event. For this year, I suggest the following groups: (feel free to negotiate for change- it's alphabetical.)

**Set-up Supervision**

Kayla Andres

Ryan Goris

**Dance Supervision**

Joy Larson

Lauryn Lynch

Allen McCarty

Madie Moore

Eli Field

Jake Haynes

**Tear-down Supervision**

Jeff Westrom

**PURCHASING/ORDERING:** a school district requisition form needs to be filled out and approved prior by the principal before any purchase is made. A receipt of purchases must be provided to attach to the requisition form. If you have no receipt, you will not get reimbursement.

**RELIGIOUS ACTIVITY AT SCHOOL:** (Reference Board Policy 2332) staff members are representatives of the district. They may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or any activity because of its religious content. They must remain officially neutral.

**REQUISITION FORMS:** available online on the google drive under documents for staff. Keep in mind that for each different vender you need to have a separate requisition. Also, when you do School Specialty orders at the end of the school year, you need to attach a requisition and place the total of the purchases on the requisition, not just on the School Specialty form. You must have prior approval before purchasing.

**SCHEDULING CLASSES:** the counselors will work to run a master schedule that meets the needs of our students. In other words, how you want your schedule to look will probably be different from your actual schedule. Teachers will not argue with counselors because they did not get what they wanted or because they don't want specific students! You may discuss with the counselors issues that you might have concerning the master schedule. The principal gives the FINAL approval of all schedules for each teacher.

**SCHOOL DELAYED START:** on schools days when there are delayed starts, teachers and staff are expected to be here at the normal start time or as soon as it is possible to arrive safely. No matter how many ways we use to communicate a late start to school or that buses are running late, there will always be parents that drop off students at the normal start time. Students who drive will also show up at the normal times. We don't turn these students away or make them stand outside until the delayed start time.

**Students are going to be here and they will need to be supervised!** On days when there is a delayed start and you arrive after the normal start time, you must report to the principal when you arrive. The building principal will determine if you showed up at a reasonable time given travel conditions. If he determines you were unnecessarily late, a leave slip needs to be filled out and personal/emergency leave or LWOP must be taken.

If there is school cancellation due to unforeseen emergency or weather conditions, staff is not expected to be at school that day. There is a good chance that day will have to be made up.

**SCHOOL FURNITURE:** do not allow students to sit on desks or classroom furniture.

**SEXUAL HARASSMENT OF STAFF MEMBERS:** (Reference Board Policy 5012, 5012F) any individual who believes he/she is being sexually harassed is encouraged to contact the district Title IX Coordinator. Beth Terzo is the current Title IX Coordinator.

**SENIOR TRIP:** it is the responsibility of the senior advisors to chaperone the senior trip.

**SHOP CLASS SAFETY:** it is the IA teachers responsibility to make sure students are well informed about safety rules and that ALL students follow those rules. For example, a teacher must model appropriate shop behaviors (like wearing eye protection) and then make sure students are following the appropriate shop behaviors.

**SOCIAL MEDIA WARNING:** teachers should NOT engage in conversations with students or become part of any social media networking that is so prevalent today. Do not engage in Text messaging, Facebooking, Instagram, Snap Chat and so on with any students. Teachers must maintain professional boundaries with all students. The district encourages you to communicate through Remind 101, Google Classroom and school e-mail for educational and classroom purposes only. Keep in mind that anything you do "out there" is PUBLIC and PERMANENT. Always keep it educational and professional!

- **Note about having student cell phone numbers/communications:** at a state conferences, OPI has brought up the topic of teachers having cell phone numbers of students and using cell phones to communicate via text. Essentially they said do not communicate with students in this manner because you may end up with an unwanted text or pictures that put you in danger professionally. You may have a sexting incident on your phone and the second the picture (or inappropriate text message) comes to you, you ARE guilty of a crime depending on how you handle the situation. Keep this in mind when you determine whose numbers to put on your cell phone or to whom you give your cell phone number. The best advice is do not communicate via text with your students!

**SPEAKERS AND/OR GUESTS FROM OUTSIDE THE DISTRICT:** if you are having someone come in to speak to a class, you need to get approval from the principal or assistant principal and you must have the speaker fill out a volunteer form in order for us (or him/her) to be covered by insurance while on campus. *Always let the office know that you have a guest coming on a particular day.*

**SPECIAL EDUCATION / 504 MEETINGS:** these are **mandatory** meetings for administrators (or designee) and invited faculty members. The administrator may assign a proxy to sit in on the meeting if he or she is unavailable.

**SPECIAL EDUCATION COMPLIANCE:** teachers WILL follow the IEPs of each special education student. Failure to do so will result in disciplinary action. (The same goes for 504s!) The bottom line is that the IEP and 504 are legal contracts that we must follow or the school district will be at risk.

### **Student Aides**

*A teacher may only request one aide per semester with the exception of PE where we already have an established aide program. All aides are to be approved by administration. You must complete the teacher aide application if you are interested.*

The High School Aide...

- May NOT grade any tests, papers, presentations or projects.
- May NOT look at student grades or personal student materials.
- May NOT leave the classroom unless it is to run an errand for the teacher (with a pass).
- May NOT leave for lunch early or depart from school early.
- MUST be a student in good standing and on track to graduate.

**STUDENT BEHAVIOR PROBLEMS IN THE CLASSROOM:** teachers should **handle their own students' behavior issues within the classroom setting before attempting another method.** (1) Talk to the student privately, (2) show proximity to the student, (3) move the student to another desk, etc. Try some things before taking the next step. As you do so, remember to be professional at all times. If a student is still a problem after trying some methods to quell the behavior, send the student to a counselor or an administrator.

### **STUDENT CELL PHONES/TABLETS/SMARTWATCHES:**

Cell phones and other media devices MAY be carried during the school day. However, during academic time students will need to take them out, put them on silence mode, and place them in a designated box/Tupperware on the teacher's desk. By having students do this, teachers will know the devices are not being used inappropriately (cheating, texting, etc.) and the phones will not be a distraction during instructional time. Teachers will return the cell phones prior to the dismissal bell.

Students are not allowed to take their phones out of the classroom when they go to the restroom. Students who do not wish to place their phone in the designated box must leave their phone in their locker. Students who do not place their phone in the teacher designated box and are caught using their phone will lose their phone for the day. Teachers will take the phone and give it to the office where students can pick it up after school. A second offence will result in the teacher taking the phone to the office and the student in violation will wait until their parents can come and pick it up at a mutually agreed upon time by the principal. Repeat offenders will be assigned noon detention as this becomes an issue of insubordination. Continual phone or media device violations will result in student discipline as outlined in the student handbook.

Teachers **can** have students use their smartphones for classroom research or assignments since the common core standards will call for students being able to use media devices. (We want to move in the direction of our common core obligations ahead of time.) As with all other rules, students must listen to what the teacher deems appropriate for his or her class. Arguing with a teacher about media use is insubordination. If a teacher says “no” then “no” is the answer.

**\*\*TEACHERS WILL TAKE PHONES DURING TESTS AND QUIZES!**

**STUDENTS CHECKING OUT OF SCHOOL TWO OR THREE WEEKS PRIOR TO REGULAR CHECK OUT:** a student that is checking out 2 or 3 weeks prior to the end of the school year must meet with you to make sure he or she completes the work (or your substituted work) that will take place within the time ahead. If he or she does not get the work done, then the student will get an incomplete and receive no credit for the class. If the student is checking out a couple of days before the end of the school year, the teacher can assign the student a current grade or ask the student to come in before school or after school to get final work completed if the student does not have it done.

**STUDENT FUND ACCOUNTS:** funds generated by student organizations are received and expended through the school office. Under no circumstances will any organization, teacher, or staff members maintain a private account.

**STUDENT / PARENT HANDBOOKS:** it is very important that teachers familiarize themselves with the student/parent handbooks. Essentially the booklet is about our rules and regulations and other important information. Teachers need to make sure things they do in class are actually okay to do based on the student/parent handbook (and this handbook)!

**STUDENT PASSES:** please make sure students who leave your classes have passes. Please state on the pass where they are going and why.

**STUDENT PRAYER AND DISCUSSION:** students may pray individually or in groups and discuss their religious views with other students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer does not include the right to have a captive audience listen or to force them to participate. A staff member may not lead



students in prayer. An occasional outside visitor may come into the school for student discussions, but the visitor may not lead the group: the group must remain student-led.

**STUDENT TARDIES**: teachers will take care of tardy issues within the confines of their class; however, if tardies become excessive refer the students to the office. “Excessive” usually mean after the 6<sup>th</sup> tardy. “Bell ringers” worth a couple of points or quick engaging assignments are encouraged at the start of the class to motivate students to be on time.

**SUBS: It is the responsibility of the teacher to arrange a substitute through our subfinder program! Please plan in advance when appropriate.** If it’s after 7:00 a.m. you simply need to get to school and we’ll work on a sub at that time.

**SUB BINDER**: please have a sub binder on your desk. Emergency lesson plans, class schedules and need to know information. This is important for a day where you could not make it to work for whatever reason.

**SUBSTITUTES AND YOUR ASSIGNED DUTIES**: if you are going to have a substitute educator, and you know you have a duty (bus or noon duty); please arrange to have another faculty member do your duty.

**SUBSTITUTE TEACHER LESSONS**: if you have a sub coming in for teaching, please make sure you leave **detailed** notes for the day. Subs do not like to just sit around. They are called substitute “teachers” for a reason, so put them to work teaching!

**SUMMER CONTACT**: the reason we ask for a summer contact number is because of grade disputes that might arise after you are gone. I want parents to discuss the grade issue with you; I won’t have enough information to help solve the problem.

**SUPERVISION OF STUDENTS**: never leave students unsupervised in any area of the school.

**SUPERVISION OF HALLWAYS (a.k.a. Pathways to build relationships)**: teachers must be visible in the hallways while students are passing between classes. **All** teachers will be in the hallways to supervise during passing time. Please use a “buddy system” for checking that everyone is supervising. When you are outside your room supervising, are your “buddies” (teachers in the nearest rooms) out there with you? In a professional manner, you need to talk to your “buddy” if you don’t notice him/her out there consistently. Together, all of you will be the eyes and ears of the hallways! The hallways are considered “hot spots” for hazing and harassment, so we need teacher presence between each period.

**TAKING ROLL**: teachers **MUST** take roll every period so we can account for students at all times.

**TEACHERS’ WORK DAYS**: per contractual agreement, teachers must be at school 15 minutes prior to the first bell and they must remain at school 15 minutes after the final

bell. If a teacher can't make it to school within 15 minutes of the first bell, he or she needs to call the office and let them know; if a teacher has to leave right as the bell rings, he or she will need approval from the principal on the day that is to occur.

**TEACHERS LEAVING ON EXTRA-CURRICULAR TRIPS:** It is your responsibility to be present up until the time the students are dismissed. Example-If a trip is leaving at 10:00 a.m. we expect you to be in the school and in the classroom. We expect the same of the students going on the trip.

**TEACHERS WORK ROOM:** off limits to students without adult supervision.

**TELEPHONE CALLS (PERSONAL):** teachers will NOT be called out of class to take phone calls unless it is an emergency. The office will take messages. Teachers are NOT allowed to take cell phone calls or text messages during class time. If there is an emergent issue and you must take a call or text, you may do so, but let the principal know either before (expected call) or after the fact.

**TEXTBOOKS:** please impress upon the students the importance of protecting school books and textbooks. Cover them as needed. You should charge students for lost or mutilated books.

**TITLE IX COORDINATOR:** Beth Terzo is the Title IX coordinator/investigator for the school district.

**TRANSPORTATION REQUEST FORMS AND PROCEDURES:** Trip requests are coordinated with the activities coordinator. If you are requesting a form for a field trip, you must turn it in within **Two Weeks** prior to the trip. If we cannot get a driver, then there will be no field trip.

**VIDEO/DVD MOVIES OR PRESENTATIONS:** Video presentations that are rated "R" (restricted) are not to be shown to students in the classroom, on school busses, or at student activities. Teachers are encouraged to discuss with the principal any such materials about which there may be questions as to its appropriateness.

**VOLUNTEER REQUESTS:** volunteer forms are available in the office. If you have a volunteer coming in, make sure the form is filled out and handed in prior to the event (dance, classroom presentation, field trip, etc.). Volunteers are NOT allowed to be alone with students! You must supervise them at all times!

**WALL DISPLAYS:** students may not post anything (personal) on classroom bulletin boards without your approval. They may not post anything on hallway bulletin boards without administrative approval. The public bulletin board is next to the office and items on that board must be approved by the principal or assistant principal.

## **Frenchtown High School 2022-2023 Faculty Handbook Receipt**

Receipt of Handbook – Please return this signed document to your building administrator prior to the first day of school.

I have read and I am aware that I am responsible to follow and understand the policies and procedures outlined in the faculty handbook.

I have also accessed the Frenchtown High School Parent-Student Handbook for 2022-2023 via the Frenchtown School District web site [www.ftsd.org](http://www.ftsd.org) . *(Select Public Documents on left side and then select High School Parent Student Handbook.)* I understand the handbook contains information I may need during the school year and I am responsible to uphold and follow the policies and procedures outlined in the handbook. I understand all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the handbook.

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

## **Title IX**

Frenchtown School District does not discriminate on the basis of sex in programs or activities as required by Title IX of the Education Amendments of 1972 and the related federal regulations. Any person may report sex discrimination, including sexual harassment in person, by mail, by telephone, by electronic mail, or by utilizing the online web form and the contact information listed below for Frenchtown's Title IX Coordinator. Such a report may be submitted anytime, including non-business hours, to the Title IX Coordinator. Inquiries about the application of Title IX and the related federal regulations may be referred to Frenchtown's Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both.

In compliance with new Title IX regulations, Frenchtown has designated a Title IX Coordinator, Investigators, and Decision Makers.

Title IX Coordinator: Beth Terzo, [betherzo@ftbroncs.org](mailto:betherzo@ftbroncs.org), 406-626-2719.

Title IX Investigators: All District Administration have been trained as Title IX Investigators.

Title IX Decision Makers: All District Administration have been trained as Title IX Decision-Makers.

All district staff will receive yearly Title IX training, and Title IX policies and procedures are available on [fisd.org](http://fisd.org). To view them, select the menu and go to departments. Expand Federal Programs then scroll down to Title IX. Please reach out to the Title IX Coordinator if you have any questions.

**Frenchtown School District**

**PERSONNEL**

5012P  
page 1 of 9

Sexual Harassment Grievance Procedure - Employees

The Board requires the following grievance process to be followed for the prompt and equitable resolution of employee complaints alleging any action that would be prohibited as sexual harassment by Title IX. The Board directs the process to be published in accordance with all statutory and regulatory requirements.

Definitions

The following definitions apply for Title IX policies and procedures:

“Actual knowledge:” notice of sexual harassment or allegations of sexual harassment to the District’s Title IX Coordinator or any official of the District who has authority to institute corrective measures on behalf of the District, or to any employee of an elementary or secondary school.

“Education program or activity:” includes locations, events or circumstances over which the District exercised substantial control over both the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, and the context in which the sexual harassment occurs.

“Complainant:” an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Respondent:” an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Formal complaint:” a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation of sexual harassment.

“Supportive measures:” non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available and without fee or charge to the Complainant or Respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

District Requirements

When the District has actual knowledge of sexual harassment in an education program or activity of the District, the District will respond promptly in a manner that is not deliberately indifferent. When the harassment or discrimination on the basis of sex does not meet the definition of sexual

5012P

harassment, the Title IX Coordinator will direct the individual to the applicable sex discrimination process for investigation.

The District treats individuals who are alleged to be the victim (Complainant) and perpetrator (Respondent) of conduct that could constitute sexual harassment equitably by offering supportive measures. Supportive measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the District's property, campus escort services, changes in work locations and other similar measures.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Upon the receipt of a complaint, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint. If the District does not provide the Complainant with supportive measures, then the District must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

#### Timelines

The District has established reasonably prompt time frames for the conclusion of the grievance process, including time frames for filing and resolving appeals and informal resolution processes. The grievance process may be temporarily delayed or extended for good cause. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. In the event the grievance process is temporarily delayed for good cause, the District will provide written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action.

#### Response to a Formal Complaint

At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the District with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, by electronic mail, or other means designated by the District.

The District must follow the formal complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures. However, nothing in this policy precludes the District from placing a non-student employee Respondent on administrative leave during the pendency of the grievance process. The District may also remove a student Respondent alleged to have harassed an employee Complainant from the education setting. The student may receive instruction in an offsite capacity during the period of removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Upon receipt of a formal complaint, the District must provide written notice to the known parties including:

1. Notice of the allegations of sexual harassment, including information about the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, the date and location of the alleged incident, and any sufficient details known at the time. Such notice must be provided with sufficient time to prepare a response before any initial interview;
2. An explanation of the District's investigation procedures, including any informal resolution process;
3. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;
4. Notice to the parties that they may have an advisor of their choice who may be, but is not required to be, an attorney, and may inspect and review any evidence; and
5. Notice to the parties of any provision in the District's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

If, in the course of an investigation, the District decides to investigate allegations about the Complainant or Respondent that are not included in the notice initially provided, notice of the additional allegations must be provided to known parties.

The District may consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

5012P  
page 4 of 9

Investigation of a Formal Complaint

© MTSBA 2020

When investigating a formal complaint and throughout the grievance process, the District must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not the parties’;
2. Provide an equal opportunity for the parties to present witnesses and evidence;
3. Not restrict either party’s ability to discuss the allegations under investigation or to gather and present relevant evidence;
4. Allow the parties to be accompanied with an advisor of the party’s choice who may be, but is not required to be, an attorney. The District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
5. Provide written notice of the date, time, location, participants, and purpose of any interview or meeting at which a party is expected to participate, with sufficient time for the party to prepare to participate;
6. Provide the parties equal access to review all the evidence collected which is directly related to the allegations raised in a formal complaint and comply with the review periods outlined in this process;
7. Objectively evaluate all relevant evidence without relying on sex stereotypes;
8. Ensure that Title IX Coordinators, investigators, decision-makers and individuals who facilitate an informal resolution process, do not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent;
9. Not make credibility determinations based on the individual’s status as Complainant, Respondent or witness;
10. Not use questions or evidence that constitute or seek disclosure of privileged information unless waived.

Dismissal of Formal Complaints

If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the District’s education program or activity, or did not occur against a

5012P  
page 5 of 9

person in the United States, then the District must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under this policy.



The Title IX Coordinator also may dismiss the formal complaint or any allegations therein at any time during the investigation or hearing, if applicable, when any of the following apply:

1. a Complainant provides written notification to the Title IX Coordinator that the Complainant would like to withdraw the formal complaint or any allegations therein;
2. the Respondent is no longer enrolled or employed by the District; or
3. specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal, the Title IX Coordinator promptly sends written notice of the dismissal and the reasons for dismissal simultaneously to both parties.

#### Evidence Review

The District provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. The evidence provided by the District must include evidence that is directly related to the allegations in the formal complaint, evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or other source. Prior to completion of the investigative report, the Title IX Coordinator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties have 10 calendar days to submit a written response to the Title IX Coordinator, which the investigator will consider prior to completion of the investigative report.

#### Investigative Report

The investigator must prepare an investigative report that fairly summarizes relevant evidence and send the report to the Title IX Coordinator. The Title IX Coordinator must send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. The parties have 10 calendar days to submit a written response to the Title IX Coordinator.

#### Decision-Maker's Determination

The investigative report is submitted to the decision-maker. The decision-maker cannot be the same person(s) as the Title IX Coordinator or the investigator. The decision-maker cannot hold a

5012P  
page 6 of 9

hearing or make a determination regarding responsibility until 10 calendar days from the date the Complainant and Respondent receive the investigator's report.

Prior to reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. Questions must be submitted to the Title IX Coordinator within three calendar days from the date the Complainant and Respondent receive the investigator's report.

The decision-maker must issue a written determination regarding responsibility based on a preponderance of the evidence standard. The decision-maker's written determination must:

1. Identify the allegations potentially constituting sexual harassment;
2. Describe the procedural steps taken, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
3. Include the findings of fact supporting the determination;
4. Draw conclusions regarding the application of any District policies and/or code of conduct rules to the facts;
5. Address each allegation and a resolution of the complaint including a determination regarding responsibility, the rationale therefor, any recommended disciplinary sanction(s) imposed on the Respondent, and whether remedies designed to restore or preserve access to the educational program or activity will be provided by the District to the Complainant; and
6. The procedures and permissible bases for the Complainant and/or Respondent to appeal the determination.

A copy of the written determination must be provided to both parties simultaneously, and generally will be provided within 60 calendar days from the District's receipt of a formal

5012P  
page 7 of 9

complaint.

The determination regarding responsibility becomes final either on the date that the District provides the parties with the written determination of the result of the appeal, if an appeal is

© MTSBA 2020

filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Where a determination of responsibility for sexual harassment has been made against the Respondent, the District will provide remedies to the Complainant that are designed to restore or preserve equal access to the District's education program or activity. Such remedies may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent. The Title IX Coordinator is responsible for effective

implementation of any remedies. Following any determination of responsibility, the District may implement disciplinary sanctions in accordance with State or Federal law and or/the negotiated agreement. For employees, the sanctions may include any form of responsive discipline, up to and including termination.

#### Appeals

Either the Complainant or Respondent may appeal the decision-maker's determination regarding responsibility or a dismissal of a formal complaint, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time that could affect the outcome and
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent that affected the outcome.

The request to appeal must be made in writing to the Title IX Coordinator within seven calendar days after the date of the written determination. The appeal decision-maker must not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent and cannot be the Title IX Coordinator, the investigator, or the decision-maker from the original determination.

The appeal decision-maker must notify the other party in writing when an appeal is filed and give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging, the outcome. After reviewing the evidence, the appeal decision-maker must issue a written decision describing the result of the appeal and the rationale for the result. The decision

5012P

page 8 of 9

must be provided to both parties simultaneously, and generally will be provided within 10 calendar days from the date the appeal is filed.

#### Informal Resolution Process

© MTSBA 2020

Except when concerning allegations that an employee sexually harassed a student, at any time during the formal complaint process and prior to reaching a determination regarding responsibility, the District may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility, provided that the District:

1. Provides to the parties a written notice disclosing:
  - A. The allegations;
  - B. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint; and
  - C. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process.

The informal resolution process generally will be completed within 30 calendar days, unless the parties and the Title IX Coordinator mutually agree to temporarily delay or extend the process. The formal grievance process timelines are stayed during the parties' participation in the informal resolution process. If the parties do not reach resolution through the informal resolution process, the parties will resume the formal complaint grievance process, including timelines for resolution, at the point they left off.

#### Recordkeeping

The District must maintain for a period of seven years records of:

1. Each sexual harassment investigation, including any determination regarding responsibility, any disciplinary sanctions imposed on the Respondent, and any remedies provided to the Complainant designed to restore or preserve equal access to the District's education program or activity;

5012P  
page 9 of 9

2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and

4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The District must make these training materials publicly available on its website.

The District must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the District must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity.

Cross Reference: Policy 5010 Equal Employment and Non-Discrimination  
Policy 5012 Sexual Harassment  
Policy 5255 Employee Discipline

Legal References: Art. X, Sec. 1, Montana Constitution – Educational goals and duties  
Section 49-3-101, et seq., MCA, Montana Human Rights Act  
Civil Rights Act, Title VI; 42 USC 2000d et seq.  
Civil Rights Act, Title VII; 42 USC 2000e et seq.  
Education Amendments of 1972, Title IX; 20 USC 1681 et seq.  
34 CFR Part 106 Nondiscrimination on the basis of sex in  
education programs or activities  
receiving Federal financial assistance  
10.55.701(1)(f), ARM Board of Trustees  
10.55.719, ARM Student Protection Procedures  
10.55.801(1)(a), ARM School Climate

Policy History:

Adopted on: 12/15/2020  
Reviewed on: 12/15/2020  
Revised on: 12/15/2020