

**2022-2023 MIDDLE SCHOOL
FACULTY/ STAFF HANDBOOK**



FRENCHTOWN MIDDLE SCHOOL

Frenchtown School District # 40 Mission Statement

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.

VISION

We promote excellence in everything we do, instill a love of learning in all students, and challenge our students to be greater than they thought they could ever be. We continue to strengthen our community values. As a result of our efforts, our students reach their highest potential, are prepared for their futures, and our community is strong, vibrant, fully engaged and integrated with us.

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

Teacher Schedule and Workdays: You are required to be at work 15 minutes prior to the start of the school day (by 8:05 am) and to be present at school for a minimum of 15 minutes after dismissal for the day (3:45 pm). These times may vary depending on the schedule adopted by the school. See your Collective Bargaining Agreement for specific details.

ABSENCE PROCEDURE: If you are sick and unable to come to work, you must report your absence online or by phone to the district's reporting system no later than one hour prior to your scheduled start time. 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.

ACCESSING CUMULATIVE STUDENT PERMANENT RECORDS: Cumulative student permanent records are maintained in the **middle school office**. These records are available from locked, stored, restricted access facilities per the standards of the *Federal Educational Rights and Privacy Act, 1974*. Professional educators, parents, and other duly authorized individuals may access these files by signing (with date of checkout and return) the **checkout clipboard**.

- It is unlawful to alter any cumulative student permanent record unless conducted via authorized main office personnel in accordance with federal law. Mistakes must be marked and initialed by authorized office personnel. Cumulative student permanent records will be updated at the end of each school year by designated, authorized personnel. **Do not remove files from the school premises.**
- All teachers are encouraged to review student cumulative records information. The Administrative Assistant maintains these files in the school office.

Academic Insubordination: the expectation for all students is to experience success every school day. It is important that all students participate in their classes to the best of their ability. Students who choose not to attempt assigned course work and consistently fail to submit assignments are exercising the student malpractice option of **academic insubordination**.

- This is not an acceptable direction in which a student may be permitted to travel. Students, like teachers, are required to perform their duties. Teachers are to make every effort to address matters of **academic insubordination** first with the student. If wider involvement is necessitated, the parent and guidance counselor are to be consulted. If the problem continues, the teacher is directed to submit a **STUDENT DISCIPLINARY REFERRAL** to the principal to address this continuing concern. The principal will then meet the student to seek resolution of the problem(s). If necessary, the principal will communicate directly with parents to involve them in the process of resolving this problem.

Accident/Incident Reports: Accident report forms are available online or from the Junior High School Office. Please fill out a **WORKMAN'S COMP FORM** as soon as possible whenever a staff member, guest or volunteer is injured. For Students, please fill out an Accident Report Form. Teachers are responsible for the prompt and full reporting for all accidents and injuries which are experienced by students while under both their direct and indirect supervision.

- The following procedures are to be followed:
- ASSESSMENT
 1. Each student will be assessed immediately by the supervisor on location.
 2. All accidents of a serious nature will be reported to the office. If it appears necessary, please accompany the child to the office. In the case of a more serious injury, Do Not Move the student. NOTIFY THE OFFICE FOR IMMEDIATE EMERGENCY ASSISTANCE.
- REPORTING
 1. All accidents which are serious in nature must be reported to the parent.
 2. All accidents which are serious in nature must be recorded on an accident report form.
- ACTION
 1. Each student assessed and sent to the office will be required to rest and will be monitored for Possible delayed effects.
 2. The student's teachers will be informed of the accident so the child can be monitored.
 3. Any delayed effects must be reported to the office immediately.

Allergy Alert: It is important that the principal be notified about any persons wearing strong perfumes, colognes, body sprays etc. The principal will discreetly confer with persons who may be contributing to allergic reaction problems for the health and safety of our general public. Frenchtown Middle School will be as close to Nut Free as possible during the 2019-2020 school year.

Anti-Bullying Commitment: The middle school is committed to the ***OLWEUS and other Bullying Prevention Programs.*** Our objective is to provide a school environment that positively influences and promotes the following:

- ❖ Change the norms around bullying behavior
- ❖ Restructure school setting (reduce bullying occurrence-reoccurrence/and rewards)
- ❖ Promote better peer relations at school

Eligibility: This policy applies only to students participating in athletics. Eligibility shall not be used to restrict participation in any other school events. This report will be pulled from your grade book on Thursday afternoon. Your grades must be up to date in order for the report to be accurate. If you made a mistake in your grade book causing a student to be listed as ineligible, please rectify it with the office. A teacher may remove a student from the eligibility list for their class for any reason. The teacher is required to notify the office of this decision by email. **The coach/director is required to meet with the students in their activity to let them**

know they are ineligible.

Attendance Record Keeping: It is important that the electronic attendance report for each class is electronically forwarded to the school office as soon as possible after the beginning of the class period. It should not be necessary for the office to call you repeatedly to remind you to take attendance.

Board of Trustees Policy Book: ONE Board of Trustees policy book is available in each of the administrator's offices, the library, and on the Frenchtown website. The Board of Trustees and its committees are continuously seeking input and are revising policy. All faculty members are encouraged to read these policies, philosophies and objectives, and regulations. Questions concerning these policies and procedures may be addressed by referring to this handbook, the Board of Trustees's policy book or the middle school principal.

Bomb Threats: Teachers will be notified in case of a bomb threat. Students and teachers will follow the same exiting procedures as specified in the **EMERGENCY DRILLS** handbook. Students are to refrain from talking or making unnecessary noise. All teachers and their students are to stand clear of the building until an administrator advises that the authorities have declared the building safe for re-entry or until an administrator provides alternative instructions.

Buddy Teacher Plan: Teachers in adjacent rooms will "buddy up" by making themselves known to the teacher and students in the other room. The buddy teachers will review evacuation routes together, talk about each other's health and things to look for in case of an emergency. For example, if we are doing an evacuation drill and a buddy teacher has told you he or she has asthma; you can look out for him or her during the drill. If your buddy teacher is gone, then you will be responsible for evacuating both classrooms (along with the sub). If this ever happens, you take the lead and the sub will follow the classes. If there is no sub for some reason, you will follow both classes out. In emergency situations which do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other.

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 and set the alarm if you are in the building to work when no one else is here (weekends). Over the past few years we have had problems with doors in the new section. It is imperative that you physically make sure the door you use is actually closed and locked.

Cancellation of Lunch Recess: Students will first report to lunch on time. The Frenchtown weather station will be consulted to determine whether or not it will be necessary to cancel lunch recess (rain or sub-zero temperatures, etc.). ***If lunch recess is cancelled, all students will***

report to the gymnasium when not in the cafeteria/classroom space. The students will be supervised by the playground aides and the teachers assigned lunch duty.

Care of Your Assigned Classroom: Please notify the school office or a custodian immediately if there is an accident and the room needs special cleaning during the school day. The following housekeeping guidelines are also in place to provide for improved facilities management/maintenance:

1. Please do not allow graffiti and dried glue to accumulate on the desk or table tops.
2. Do not suspend any materials from the overhead lights.
3. Do not use tape on window surfaces.
4. When taping items on walls; use only blue masking tape. Please do not use scotch tape.
5. AT THE END OF THE DAY, please have all students ...PICK UP LITTER FROM THE FLOORS AND DESKS AND DEPOSIT INTO TRASH CANS.
6. DO NOT ALLOW STUDENTS TO SIT ON TOP OF THE DESKS!
7. The orderliness of the classroom is the responsibility of the teacher. Students, who litter, deface or in other ways cause damage to the classroom or its contents are to be held directly accountable. Logical disciplinary consequences are to be assigned to the student by the teacher. Matters which require restitution and/or acts of vandalism are to be referred directly to the junior high school principal.
8. It is the responsibility of the custodian to provide cleaning services at the conclusion of the students' school day. Students should be taught the importance of their responsibilities of co-maintaining an orderly and litter free learning environment.

Chain of Supervision: Staff members are responsible for consulting with their immediate supervisor **first** when there are questions concerning procedure or policy in the day-to-day management of the school. If an understanding is not established and additional clarification is sought, the staff member would then take his or her concern to the next higher level supervisor. **Instructional aides** first confer with their supervising teacher(s), second with the building principal, third with the school superintendent, and last with the Board of Trustees. **Teachers** first confer with the building principal, second with the school superintendent, and last with the Board of Trustees. If the concern is a grievance issue, the school district policy on grievance procedures should be followed.

Child Abuse: It is the responsibility of THE TEACHER, or adult personnel, to report suspected cases of child abuse and neglect. You must call DPHHS @ 1-866-820-5437 and you must inform the administrator.

Climbing Safety Guidelines and Information: One of the most common injuries for educators is falling off of a chair or some other item you have used to get you closer to reaching the article. THE SCHOOL DISTRICT HAS PURCHASED SAFE STEP STOOLS FOR TEACHER'S USE IN THE BUILDINGS. Step stools are available from the school's administrative assistant. Step ladders are

also stored in the science class store rooms and the supply store rooms.

Complaints Between Teachers and Parents:) If a parent and teacher cannot resolve a complaint or concern, and the parent elects to make a complaint to the administration, the complaint shall be reduced to writing, signed and delivered to the administration. Before further processing of the complaint, a meeting shall be held with the parent(s), administrator, and teacher involved. If a resolution is not forthcoming, the administrator will prepare a written appraisal. The complaint, the teacher's written response, the administrator's written appraisal, and a record of any counseling meeting with the teacher shall be placed in the teacher's personnel file. Such written complaints may be used in the evaluation of the teacher.

- **Computer use:** Use of school computers for personal utilization (such as shopping, looking at internet sites, browsing around, getting airline tickets, etc.) is PROHIBITED between the hours of 8:00 a.m. and 4:00p.m. The district monitors internet access and has a record of such available. If you use your computer for personal searches, your internet access will no longer be available. School computers cannot be used for purposes of selling or generating a personal profit. Staff members should refrain from the use of their own personally owned computers while working at school.

REMINDER: The use of school computers to generate POLITICAL CAMPAIGN-RELATED MESSAGES IS UNLAWFUL AND MAY SUBJECT SUCH PERSONS TO COURT ORDERED FINES.

Concern or Complaint Policy for Employees Complaints Involving District Personnel: All district employees have rights of due process and the right to privacy as prescribed by law. The Board of Trustees invests most management and operations authority in the Superintendent of Schools. The Board of Trustees consistent with its broad policy-making role will deal with complaints concerning specific schools, personnel, programs and procedures only after the usual channels have been exhausted. Therefore, when a complaint or concern requesting attention is received by the Board, it will be referred to the superintendent for consideration and/or action and report to the Board. All complaints and concerns involving internal matters will be conducted through the following procedures and with the following expectations.

- **Formal Complaints**
 1. All concerns and complaints shall be in writing and signed.
 2. Whenever possible the complaint will be handled at the level closest to the source.
 3. Complaints should be both investigated, and if possible, resolved expeditiously at the appropriate level.
 4. All complaints will be referred to the appropriate level of the chain of supervision.
 5. Personnel against whom complaints or concerns are registered shall have the opportunity to respond in their defense prior to any determinations.
 6. Employee due process rights and rights to privacy laws shall be followed in all investigations and actions resulting from complaints and concerns.
 7. Employees will be expected to cooperate in investigations by adhering to all reasonable and legal requests from their supervisors.
 8. All conferences and communications will be treated in a confidential manner.
 9. All employees will be held accountable for rumor mongering or breaches in

confidentiality.

10. All employees will be held accountable for any or all interferences or retaliations involved in an investigation or complaints/concerns.

Confidentiality Concerning Student Behavior: Please make absolutely certain to maintain **confidentiality** concerning information about the behavior and performance of students at school or at school sponsored activities. A student's right to confidentiality is protected by law and the courts. A professional educator's most discretionary management of student information is to limit disclosure to **the right to know** platform. It is necessary to refrain from engaging in idle conversation about student performance or behavior in locations ranging from the faculty work room to the community. Teachers are encouraged to contact the guidance counselor or the principal to discuss concerns or to ask questions pertinent to student matters or any aspect of student performance in school.

Contacting Parents: Teachers must contact parents by phone call or e-mail for student discipline infractions and/or academic reasons for which parents have the right to know immediately. **Be certain to ESTABLISH CONTACT with the parents personally (not just by message).** Good community relations are built on trust and we must do what is needed to contact parents so they trust we are informing them in a timely manner. It is also important that you contact parents when students are doing great things, or when one or two did something really "cool" that day. Often parents hear only negative comments –how about some positive ones as well!?

<p style="text-align: center;">THE PRINCIPAL WANTS TO AVOID "SURPRISED" PARENTS WHEN DISCUSSING STUDENT BEHAVIOR AND PERFORMANCE.</p>
--

Copy Machines: The School Administrative Assistant is authorized to process teacher requests for both small and large copying jobs.

- Federal law requires full compliance with laws designed to protect the rights of persons and organizations who produce copyrighted material. All school personnel should abide by these laws and avoid photocopying protected materials.

Custodial/Maintenance Requests: If you have a work request for either of these areas, please enter your requests online using "School Dude".

Dances: All school-sponsored Middle School dances (except the promotion ceremony dance) will begin at 3:40 p.m. and end at 6:30 p.m. Teacher chaperones and the principal must stay until all students have left school property. The promotion dance begins after the promotion ceremony and lasts until 10:30 pm.

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.

Detention: Teachers may assign students to lunch detention to be served under the teachers' direct supervision in the classroom. As always, you can keep a student in to finish up homework as long as they remain with you in the classroom. You must make sure the student gets an opportunity to eat lunch. Detention after school can be assigned by teachers. A full school day

notice to parents is required when assigning a detention to be served after school with a teacher. The teacher must supervise the student until a parent arrives to pick them up.

- The Middle School Principal and the Administrative Assistant assign students to serve centralized, administrative detentions during the lunch break or after school.

Discipline: Discipline should be handled as close as possible to the problem. **Teachers are expected to handle routine classroom disciplinary problems.** The Frenchtown Middle School MBI process should be followed. However, if assistance is needed, fill out the Office Data Referral (ODR) **report and submit it to the principal via email.** . **Do not** send a student to the office without first notifying the office and filling out an Office Data Referral, or without somehow notifying the secretary so she can relay the message.

- Emergency situations, at times, will require that a student be sent to the office IMMEDIATELY. When this occurs... please (1) notify the office advising that the student has been sent, and (2) please briefly advise the office as to the nature of the infraction. The **Office Data Referral Form** can be submitted when time permits.
- **Classroom rules must (1) be openly posted in the classroom and (2) available in hard copy to facilitate distribution and explanation** to each student whenever they join your class (either on the first day or whenever they transfer-in during the duration of the course). **A copy of the classroom rules must also be submitted to the principal prior to the first day a course meets.** All teachers must maintain a list that documents on what date the student received and reviewed the rules with the teacher.
- All students must know what is acceptable, what is not acceptable, what places are “off-limits”, etc. This becomes more complicated when one realizes that rules vary among different teachers.
- It is important that students are familiar with the teachers’ expectations for appropriate behavior, academic performance and the logical consequences which result from not following guidelines. Keep in mind that our students NEED TO SEE US MODEL BEHAVIORS that demonstrate appropriate decorum in the school setting.
- Parents/guardians need to be fully informed by the teacher not only as to what constitutes appropriate behavior and academic performance; but *at any time* whenever student misbehavior substantially interferes with teacher performance and student learning. Consultation with parents can cause a greater potential for student success in the classroom and in school life. If a student is removed from the classroom for disciplinary reasons the teacher is required to notify the parent/guardian and to submit an Office Data Referral form.
- **Please refrain from displaying anger when working with students!** Do not insult them, call them names, or use derogatory terms. Remain professionally in control of the classroom. Communicate with the student, parent, guidance counselor or the principal when necessary.

- It is important not to engage students in “arguments,” or to send them out of the classroom for “petty or seemingly trite reasons.” For example... do not cause a student to miss a class period of instruction for lack of bringing a pencil. Keep one step ahead of the student... loan the student a pencil and collect it upon his/her departure from class.
- Do not send students to places where they are not under direct supervision.
- Teachers may not discipline a student under the direct supervision of a colleague! The principal is to be consulted when there is a need to pursue student disciplinary action once a student has reported to a subsequent class. The use of an Office Data Referral form is also a recommended *venue* for this circumstance.
- Teachers may not cause a student to miss a class taught by a colleague without the prior approval of the teacher’s class who will be missed.
- Teachers may keep students in during lunch recess in order to have them make up work or serve time for disciplinary reasons. Students may not be deprived of their right to eat lunch.
- Often, diffusing disciplinary management strategies are very effective. Feel free to utilize collegial support if establishing “*time out*” or “*cooling off*” opportunities as alternatives to avoidable confrontation.
- Student disciplinary information directed to the principal’s office will be conveyed by the use of the Office Data Referral Form.
- The student discipline flow chart, Pause, Reflect, and Redirect Form, and the Office Data Referral Form are attached at the end of this document. They are all available in electronic format as well.

Dress Code: Students’ clothing is a parental responsibility. However, if a student is dressed inappropriately, the school will provide alternative clothing if available or telephone the parents to have them bring something more appropriate for school. All staff members must be consistent in dealing with clothing issues. If you tell someone to turn a shirt inside-out, please e-mail the staff so the shirt remains that way all day. Please inform students about inappropriate dress when you see it. The specific regulations for student dress can be found in the parent/student handbook.

Faculty online Presence: Each faculty member shall maintain an online presence. You may use a combination of the district website, Schoology, Infinite Campus, or Google Classroom to assist you in this endeavor. The site shall include information about you and your classes including contact information. Assignment information including class assignments BEFORE they are due downloads of worksheets, instruction sheets, and notes. A parent or a student should be able to

visit your site, find the current assignment, and get everything they need to complete it appropriately.

Duty Assignment for Teachers: A roster will be administratively generated that will assign faculty members lunch duty and bus duty on an equitable rotational basis.

E-MAIL: The intent of Electronic Mail is to increase the ease of communications within the school district. It is important to remember that confidentiality is difficult to maintain when both students and staff have access to classroom computers.

- E-mail messages should be treated as private conversations between individuals and should not be forwarded if this conflicts with any issues of privacy rights of the receiver or the sender. The same rules of e-mail etiquette also apply to the preparation and management of “hard copies”.
- E-mail messages should be addressed only to appropriate personnel for whom the message is intended.
- E-mail should be checked at least once in the morning, again in the early afternoon and, if possible one more time before going off-duty.
- E-mails sent to staff members by administration will be assumed to have been read within one duty day unless the recipient staff member is not on-duty. Staff members are responsible to remain current concerning e-mail directed to their attention.
- E-mail messages will be periodically deleted from the archives in order to facilitate available space in the computer system’s server. Any use of the school district’s e-mail system for **personal profit** is prohibited.
- Any e-mails generated by staff members for official school business can lawfully be utilized as hardcopy.

Employee Absentee Forms: It is the teacher’s responsibility to complete an online employee absentee request or a paper absences request form for each time he or she is going to be away from the school. A paper request form is required for leaves that extend certain vacations, leave without pay, or sick leave exchange days. Leave that requires a paper copy is not considered approved until the paperwork is signed by the superintendent. Leave that requires a paper form cannot be approved on the Electronic Leave program. Keep in mind that, per contract, a teacher cannot extend a vacation with personal leave UNLESS it approved by the superintendent in writing.

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 living 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).

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, Winter Break, or Spring Break vacations require 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 the principal if you wish to take it up with the Superintendent. The leave is never approved until the Superintendent makes formal approval.

Evaluations: You can have a pre-evaluation meeting with the principal prior to him doing 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: Middle School regular faculty meetings are routinely scheduled to begin at 7:45 a.m. approximately one time per week. Meetings needing a longer time frame can be held after school between 3:30 pm and 4:30 pm on 24 hour notice. Teachers who are absent from a faculty meeting should meet [on the day they return to duty] with the principal or a colleague to receive information discussed/disseminated at that meeting.

Student Assistance Team (S.A.T.): Meetings will be scheduled to discuss specific educational services strategies pertinent to selected students when there is a need to do so.

CST/IEP: Meetings will be scheduled to conduct **special/regular education program design** for specific individual students on an *ad hoc* basis. Faculty members and other staff persons invited to attend/participate in these sessions are expected to do so. Every effort will be made to provide ample advance notification to those persons required to participate at the meeting(s).

Early Out (12:37 p.m.) student dismissals are scheduled on selected duty days (per the official school calendar) to provide opportunities for our district's professional educators to participate in

essential education projects which must be conducted outside of the instructional classroom setting.

Field Trips: Field trips are for **EDUCATIONAL PURPOSES**. Therefore, all students should attend when one is scheduled for any group of which they are a member. Forms prerequisite for the planning and necessary administrative approval are available in the school office. All completed paperwork (this includes transportation scheduling documents) must be submitted a FULL TWO DUTY WEEKS [10 duty days] prior to the field trip to the principal. If you are planning a field trip and it is approved, it is your responsibility to contact the transportation department for appropriate transportation. Students not participating in field trips for disciplinary restriction reasons will be required to attend school to work on alternative instructional assignments in a designated school area. The principal will provide the names of those students not attending the field trip to parents and those teachers who will be responsible for providing supervision for those students remaining at school.

Fire & Other Emergency Drills: Teachers of students *in each class* are responsible to inform all students of the fire drill procedures on the first day of school (and for new students, whenever they enter your class for the first time after the school year begins). Exit routes must be conspicuously displayed on the wall by the door. All students should know where to go and how to conduct themselves during a fire drill or an actual fire emergency. Additionally, there should be a primary and secondary plan for each student with a disability (requiring special accommodations) and that plan should be on file for substitute teacher implementation. Have a secondary route selected (and designated) in the event that the primary route is blocked. All teachers should be very familiar with the fire exiting routes and cause the following procedures to be followed.

1. Ensure students walk out quietly in AN ORDERLY LINE as rapidly as logistically possible.
2. Students should leave everything in the classroom.
3. The teacher shall close the windows, take the class list (or grade record book), and turn off the lights, and close the door upon leaving the classroom.
4. ACCOUNT FOR ALL STUDENTS!
5. Check for students out of the classroom during the time of exiting.
6. Escort students to the assigned area a minimum of 100 feet from the school building.
7. Always call role as this procedure could save lives in an actual emergency.
8. Account for all students.
9. Do not allow anyone back into the building prior to being directed to do so by administration.
10. Students re-entering the building must return in AN ORDERLY LINE as quietly as possible.
11. In the case of **an actual fire during cold weather**, busses will be called and made available to protect the students and staff from the weather. ACCOUNTING FOR ALL STUDENTS IS CRITICAL IN THE CASE OF AN EMERGENCY.
12. Frenchtown Middle School student and staff personnel will also participate in **SAFETY DRILLS** other than and in addition to the fire drills.

First Day of School: There will be a special bell schedule on the 1st day of school. Be prepared to

answer questions about all aspects of our school day.

Grade Book: Frenchtown School District uses the Infinite Campus Grade Book as the official grading system in the district. All teachers are required to use this tool for grading purposes. Grade books should contain information that adequately reflects the performance and progress of each student in your classes. This requires that you have an adequate number of grades in the categories that you build into your grade book. **STATE LAW** also recognizes the teacher class record book as the official attendance record for students. This record book must reflect the basis for all grades assigned to the students' report card and in cases of verification requests ... also serves as the final document pertinent to attendance documentation. The documentation of student tardiness is also an integral part of the attendance record. Grade books will be administratively reviewed periodically during classroom visitations and the formal evaluative process by the principal.

Guidance Counselor: Teachers are encouraged to consult with the middle school guidance counselor whenever there are questions and/or concerns about students which (1) may provide insights into how to more effectively serve students, or (2) provide opportunities to focus necessary attention to specific concerns. ***STATE LAW REQUIRES THAT ALL CASES OF SUSPECTED CHILD ABUSE OR NEGLECT BE REPORTED TO DPHHS (CHILD PROTECTIVE SERVICES @ 866-820-5437) BY THE PERSON (TEACHER AND/OR STAFF MEMBER WHO HAS DIRECT KNOWLEDGE OF THE INCIDENT). FOLLOW-UP CALLS WILL BE MADE BY THE COUNSELOR, NURSE, OR PRINCIPAL. PROFESSIONAL EDUCATORS ARE PROVIDED LEGAL IMMUNITIES PERTINENT TO THIS REPORTING PROCESS.***

Hall Conduct: Students passing through the hall at any time must pass quietly and in an orderly fashion so as to reflect appropriate social behavior and to refrain from interfering with classroom activities. Teachers are responsible for hallway supervision in the zone adjacent to their classroom entrance during the passing time. All students are under the supervision of all staff members. Teachers who observe inappropriate student behavior on the part of ANY STUDENT are responsible to deal with the problem(s) wherever and whenever it occurs on school property. The presence of teachers in the corridors outside of their classroom doors during student passing times is a **primarily deterrent to student misconduct during these otherwise** problem-prone times. **ALL TEACHERS MUST BE IN THE HALLWAY DURING STUDENT PASSING TIMES. Students reporting to/from classes (includes library) in the high school must do so without delay or wandering off-course.**

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.

Harassment: Any staff member who believes s/he or a student has been subjected to any form of harassment is encouraged to contact the Middle School principal for reporting purposes. (PLEASE SEE THE LAST PART OF THIS HANDBOOK!)

Holiday Tree Decorations: No live trees may be placed anywhere inside the school building as this constitutes not only a potential fire hazard but is also a violation of fire and safety regulations.

All decorations placed inside the building should be treated with a flame retardant in order to eliminate/reduce such fire risks.

Homework: The assignment of homework is at the discretion of the classroom teacher in accordance with the “academic freedom” rights of the teacher. Our junior high school curriculum recognizes the great potential for the assignment of course work to be completed at home and in other settings outside of the classroom. Important considerations for the assignment of homework include (aside from its function) the amount of homework assigned for a specific class and the TOTAL amount of homework a student is assigned from the classes in which s/he is enrolled.

Other discretionary factors include the age level of the student; the evening schedule of school sponsored activities; and the utility of course work to be completed in home, after hours, in terms of what is best for successful student class performance.

ID Badges: Wearing an ID badge during the school day is board policy.

Incomplete Grades: Incomplete grades ARE DUE no later than two weeks after the last recording date. Teachers who do **not** inform the school administrative assistant about **grade changes** will cause the incomplete grade to be automatically converted to an “F.” Each teacher is also responsible to provide the school secretary a list of “**incompletes**” after each recording period (mid-terms, quarter or final grades). Parent questions about grades will be referred directly to the teachers.

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. Grades should be update at least one time per week to ensure that parents and student get accurate information on the portal. The portal is meant to assist parents, but not meant to be the end-all to student responsibility solutions.

Lesson Plans: Lesson plans perform a valuable purpose... they are literally the “design and planning” documents for professional education presentation. It is important that such plans be readily available when professionally needed for substitute teachers, professional collaborative functions, for inclusion in the administrative evaluative process, **AND must be submitted (for the entire course) as part of the end-of-the-school year OUTPROCESSING documentation procedure.**

Lockdown Situations: The announcement for an armed intruder in the building will be “Emergency Lockdown”. If possible the number of intruders will be stated. Upon hearing “Emergency Lockdown”, check the hallway for wandering students and bring them into your classroom, then close/lock door to the classroom and seat the students on the floor away from windows. Pull all curtains/blinds and make sure all lights are out and remain quiet turn all cell phones to silent mode. You are now in charge of your class. It is up to you to make decisions for the safety of you and your students. Use your judgment and do what is best to keep everyone

safe. For example if you deem it safe to get your kids out of the building to a safe area.

Note: If something happens and the office staff/principal is incapacitated and you happen to see an active shooter, please try to inform as many classrooms as possible and **find a way to call 9-1-1**. If there is an announcement for a “Safety Lockdown” check the hallway for wandering students and bring them into your classroom. Then close/lock door to the classroom and pull all curtains/blinds. This type of a lockdown is used for drills and things like the “drug dog”.

Locker Assignments to Students: Lockers assigned to students are the property of the school district. Students are permitted to use the lockers to store personal possessions needed for participation in school life. The school district is not responsible for the safe keeping of the locker contents ... this responsibility is wholly that of the student to whom the locker is assigned. Middle School administration reserves the right to conduct individual locker inspections at its discretion. Every effort will be made to conduct locker inspections in the presence of the student assignee.

DRUG DOG: Frenchtown School District has a contract with Montana Interquest Detection Canines. They conduct periodic inspections of our campus. Student lockers, classrooms, locker rooms, athletic facilities, commons area, vehicles, backpacks and any other articles on school property are subject to inspection.

Lost Library Materials: All teachers who check out library materials in their name are responsible to return the materials or to cover the costs of any materials not returned to the library at the end of the school year.

Lunch Program: students are sent from their homerooms to the school administrative assistant to submit their lunch payments. All receipts and lunch fee information is given directly to the student to take home to their parents/guardians.

- ***A REMINDER: The lunch card is NOT a charge card for students or staff. Lunches may not be charged.***
- Middle School students begin their lunch at different times depending on the day of the week.
- Students are not allowed in the building (unless eating lunch) during their lunch recess time. Unless they are attending a schedule meeting or counseling session.
- Student organization faculty advisors will provide approved attendance lists to their colleagues and the school secretary in advance of each scheduled meeting.

Mail Boxes: Faculty mailboxes are to be checked at the beginning of the duty day, the middle of the duty day and again at the conclusion of the duty day prior to departure. Messages/materials placed in them are automatically considered to be received by you at the designated pick-up time subsequent to its placement into the mailbox.

Medication Policy: It is imperative that all students receive medication per the information completed by parents on the **Authorization for Dispensing Medication Form**. The medications must be secured in the office where it is to be dispensed. Please refer to the **STUDENT/PARENT**

HANDBOOK for Board of Trustees policies and procedures for purposes of edification and compliance by faculty members.

Messages and Announcements: The primary means of large group announcements for the junior high school on a daily basis will be a printed bulletin known as the **BRONC-com**.

BRONC-com operating procedures:

1. **Placement of Announcements:**
All announcement texts must be submitted to the administrative assistant in a timely manner in order to facilitate publication.
2. **Collection of the BRONC-com for announcement/posting:**
Staff members may pick up a copy in the morning when reporting to duty or refer to the copy e-mailed from the school office.
3. **Informing students each day:**
The Bronc.com will be read over the intercom each morning prior to the start of 1st period. Student volunteers will be recruited for this purpose by the 8th grade TEEAM of teachers...
4. **Each day** the current day's **BRONC-com** can be placed over the preceding day's edition so that students and teachers can access them.

Moving Heavy Equipment: Students may not be authorized to move heavy items and/or costly equipment (*i.e.* pianos, computers, televisions, bleacher-pull outs, bookcases, or other heavy objects). Please request custodial or maintenance personnel to move such items. Please provide as much advance notice as possible.

Obsoleting of Materials: Please use the district's form to obsolete books and educational materials when you want them removed from your classroom. Place the books in a box and write the titles and number of books on the box. Hand the form in to the office.

Orders: All orders must have a printed district requisition form with ALL the pertinent information filled in. Orders must be approved by the principal AND superintendent.

Parties: Please use professional discretion. Parties should be few enough in number to maintain its special place in the busy junior high school schedule. School-wide parties are best scheduled to occur in the last part of the school day with time built-in to clean up before the school busses arrive. **Please inform the principal about any parties you have scheduled.**

<p>PLEASE CONSULT THE 'WELLNESS POLICY' CONCERNING FOOD & BEVERAGE OPTIONS</p>

- If spills occur, notify the custodian as soon as possible. Please instill into the students the importance of avoiding spillage of food and beverages. An excess of this can interfere with the scheduling of additional social events in the classroom.
- The planning for very special events involving persons outside the school should include notifying office personnel in the event that phone calls are received with questions from

community members.

Pledge of Allegiance: Students enrolled in the 6th-8th grades are scheduled to recite in large group format, our country's pledge of allegiance to our flag at the beginning of the first period on the first day of each school week. Students have the option of standing and participating. It is appropriate to discuss with the students the meaning and its significance in the history of the United States of America. If a student advises that s/he does not want to participate, check first with the parents pertinent to their perception of the reluctance (*i.e.*, conflict with religious beliefs, personal family tragedy, *etc.*) and whether they would like their son/daughter to participate. Do not **require** a student to participate if a parent has expressed a desire that they do not.

Positive Recognition: Celebrate student success whenever appropriate and possible. Consult with colleagues, the guidance counselor, the principal, professional publications, advertisements, media sources, community interests, parent contacts and other reputable entities which genuinely recognize the enthusiasm, efforts, productivity, and contributions of our greatest resource ... **our students!**

Attending Extra-Curricular Events: Students (and their parents/guardians) greatly value seeing their teachers in the audience when they perform in special programs and activities. Professional educators can be far more appreciative of their students when they become acquainted with them in a role that extends beyond that of being a "learner" ... namely, a performer!

Preparation Time: You may NOT leave the building or use your prep time for something other than preparation and being available for students. If something does come up and you need to use your prep, you must get approval from the administrator. *You may not use prep time to work out, go home, run errands, etc.* If you have children in our district and wish to see their music programs (or programs similar to these), I encourage you to use your prep time here in order to see your kids! Please let the administrator know.

Professionalism: Concerns questions or frustrations regarding a colleague should be communicated directly and privately with the "colleague of concern". Accepting others' faults and weaknesses is a reciprocal and often self-constructive process. The celebration of collegial strengths can lead to self-efficacy for both communicators.

Purchasing/Ordering on Approval: All purchasing that is to be paid by the school district must be approved in advance by the principal and superintendent. "Orders on Approval" must be processed through the building principal. Do not use school district requisition forms. All "ordering on approval" is processed directly by the building principal and the school district office.

Requisition Forms: Requisition forms are available on the computer database. Complete all the information required, including vendor address and phone number, plus the cost the item. Make sure you check around for the BEST price for the item. **Save a copy for reference in the event that it is needed.**

Religious Activity at School: 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.

Reporting Periods: Two parent/teacher conferences (two pairs of consecutive afternoons and evenings) are scheduled this academic year. All conference time slots are scheduled between **1:00 and 7:00 p.m.** Mid-term reports will be handed out during the parent/teacher conferences. Report cards will be issued subsequent to the end of each academic quarter. When it comes to communicating with parents, it is important to have no surprises.

Parents:

- Members of school faculties and administrations must avoid contributing to situations whereby a parent can legitimately state, **“If I had heard from the teacher and knew there was a problem, maybe I could have become involved and helped make a difference.”**
- Frequent communications with caring parents can and does make a difference! The parents of all students whose cumulative grade falls **below “C” level** should be notified as soon as possible. Advising parents that their children are performing exceptionally well is another very worthwhile process!
- All middle school teachers are to provide a **documented** form of parent contact whenever it is determined that a student is either (1) falling below “C” level or (2) performing at a level below your expectations. The **documented** form of parent contact can be (1) a telephone conversation, (2) an email conversation (3) a certified, return receipt letter of advisement, (4) a parent conference, or (5) a student-conveyed note that is returned to you with the parent’s signatures. Please recognize the limitations of email conversations. If you have difficult subjects to address that is best done on the phone or in person. All **documentation** should be maintained by the teacher and be accessible in the event of the necessity to prove that such communications indeed did occur.

School Property and Books: It is necessary to record all book numbers and book conditions prior to handing them out. Students will be charged for missing or damaged books. Locks that are issued to students from their Advisory Teacher or Physical Education teach need to be recorded by serial number to ensure that the lock is returned. Please make sure school property is taken care of by students. For example no sitting on desk, leaning back in chairs, etc.

Non-Discrimination Policy: No student or staff member in the Frenchtown School District shall be excluded from participation in, be denied the benefits of, or be subject to discrimination in any phase of the instructional programs, or activities on the basis of race, color, religion, national origin, sex, sexual orientation, handicap, marital or parental status. If you feel you have been the subject of discrimination contact the **Middle School Principal**, compliance officer for Section 504 (discrimination on the basis of handicap) and for Title IX (discrimination on the basis of sex).

Sexual Harassment of Staff members: Any individual who believes he/she is being sexually harassed is encouraged to contact the district Title IX Coordinator.

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!

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/504 Plan Compliance: Teachers WILL follow the IEPs of each special education student. Failure to do so will result in disciplinary action. The same rules apply for 504 plans. They are both legally binding documents and you are required to meet the conditions outlined in them. If you have a special education student or a student with a 504 plan you should ensure you have the documentation you need to meet the requirements of their plan.

Student/Parent Handbook: The **Student/Parent Handbook** is a comprehensive information source designed to provide essential information to the students and parents. ***It is extremely important that each faculty and staff member is familiar with the handbook material so that questions can be answered about its contents and conform to the procedural information contained therein.*** This Faculty/Staff Handbook omits information that is in the Student/Parent handbook, it is important that each faculty member familiarize themselves with the contents of the Student/Parent Handbook.

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 Supervision: Teachers must be outside their classrooms for hall supervision prior to the sounding of the bell, and inside the classroom after the bell signals the start of the class period. Teachers experiencing a need to leave their classrooms are asked to contact a nearby staff member to check in on the students while not in the classroom.

Substitute Teacher Guides: Please leave the following information for your substitutes:

1. Lesson plan book with daily plans completed.
2. A list of students with IEP and 504 plans with the accommodations that are provided.
3. A current seating chart {include information listing students who exhibit frequent misconduct.
4. Posted fire drill and evacuation drill plans.
5. Complete and updated list of supervisory responsibilities for the day.
6. Instructions for correcting and grading assignments (if needed).
7. A copy of the classroom rules.

Telephone calls (personal calls): Teachers will be called out of the classroom only in case of an emergency phone call. Messages will be taken and passed on to you for all other calls. Please exercise professional discretion when using either the school or cell phone.

Transportation Requests: Transportation request forms are available in the school office. Please submit completed forms to the principal for processing. **Two weeks' notice** is necessary when requesting special school bus transportation. The Board of Trustees must approve all out-of-state requests for travel. Please plan sufficiently enough in advance to permit placement of this request on the agenda of a regularly scheduled Board meeting (routinely the third Tuesday of the month). The principal must be notified by the first Monday of the month in order to request superintendent's approval for requesting Board action at a subsequent regular meeting.

Video 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.

Visitors: All visitors must check into the office and get a visitor's badge. Whenever possible teachers should notify the school administrative assistant as to the identity, purpose, and scheduled dates/times of scheduled visitors. Please ask visitors without badges to go to the office to sign-in. Please notify the office of any suspicious "visitors" who do not have a badge, or who refuse to go to the office to get one.

Volunteers in the Classroom: Prior to volunteering, people must complete a volunteer approval form. This is required of all volunteers for field trips, dances, or any other activity. Teachers must be certain that the volunteers have actually followed this procedure prior to the event.

Withdrawals and Transfers from School: The parent/guardian must initiate all requests which cause their son or daughter to terminate enrollment from the junior high school. The administration will consult with teachers to make arrangements for grades and the return of school owned textbooks.

Work Orders: Teachers are to notify the maintenance department through the use of the school email system on any maintenance requests. You should also email to your school administrator with the details of the request.

IT Requests: It request should be made through the IT maintenance portal.

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, betterzo@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 ftsd.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.

1. When investigating a formal complaint and throughout the grievance process, the District must:
2. 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';
3. Provide an equal opportunity for the parties to present witnesses and evidence;
4. Not restrict either party's ability to discuss the allegations under investigation or to gather and present relevant evidence;
5. 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;
6. 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;
7. 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;
8. Objectively evaluate all relevant evidence without relying on sex stereotypes;
9. 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;
10. Not make credibility determinations based on the individual's status as Complainant, Respondent or witness;
11. 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

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 anytime 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

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 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

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

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:

I. 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.
- D. 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

1. The District must maintain for a period of seven years records of:
2. 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;
3. Any appeal and the result therefrom;
4. Any informal resolution and the result therefrom; and

5. 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 Sexual
Policy 5012 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: 12/15/202

Harassment Reporting Form for Employees

Employee's Name:

Who was responsible for the harassment or incident(s)?

Describe the incident(s):

Date(s), time(s), and place(s) the incident(s) occurred:

Were other individuals involved in the incident(s)? Yes No
If so, name the individual(s) and explain their roles.

Did anyone witness the incident(s)? Yes **No**
If so, name the witnesses:

Did you take any action in response to the incident(s): Yes No
If yes, what action did you take?

Were there any prior incidents? Yes No
If so, please describe any prior incidents.

Signature of Complainant _____