Agenda
Regular Board Meeting
Wednesday, July 29, 2020 @ 5:00 PM
Browning Public Schools

1. **CALL TO ORDER**
2. **IMPORTANT DATES** **4**
3. **APPROVAL OF MINUTES:** Regular Board Minutes 7/14/20 **5**
4. **APPROVAL OF AGENDA**
5. **PUBLIC COMMENT:** **9**
6. **ITEMS OF INFORMATION**
   - A. **Building Reports:**
     1. Child Nutrition, Warehouse, Copy Center - Lynne Keenan 10
     2. Curriculum & Instruction - Billie Jo Juneau 11
     3. Gear Up - Melanie Magee 12
     4. Activities Department - Everett Armstrong 13
     5. Technology Department - Everett Holm 18
     6. Transportation Department - Teri DeRoche 19
     7. Maintance-Facilities-Security-Construction - Reid Reagan 20
   - B. **Superintendent's Report**
     1. Corrina Guardipee-Hall
        - a. Draft Proposal for School Year 2020-2021 30
        - b. Telephone Update - Everett Holm
        - c. Review 5000 Series Policies: 5210 Position Creation/Transfers/Vacancies; 5213 Vacancies; 5221 Work Day; 5222 Evaluation of NonAdministrative Staff; 5227 Employee Alcohol & Drug Use/Abuse; 5228 Employee Drug/Alcohol Testing 248
     2. Dennis Juneau
        - a. BPS Survey Newsletter 257
     3. Stacy Edwards
        - a. Review 2020-2021 Budgets 259
     4. John Salois
        - a. Hiring Status Update 263
        - b. Coaching Season Update 270
     5. Resignations:
        - a. Danielle Madden, Personal Care Attendant-KW Vina, Effective 7-20-2020 275
        - b. Mckenzie Augare, Elementary Teacher-KW Vina Effective 7-23-2020 277
7. **ITEMS OF ACTION**
   - A. **Hiring** (Pending Successful Background Check/Drug Test):
     1. Elementary
        - a. Vanessa Garfield, Certified Teacher-BES 2020-2021 ($37,879.00) 279
        - b. Earl Tail, Napi Music Teacher 2020-2021 ($37,879.00) 281
        - c. Daniel Connelly, PE & Health Teacher-BMS 2020-2021 ($29,777.00) 283
     2. High School
        - a. Danielle Augare, BHS Assistant Track Coach 2020-2021 Sport Season ($2,105.00) 285
        - b. Daryl Croff, BHS Head Girls Basketball Coach 2020-2021 ($3,578.00) 286
     3. District Wide
   - B. **Contract Service Agreements** (Pending Successful Background Check):

1. Elementary
    a. Colleen Wilson, Substitute Workshop Training 2020-2021 ($210.00) 288
    b. Mabel Running Fisher, Substitute Workshop Training 2020-2021 ($210.00) 290
2. District Wide
    a. Stipends for Browning Schools Athletic Coaching Clinic 2020-2021 292
    b. Jason Krane, Collect Data-Plan Development for District COVID-19 plan for 2020-2021 ($1,984.00) 294

C. **Out of State Travel:** None.

D. **In State Travel:** None.

E. **Approvals**

1. Elementary
    a. Extended Contract-Dawn Magee Cobell, Student Rosters-BES 2020-2021 ($1,658.40) 296
    b. Extended Contract-Rodolpho Rivas, Inventory Technology & Prepare iPads - BMS 2020-2021 SY ($1,843.00) 297
    c. Extended Contract-Julie Hayes, Inventory Technology & Prepare iPads - BMS 2020-2021 SY ($1,971.00) 298
    d. Extended Contracts- Leadership Week and Instructional Planning 2020-2021 ($4,972.00) 299
    e. Wage Modification-Racquel LittlePlume, Lane Change-BMS 2020-2021 ($2,249.00) 300
    f. Side by Side Consulting, Professional Development to Comply with MCLSDP Grant - KW Vina 2020-2021 ($17,500.00) 302
    g. Transformative Reading Teacher Group, Provide PD to Comply with MCLSDP Grant-BES 2020-2021 ($17,500.00) 308
    h. Strive Consulting, LLC, Professional Development to Comply with MCLSDP Grant-Napi 2020-2021 ($52,500.00) 312
    i. DA Davidson: BPS Elementary SD Bonds 2020 ($55,370.00) 318
    j. Dorsey-Whitney Bond Counsel ($55,000.00) 321
2. High School
    a. Extended Contract-Matthew Johnson, Academic Planning 2020-2021 ($2,067.00) 324
    b. Coach Up Consultant-BHS 2020-2021 ($17,500.00) 325
3. District Wide
    a. Extended Contracts for Instructional Coaches, Leadership Instructional Planning 2020-2021 ($25,348.80) 331
    b. Extended Contracts: SBE-IEFA Summer Committee Work 2020-2021 ($14,214.37) 333
    c. Substitute Eligibility List 2020-2021 335
    d. Student-Parent & Staff Handbooks & Addendums 2020-2021 337
    e. Revise School Board Calendar 2020-2021 623
    f. Purchases Over $10,000.00 625
    g. District Claims Check #431138 - #431150 ($391,049.15) 629
    h. 12.3Student Activities Claims Check #704374 ($4,500.00) 634
    i. Additional Pays-Payroll 635

F. **PERSONNEL:** None

G. **LEGAL ISSUES:** None.

H. **ADJOURNMENT**

Ground Rules

- We are courteous in our discussion.
- We honor people's differences.
- We monitor our body language.
- We take "timeouts" when necessary.
- While in this session, we all have an equal part.
- We strive for consensus and once the decision is made, we support it.
- We practice discretion in our communication here and in the community.

MEMORANDUM

July 27, 2020

To: **Board of Trustees**

From: **Carlene Adamson, Supt/Board Secretary**

Re: **Dates to remember/Items of information**

---

1. **Facilities Committee Meeting** Thursday, August 13, 2020 @ 5:00 p.m. Administration Conference Room.

2. **Boardsmanship Training** Monday, July 27, 2020 @ 8:00 a.m. Administration Conference Room.

3. **Regular Scheduled Board Meeting** Wednesday, July 29, 2020 @ 5:00 p.m. Administration Conference Room.

4. **Next Regular Scheduled Board Meeting** Tuesday, August 26, 2020 @ 5:00 p.m. Administration Conference Room.

Regular Board Minutes *(Draft)*
Tuesday, July 14, 2020 @ 5:00 p.m.
Administration Conference Room

Present: Donna Yellow Owl-Chair. Virtual/Teleconference: Wendy Bremner, Rae TallWhiteman, Brenda Croff, Mistee RidesAtTheDoor, James Evans, Brian Gallup. Absent: Kristy Bullshoe.

Ms. Yellow Owl reminded board members of the Boardsmanship Training on 7/27/20 @ 8:00 a.m.

Ms. Yellow Owl called the meeting to order at 5:00 p.m.

Approval of Minutes: Motion by Ms. Croff to approve the Regular Board Minutes of 6/24/20 and Special Board Minutes of 6/29/20 with no changes. Second by Ms. TallWhiteman. All in favor/Motion passed.

Approval of Agenda: Motion by Mr. Evans to approve the board agenda with the following changes: Lea Whitford, Grant Writer for Montana Indian Language Preservation Grant; Robert Hall, Grant Writer for Montana Indian Language Preservation Grant; Side by Side Consulting, Professional Development to Comply with MCLSDP Grant-BES, and Side by Side Educational Consulting Professional Development to Comply with MCLSDP Grant. Second by Ms. RidesAtTheDoor. All in favor/Motion passed.

Public Comment: None.

ITEMS OF INFORMATION
Building Reports: None.

Superintendent's Report
Superintendent Update: Superintendent Hall stated that the district has the final amount owed by the county; $3,196,318.02 and she has a letter prepared to send them by certified mail. The County asked to pay $1.5 million. MTSBA says no, they can make a payment with the balance paid by 7/31/20 or go to litigation. Bond has been approved and is to be wired 7/15/20 $3,995,000.00. Ms. RidesAtTheDoor asked if the bond is for new construction. Superintendent Hall stated that it is an IA Revenue Bond, and was written to be applied to those. Mr. Gallup stated that the County trying to write off at $1.5 and they don't have the money. The District needs to stick to our numbers and noted that this amount is not including interest from January through July. Ms. Bremner asked if that amount is to be made public because she feels the county is making it look like the school owes them. Ms. Yellow Owl suggested getting the letter to the county first, then make a media statement. Ms. Croff suggested being careful as far as making public on our end if the district is looking at litigation. Superintendent Hall stated that she will send this to MTSBA before making this public. Superintendent Hall noted that there is a list of responsibilities for the executive administrative staff attached for the board's review.

Policy Regulation #2121R Line of Authority: Superintendent Hall stated that the Assistant Superintendent position is added; the IEFA Coordinator; Spokanapi, grant have been added. No discussion.

Strategies for Success Report Release!: This is information from the grant that Nikki Hannon received. No discussion.

Montana High School Association Sports Update: This is information received from MHSA Annual Scheduling Meeting. No discussion.

3-Rivers Donation: This donation is an additional amount of $12,300.00 from 3-Rivers. Board members suggested that these funds could be used toward virtual learning. A thank you will be sent.

HR Status Update: Mr. Salois reviewed transfers from end of school year; Napi and BMS shows teacher that were changed to BMS for 6th grade. All actions from previous board meeting approval are listed in red. Ms. Croff asked if Myndi is moving to special education as a TA. Mr. Salois stated that she will work at the special education office through the year on Medicaid billing support and work with WBH on student leadership responsibilities during the summer.

Coaching Update 2020-2021: Mr. Salois stated that the report has been updated with last board meeting action items. Ms. RidesAtTheDoor asked if the Girls Head BB Coach was selected. Mr. Salois stated that the recommendation is complete and the candidate is being advertised and will be brought to the board for hire on 7/29/20; the assistants are hired after the head coach is hired.

Resignations: The resignation for Tristan Bird, Part-Time Child Care Aide I, PCOP, Effective 6-25-2020 was accepted by the Superintendent. No discussion.

ITEMS OF ACTION

Hiring: Motion by Mr. Evans to hire Kehaulani Rutherford, Teacher Assistant/BMS pending successful background checks/drug tests. Second by Ms. RidesAtTheDoor. No public participation. No board discussion. Motion passed 6-0 with Donna Yellow Owl, Wendy Bremner, Rae TallWhiteman, Brenda Croff, Mistee RidesAtTheDoor, James Evans voting for.

Motion by Ms. TallWhiteman to approve the following hiring pending successful background checks/drug tests: Michael ComesAtNight-BHS Assistant Principal 2020-2021 ($85,000.00); Michael Burns, BHS Assistant Football Coach 2020-2021 ($2,064.00); Robert Miller, BHS Head Track Coach 2020-2021 Sport Season ($4,149.00); Roy McNabb, BHS Assistant Track Coach 2020-2021 Sport Season ($2,105.00); Jim Vaile, BHS Head Softball Coach 2020-2021 Sport Season ($3,653.00) and Brian Harrel, BHS Assistant Softball Coach 2020-2021 Sport Season ($2,353.00). No public participation. No board discussion. Motion passed 7-0 with Donna Yellow Owl, Wendy Bremner, Rae TallWhiteman, Brenda Croff, Mistee RidesAtTheDoor, James Evans, Brian Gallup voting for.

Contract Service Agreements: Motion by Mr. Evans to approve a contract service agreement pending successful background check for: AVID Digital XP Online Conference PD Stipends-BMS 2020-2021 ($3,000.00). Second by Ms. RidesAtTheDoor. No public participation. No board discussion. Motion passed 6-0 with Donna Yellow Owl, Wendy Bremner, Rae TallWhiteman, Brenda Croff, Mistee RidesAtTheDoor, James Evans voting for.

Motion by Ms. Croff to approve a contract service agreement pending successful background check for: Ginny Crawford, SpEd Building Mentor 2019-2020 ($1,000.00). Second by Mr. Gallup. No public participation. No board discussion. Motion passed 7-0 with Donna Yellow Owl, Wendy Bremner, Rae TallWhiteman, Brenda Croff, Mistee RidesAtTheDoor, James Evans, Brian Gallup voting for.

Out of State Travel: None.

In State Travel: None.

Approvals: Motion by Ms. TallWhiteman to approve the following items: Custom Educational Consulting, Professional Development to Comply with MCLSDP Grant-BMS 2020-2021 ($17,500.00); Extended Contract-Sheila Rutherford, Prepare Course Schedules/Student Schedules-BMS 2020-2021 ($3,756.00); Extended Contract-Dana Sure Chief, Prepare Course Schedules/Student Schedules- BMS 2020-2021 ($2,652.00); Extended Contract-Arlan Edwards, Prepare Course Schedules/Student Schedules-BMS 2020-2021 ($2,220.00). Second by Ms. Bremner. No public participation. No Board discussion. Motion passed 6-0 with Donna Yellow Owl, Wendy Bremner, Rae TallWhiteman, Brenda Croff, Mistee RidesAtTheDoor, James Evans voting for.

Motion by Mr. Evans to approve Change Order #1 for BMS Remodel with Sletten Construction ($1,183,533.00). Second by Ms. Croff. No public participation. *Board discussion:* Ms. Yellow Owl noted that Change Order #1 was already discussed in the Facilities Committee Meeting and is now being brought forward for approval. Motion passed 6-0 with Donna Yellow Owl, Wendy Bremner, Rae TallWhiteman, Brenda Croff, Mistee RidesAtTheDoor, James Evans voting for.

Motion by Mr. Evans to approve the following items: Create New BMS 6th Grade Immersion Teacher Position 2020-2021; Create Special Education TA - Babb Elementary 2020-2021 and Create Home-School Coordinator Position 2020-2021. Second by Ms. RidesAtTheDoor. No public participation. *Board discussion:* Mr. Evans asked why the district needs to create a 6th grade Immersion Teacher. Superintendent Hall stated that this is the first Immersion class and they need to create the position to follow the class; each year the district has created a teacher as each class progresses through the system and also noted that the 5th grade class will be in the twelfth grade when the program completes. No further discussion. Motion passed 6-0 with Donna Yellow Owl, Wendy Bremner, Rae TallWhiteman, Brenda Croff, Mistee RidesAtTheDoor, James Evans voting for.

Motion by Ms. RidesAtTheDoor to approve Dual Enrollment MOA with Gt. Falls College MSU 2020-2021. Second by Mr. Evans. No public participation. No Board discussion. Motion passed 7-0 with Donna Yellow Owl, Wendy Bremner, Rae TallWhiteman, Brenda Croff, Mistee RidesAtTheDoor, James Evans, Brian Gallup voting for.

Motion by Mr. Evans to approve the following items: Custom Educational Consulting, Professional Development to Comply with MCLSDP Grant-Pre-K12 2020-2021 ($52,500.00); Custom Educational Consulting, Professional Development to Comply with Read 180/System 44 Requirements-BMS & BHS2020-2021 ($50,000.00); Extended Contract-Billie Jo Juneau, Plan and Coordinate Leadership Week 2020- 2021 ($2,148.00); Extended Contracts: Leadership Week, Instructional Planning 2020-2021 ($46,484.80); Create Home-School Coordinator Position 2020-2021; Policy #1901 Emergency Policy and Procedures - Final Reading; 2020-2021 IISM Membership Dues ($7,500.00); MTSBA Boardsmanship Training 2020-2021 ($1,500.00); Frontline Education, Timeclock-Absence-Recruiting-Hiring 2020-2021 ($12,582.06); Black Mountain, Annual Service and Support 2020-2021 ($23,783.00); Denning, Downey & Associates, Audit Contract; Surplus Property 07 14 20; Change Order #2 for SportsPlex - Sletten Construction ($3,377,052.00); Discussion / Possible Action: COVID 19; Purchases Over $10,000.00; District Claims Check #430896 - #431137 ($2,686,421.94); Activity Claims Check #704370 - #704373 ($2,203.69) and Additional Pays/Payroll. Second by Ms. Croff. *Public participation/Board discussion:* Ms. Yellow Owl felt that the option for the Audit Contract should be for 1-year and asked if this was advertised publicly. Superintendent Hall stated that the RFP went out in the Auditors Newsletter and there was no response. Stacy Edwards contacted OPI and received information for contacts and no response so she asked Denning, Downey. Superintendent Hall felt that they were not receiving any response due to the issues with Glacier County and also stated that she supports a 1-year only contract with Denning, Downey. All Board agreed by consensus. Superintendent Hall stated that BTBC took-action to approve a "stay at home" order through July 31. On June 29 the school board approved that 260-day essential employees continue to be paid and continue to receive a bonus. Superintendent Hall asked if this is what the board wants to continue doing through July. John Salois stated that temporary seasonal contracts have been paid the hours they are working plus bonus. Board members agreed that this should stay the same. Superintendent Hall also felt that the Head Secretaries should be brought back in to do purchasing, schedules, registrations (virtually) and by phone. Mr. Galllup felt that Superintendent Hall should determine who is essential to be working. Ms. Yellow Owl stated that some secretaries are scared to return and felt that they should do the work at home if possible. Superintendent Hall stated that they can answer their emails at home. Mr. Salois stated that they come back on 7/20/20 and administrators return on 7/27/20. Superintendent Hall stated she wants the head secretaries to return now. Mr. Gallup suggested having someone else do their duties if they are scared to return. Ms. Bremner felt that staff should be given access to work from home. Superintendent Hall stated that Blackmountain is different and she will talk with Everett Holm on what is available. Dennis Juneau stated that he created a community survey and he will get the information out. There are nine questions: distance learning; preferred distance learning; how feel about being at school; wearing face cover; student back on campus; only distance learning; on campus learning only; combination of on

campus/distance learning. Schedules: alternate days, 2 days on campus, project-based Fridays; 1 week on campus then off; ½ students a.m. and ½ students p.m.; alternate days, 1-day on, 1-day on; follow regular schedule. Ms. Yellow Owl asked what will happen if a child is in school and they have contact, what is the plan / are there isolation rooms and what if a teacher is sick, what happens to the kids. Mr. Juneau stated that they will have two separate plans; how do we get students back into building and how do we make it COVID safe; he is still working on these and following state, federal and tribal guidelines. Superintendent Hall stated that options include: operate as last year, limited students in building for distance learning. They are still working on transportation, food service and maintenance to be presented at next meeting and they are waiting to see how things go with MHSA. The administrators are back on July 27 and they are already working on a plan to be in their buildings and social distance by wearing masks, working on google meet and planning for their buildings. Ms. Yellow Owl asked if there is a survey for staff. Mr. Salois stated the he has a survey for staff that will be completed this week with different types of student learning, i.e. remote learning; returning back to school, etc. Ms. RidesAtTheDoor felt the district should follow the same as Hawaii with remote learning, they had 4-weeks with no cases. Superintendent Hall is working on BPS plan to meet district's needs, and community needs and will present at the next board meeting. Ms. TallWhiteman asked for clear, concise directions to be sent to everyone; everyone should know what the district's plans are and asked if the district has all necessities, i.e. thermometers, gloves, masks, sanitizing stations, cleaning supplies and extra custodians, what type of lunches (prepacked?), etc. and also stated that she wants to see the safety plan and a backup plan. The administration has had 5-months to prepare for this. Superintendent Hall stated that directors are working on these scenarios, PPEs have been ordered, gloves, masks, thermometers, sanitizing stations, etc. we are short staffed and need to go out for bid to complete some bids; our budgets are released now and the district can order; transportation will have a scenario for buses, ex. 3 to a seat, and number of trips to pick-up students, thermometers for each bus, and food service will have a plan for meals and principals will have input on these plans. Superintendent Hall stated that the district buses 80% of the students. Ms. Bremner suggested scheduling a strategic planning session to discuss so that all are going in the same direction. Ms. RidesAtTheDoor asked about CSAs and if they are working. Superintendent Hall stated that some will have to come in and fill their contracts; Eekahkimaht is not working, Summer School for high school is complete; if they are not filling their contract, they are not paid. Ms. RidesAtTheDoor felt that the CSAs were approved and binding and should be paid. Mr. Salois stated that they get paid only if they work. Ms. RidesAtTheDoor asked if the contracted people can go in to work if they choose to. Mr. Salois stated that is th issue, pending on the tribe's decision, they are not able to work because there is no work for them. Ms. RidesAtTheDoor asked if they qualify for unemployment. Mr. Salois stated that due to COVID related issues they can apply and they may qualify; it is their option to apply. Mr. Gallup stated that they are not denying anyone under unemployment and it is retroactive. Ms. Yellow Owl suggested that the district continue on with the previous action from board meeting of June 29, 2020 to be paid and receive a bonus based on hours worked and if anyone completes their CSA, they can be paid.

Motion by Mr. Evans to adjourn at 6:03 p.m. Second by Mr. Gallup. Motion passed.

Respectfully submitted:

_____ Carlene Adamson, Board Secretary

_____ Donna Yellow Owl, Board Chairperson

_____ Stacy Edwards, District Clerk

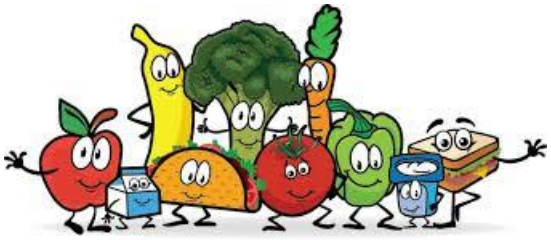
Chairperson's statement for any persons that may request to make "public comment" during the public comment section of the board agenda:

This meeting is subject to the provisions of the Montana Open Meeting Law under Section 2-3-103 and Browning School Policy #1441 for Public Participation at Board Meetings. We will proceed as follows:

- *Each* person will have *5 minutes* to comment on a matter of *public interest*.

- *Private personnel* matters, *individual student* matters and *pending legal issues* are not *matters of public interest*. Any *person* who raises any issue concerning *an employee or an individual student matter or grievance* or who wishes to discuss *pending legal cases or issues will be ruled out of order and that person's public comment period will be ended.*

- *There will be no action on any matter raised at this time.* If the board decides that further discussion or action is needed, the matter will be placed on the agenda for a future meeting in order that the public may be notified of the discussion and may participate before any action is taken.



CHILD NUTRITION BOARD REPORT

JULY 21, 2020

LYNNE KEENAN, DIRECTOR

OPENING OF SCHOOLS SCENARIO

- **COOK AS MUCH PERTAINING TO ENROLLMENT OF EACH SCHOOL.**
- **DELIVER BREAKFAST AND LUNCH TO THE STUDENTS THAT DO NOT ATTEND SCHOOL.**
- **HIRE FIVE DELIVERY PEOPLE AND USE VEHICLES FROM CHILD NUTRITION AND TRANSPORTATION TO DELIVER.**
- **BREAKFAST – GRAB AND GO ITEMS FOR BOTH STUDENTS IN SCHOOL AND AT HOME.**
- **THE STUDENTS THAT ARE IN SCHOOL, FOOD WILL BE PUT IN GO CONTAINERS AND SOMEONE WILL PICK THEM UP FROM THE KITCHEN TO DELIVER TO EACH CLASSROOM.**
- **COUNTRY STUDENTS – MAYBE WE COULD HAVE PARENTS PICK UP THEIR CHILD'S BREAKFAST & LUNCH OR THEY CAN CALL IF THEY WOULD LIKE MEALS DELIVERED OR MEET AT THE ROAD FOR PICKUP.**
- **SUPPER PROGRAM – CURBSIDE OR BUS DELIVERY.**

-

Curriculum and Instruction

Trainings for our new curricular programs will be available to coaches and administrators July 27th to August 4th. They will then bring the trainings back to their buildings during August PIR days.

Professional Development

I have been planning PD for the fall as well as for leadership week.

District Committees

Leadership and SBE committees will be working with the administrators July 27th-August 4th.

Assessment

SBE will be sharing their implementation plans on rolling our new SEL and math assessments with administration.

Browning Middle/High School GEAR UP
July 2020 Board Report

BHS

Virtual Credit Recovery Program completed. 4 BHS teachers started Monday, June 8th and finished with GEAR UP funding Thursday, June 25th (Note: The District funded them for one additional week). From the emails I received from the teachers and LaDean at BHS, we had 11 students recover a total of 9 ½ credits. One student recovered 3 ½ credits which allowed her to complete her high school graduation requirements.

BHS GEAR UP Advisory Curriculum completed. We had 4 staff members (3 GU staff and 1 BHS teacher) each take a high school grade and develop a weekly career/college prep lesson for first semester advisory classes. We will be uploading onto a shared drive and share with advisory teachers.

BCC Bridge Program. The plan was to do this program in person but with the Tribe's shut down still in place we aren't sure this is going to happen. We are double checking with the college on the status and possible options.

BMS

Nathan completed his 3 weeks of BMS STEM. We had a total of 25 students participate in the program. Students did various STEM activities (kits were delivered before the virtual class started) e.g., students constructed a "water wheel" where they learned about water and engineering and Nathan tied that into different degrees that students could go to college for and what Montana colleges provided those degrees. He tried to plug college options as much as possible including a trip he had made to North Dakota college. He was able to show students pictures of the college campus and talk about what kind of college it was and what degree programs they offered.

BHS/BMS Summer Project

We have one BMS and one BHS IT teacher that are planning on moving forward with their virtual IT class (Raspberry Pi in Isolation). We experienced a delay when we went back into shut down mode and they couldn't get to the computer equipment. The plan will be to recruit students this week and hopefully start next Monday, the 27th.

June17-July 21, 2020

June 18- Thursday- paperwork

June 22-25, 2020
Monday- paper work
Tuesday- CSA's were turned in for the following: Robert Miller, Karleen White Grass, Earl Tail, Heidi Bull Calf, Kami Wellman, Leo Bull Child, Susie Small, Tommy Heavy Runner, Javier Bustos, and Ashley Bull Calf.
Wednesday- paper work
Thursday- paperwork

June 29-July 2, 2020
Monday-
Tuesday- Essential work only, paperwork
Wednesday- Activities Secretary interviews had to be rescheduled
Thursday- Paperwork (Gym will be completed this weekend)

July 6-9, 2020
Monday- Doctors appointment, out for the day
Tuesday-
Wednesday- Activities Secretary interviews. All other interviews have been halted because of the stay at home order.
Thursday- Working from home

July 13-16
Monday- The gym floor is almost done, Western Sports Floor is coming in and will finish the new gym floor with 1 more coat of wax this week.
Tuesday- Working on language for the activities hand book for eligibility
Wednesday- Out early today for a doctors appointment.
Thursday- Working on paperwork for the BPS Coaches Clinic. I am currently planning a coaches clinic that will happen August 3-6, 2020 (Virtual meet will be available for coaches not wanting to come in for the clinic). Purpose of the coaches clinic is to complete **ALL** NFHS learning courses, Trauma Informed training, Youth Mental Health First Aid, Covid19 safety, and anything else that will help us build a comradery within the coaching staff.
~Side note~ Attached is the image of the new gym floor which is completed finally

NCAA Eligibility Center

Click here for DII Academic Requirements

DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

Core-Course Requirement

Complete 16 core courses in the following areas:

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math, or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

Full Qualifier

- Complete 16 core courses.
  - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Academic Redshirt

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

Academic Redshirt:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

International Students: Please visit **ncaa.org/international** for information and academic requirements specific to international student-athletes.

Test Scores

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** so his or her scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will **NOT** be used in his or her academic certification.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division I college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division I requirements.

For more information on the SAT, click here to visit the College Board's website.

DIVISION I
FULL QUALIFIER SLIDING SCALE

Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.550	400	400	37
3.525	410	410	38
3.500	430	420	39
3.475	440	430	40
3.450	460	440	41
3.425	470	450	41
3.400	490	460	42
3.375	500	470	42
3.350	520	480	43
3.325	530	490	44
3.300	550	500	44
3.275	560	510	45
3.250	580	520	46
3.225	590	530	46
3.200	600	540	47
3.175	620	550	47
3.150	630	560	48
3.125	650	570	49
3.100	660	580	49
3.075	680	590	50
3.050	690	600	50
3.025	710	610	51
3.000	720	620	52
2.975	730	630	52
2.950	740	640	53
2.925	750	650	53
2.900	750	660	54
2.875	760	670	55
2.850	770	680	56
2.825	780	690	56
2.800	790	700	57
2.775	800	710	58

DIVISION I
FULL QUALIFIER SLIDING SCALE

Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
2.750	810	720	59
2.725	820	730	60
2.700	830	740	61
2.675	840	750	61
2.650	850	760	62
2.625	860	770	63
2.600	860	780	64
2.575	870	790	65
2.550	880	800	66
2.525	890	810	67
2.500	900	820	68
2.475	910	830	69
2.450	920	840	70
2.425	930	850	70
2.400	940	860	71
2.375	950	870	72
2.350	960	880	73
2.325	970	890	74
2.300	980	900	75
2.299	990	910	76
2.275	990	910	76
2.250	1000	920	77
2.225	1010	930	78
2.200	1020	940	79
2.175	1030	950	80
2.150	1040	960	81
2.125	1050	970	82
2.100	1060	980	83
2.075	1070	990	84
2.050	1080	1000	85
2.025	1090	1010	86
2.000	1100	1020	86

ACADEMIC REDSHIRT

*Final concordance research between the new SAT and ACT is ongoing.

NCAA is a trademark of the National Collegiate Athletic Association.

NCAA Eligibility Center

2018 DIVISION II NEW ACADEMIC REQUIREMENTS

College-bound student-athletes first enrolling at an NCAA Division II school on or after Aug. 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

Core-Course Requirement

Complete 16 core courses in the following areas:

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math, or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

Full Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

Partial Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

Partial Qualifier:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:

College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

International Students: Please visit **ncaa.org/international** for information and academic requirements specific to international student-athletes.

Test Scores

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division II college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. You may take the SAT or ACT an unlimited number of times before you enroll full time in college. If you take either test more than once, the best subscores from each test are used for the academic certification process.

For more information on the SAT, click **here** to visit the College Board's website.

DIVISION II FULL QUALIFIER SLIDING SCALE

USE FOR DIVISION II BEGINNING AUGUST 2018

Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.300 & above	400	400	37
3.275	410	410	38
3.250	430	420	39
3.225	440	430	40
3.200	460	440	41
3.175	470	450	41
3.150	490	460	42
3.125	500	470	42
3.100	520	480	43
3.075	530	490	44
3.050	550	500	44
3.025	560	510	45
3.000	580	520	46
2.975	590	530	46
2.950	600	540	47
2.925	620	550	47
2.900	630	560	48
2.875	650	570	49
2.850	660	580	49
2.825	680	590	50
2.800	690	600	50
2.775	710	610	51
2.750	720	620	52
2.725	730	630	52
2.700	740	640	53
2.675	750	650	53
2.650	750	660	54
2.625	760	670	55
2.600	770	680	56
2.575	780	690	56
2.550	790	700	57
2.525	800	710	58
2.500	810	720	59
2.475	820	730	60
2.450	830	740	61
2.425	840	750	61
2.400	850	760	62
2.375	860	770	63
2.350	860	780	64
2.325	870	790	65
2.300	880	800	66
2.275	890	810	67
2.250	900	820	68
2.225	910	830	69
2.200	920	840 & above	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE

USE FOR DIVISION II BEGINNING AUGUST 2018

Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.050 & above	400	400	37
3.025	410	410	38
3.000	430	420	39
2.975	440	430	40
2.950	460	440	41
2.925	470	450	41
2.900	490	460	42
2.875	500	470	42
2.850	520	480	43
2.825	530	490	44
2.800	550	500	44
2.775	560	510	45
2.750	580	520	46
2.725	590	530	46
2.700	600	540	47
2.675	620	550	47
2.650	630	560	48
2.625	650	570	49
2.600	660	580	49
2.575	680	590	50
2.550	690	600	50
2.525	710	610	51
2.500	720	620	52
2.475	730	630	52
2.450	740	640	53
2.425	750	650	53
2.400	750	660	54
2.375	760	670	55
2.350	770	680	56
2.325	780	690	56
2.300	790	700	57
2.275	800	710	58
2.250	810	720	59
2.225	820	730	60
2.200	830	740	61
2.175	840	750	61
2.150	850	760	62
2.125	860	770	63
2.100	860	780	64
2.075	870	790	65
2.050	880	800	66
2.025	890	810	67
2.000	900	820 & above	68 & above

*Final concordance research between the new SAT and ACT is ongoing.

NCAA is a trademark of the National Collegiate Athletic Association.

E-Rate 2020-21/Wireless Upgrade

Most of the new wireless has arrived. The initial configurations are completed and with new wireless equipment now installed in the admin, food service, SPED and bus garage buildings with the first few access points installed in Napi and BHS. Most locations will only take a couple of minutes to upgrade. When complete, we will have the latest start of the art WiFi6 standards based wireless system to handle our wireless needs for the next

Middle School Construction

Plans were in place for network cabling and equipment for the additional space. What we were surprised with is that all the old network cabling in the building will be pulled out and replaced. We had been under the assumption we would continue using existing cabling and only install in the new spaces. The demolition work of the old cabling was started July 20th after a walkthrough identifying the network cabling versus cabling for fire systems, PA systems, etc. It will be a few days for the demo work to be completed before the new wiring starts to be installed.

Security Cameras -

Software on the DVR's has been updated with the summer break. There are some cameras that are in need of replacement and we are awaiting for the order to arrive so they can be installed.

TRANSPORTATION BOARD REPORT FOR THE MONTH OF JULY 2020

SUBMITTED BY: TERI L. DEROCHE

We had to replace the Diesel hose on the diesel pump at the Transportation building it was leaking and we replaced the gas hose on the gas pump at the Maintenance building.

Due to Covid - 19 we started hauling food again to the students' homes. The drivers did not get to finish the last of their buses so far but we do have inspections still set for July 24th so hopefully we will have all our buses completed by then.

The transfer case blew up in the 1 ton 2012 Dodge pickup and because it was not an accident the insurance cannot cover it and it will cost between 10,000 and 14,000 dollars to get it fixed or replace it with another one. Dixie is asking for a Security truck and Reid is asking for an electrician truck he found it is a 2008 and it costs $9,450.

The mechanics had to replace the hose in bus #104 because it broke. The red expedition needs an alignment we have an appointment for July 22nd and it needs new tires.

We received one of the new propane buses we ordered and the other one should be here at the beginning of August we do not have a definite date yet.

We have 9 food buses/vehicles that are delivering food at this time in the community on a daily basis Monday through Friday they deliver Breakfast and Lunch and then we have 2 buses that deliver Supper in the evenings these 2 buses deliver to the North side of town and the South side of town.

This concludes our report for the month of July 2020.

MAINTENANCE REPORT
JULY 2020

Submitted by: Reid Reagan

Maintenance has been directed to develop a plan that addresses the following aspects regarding COVID-19 preventative measures. Planning for School Reopening Scenarios #2,3,4.

Ordering Covid19 Cleaning/Disinfecting Supplies:
Goal: Order adequate supplies that support healthy hygiene behaviors, will resupply custodial orders on bi-weekly basis, or as needed.

a. Soap, washing hands
b. Hand Sanitizer with at least 60% Alcohol
c. Paper Products-hand towels, tissue, toilet paper
d. Disinfectant Wipes
e. Forehead Thermometers
f. CDC Approved Cleaners
g. Plexi-glass for Sneeze Guards
h. Tape six (6) feet distancing reminder stickers
i. PPE Personal Protective Equipment supplies-Masks and Gloves

Reception Area:
Goal: Ensure the receptionist area at each building is safe and protected.

a. Install physical barriers such as sneeze guards, have purchased plexi-glass and contracted to local glass company to install.
b. Provide physical guides such as tape or stickers on the floors and sidewalks, and signs on walls to ensure that students, staff and others remain at least six (6) feet apart.
c. Ensure hand sanitizer accessibility for everyone.

Masks/Gloves:
Goal: Provide students and staff with PPE face coverings and gloves daily.

a. Provide disposable masks and gloves to the transportation department to distribute to bus students.
b. Make available on a daily basis, disposable masks and gloves to each school to be distributed.

Station/Desk divider.
Goal: Install station desk dividers to ensure student/staff safety.

a. Home Depot Pro provided quote of $37.08 cost for a folding desk shield to be used at each desk, still searching for the best product.
b. Maintenance will purchase the materials and build a desk divider.
c. Or contract it out to local glass company.

Staffing:

Goal: Ensure staff is trained in providing a clean and disinfected environment.
a. Provide training for custodians, sub-custodians on COVID-19 cleaning.
b. Provide custodians with CDC approved cleaners/disinfectants.
c. Provide PPE masks and gloves
d. Make staff aware of the symptoms-cough, shortness of breath, fever, sore throat, chills, congestion/runny nose, muscle or body aches, nausea, vomiting, diarrhea, and a new loss of taste or smell.

FACILITIES/CONSTRUCTION REPORT
JUNE 2020

BMS Renovation/Addition:

6-17 Cloudy, windy. ACS applying vapor barrier, insulation, coverboard and fasteniing to walls, 3 workers. Heartland hanging duct in cafetorium, 4 workers. United Electric installing new fire/electric conduit in 6th grade pod 5 workers, installing new fire/electric conduit 2 workers in new addition, and 1 worker installing new outlets in new addition. Wadsworth hooking up storm drain pipe in cafetorium 2 workers, tied into existing sewer install new sewer drain pipe 6th grade pod 2 workers, digging out saw cut areas 2 workers. Sletten taping new 6th grade pod 2 workers, framing new 6th grade pod 5 workers, sheetrock/insulating 6th grade pod 3 workers, installing top plate on stemwalls (roof) 2 workers, cleaning up jobsite 3 workers. Northwestern Energy rerouted gas line, installed new meter at mechanical room of new addition, 3 workers.

6-18 Cloudy, rain. Heartland hanging duct in 6th grade pod, 4 workers. United Electric installing new fire/electric conduit in 6th grade pod 5 workers, installing new fire/electric conduit in new addition 2 workers, and 1 worker installing new outlets in new addition. Wadsworth hooking up storm drain pipe in cafetorium 2 workers, installing new sewer drain pipe 6th grade pod 2 workers, digging out saw cut areas 2 workers. Sletten taping new 6th grade pod 2 workers, framing new 6th grade pod 5 workers, sheetrock/insulating 6th grade pod 3 workers, installing top on stemwalls (roof) 2 workers, cleaning up jobsite 3 workers. First Mark tied into existing storm drain system 7th Ave SW, dig to locate with mini excavator, saw cut curb/gutter placed 1 curb drain and laid 1 joint pipe, had to stop because Glacier Electric conduit going to new transformer needed to be lowered, backfilled/compacted with jumping jack compactor,3 workers.

6-22 Windy, warm. TL Glass began installing new windows, entry to new addition, 2 workers. Hagestad Painting started prepping Art room and Home Ec rooms, 5 workers. Heartland hanging duct in 6th grade pod, 4 workers. United Electric installing new fire/electric conduit in 6th grade pod 5 workers, installing new fire/electric conduit in new addition 2 workers, and 1 worker installing new outlets in new addition. Wadsworth fusing/hanging chiller lines new addition 2 workers, installing new sewer drain pipe 6th grade pod, backfill/compacting completed sewer drain areas, 2 workers. Sletten taping new 6th grade pod, sheetrock/insulate new 6th grade pod 4 workers, frame mechanical/restrooms in new addition 2 workers, frame 6th grade pod 2 workers, demo CMU walls inner pod, 3 workers. First Mark dig electrical line with Mini-excavator for United Electric from new transformer/new addition to the new chiller compact trench with jumping jack compactor, lay down liner under parking lot and level fill with tracked skidsteer, 3 workers. Trails End hauling fill material with 1 end dump, 1 worker.

6-23 Calm, hot. TL Glass installing new windows in cafetorium, kitchen of new addition, 2 workers. Hagestad started painting Art and Home Ec rooms, prepping Shop room, 5 workers. ACS applying vapor barrier, insulation, coverboard and fastening to walls, 3 workers. Heartland hanging duct in 6th grade pod, 4 workers. United Electric installing new fire/electric conduit in 6th grade pod 5 workers, installing new fire/electric conduit in new addition 2 workers, and 1 worker installing new outlets in new addition. Wadsworth fusing/hanging chiller lines new addition 2 workers, installing new sewer drain pipe 6th

grade pod, backfill/compacting completed sewer drain areas, 2 workers. Sletten taping new 6th grade pod, sheetrock/insulate new 6th grade pod 4 workers, frame new deans office 2 workers, frame classrooms 6th grade pod 2 workers, started grouting under concrete walls new addition, 3 workers. Glacier Electric lowered conduit (6-18) First Mark dig storm drain for new parking lot with Mini-excavator, lay down liner under parking lot and level fill with tracked skidsteer and compacting with smooth drum roller, 4 workers. Trails End hauling fill material with 1 end dump, 1 worker.

6-24 Windy, cloudy. Hagestad painting Art/Home Ec, prepping shop and corridor, 5 workers. ACS applying vapor barrier, insulation, coverboard and fastening to walls, 3 workers. Heartland hanging duct in 6th grade pod, 4 workers. United Electric installing new fire/electric conduit in 6th grade pod 5 workers, installing new fire/electric conduit in new addition 2 workers, and 1 worker installing new outlets in new addition. Wadsworth fusing/hanging chiller lines new addition 2 workers, installing new sewer drain pipe 6th grade pod, backfill/compacting completed sewer drain areas, 2 workers. Sletten taping new 6th grade pod, sheetrock/insulate new 6th grade pod 4 workers, frame new office in commons 2 workers, frame classrooms 6th grade pod 2 workers, started grouting under concrete walls new addition, 3 workers. First Mark dig storm drain for new parking lot, set 1 manhole with Mini-excavator, fill with tracked skidsteer and compact with jumping jack compactor, 4 workers. Trails End hauling fill material with 1 end dump, 1 worker.

6-25 Sunny, warm. Hagestad painting Home Ec, shop and corridor, prepping corridors and restrooms, 5 workers. ACS applying vapor barrier, insulation, coverboard and fastening to walls, 3 workers. Heartland hanging duct in 6th grade pod, 4 workers. United Electric installing new fire/electric conduit in 6th grade pod 5 workers, installing new fire/electric conduit in new addition 2 workers, and 1 worker installing new outlets in new addition. Wadsworth fusing/hanging chiller lines new addition 2 workers, installing new sewer drain pipe 6th grade pod, backfill/compacting completed sewer drain areas, 2 workers. Sletten taping new 6th grade pod, sheetrock/insulate new 6th grade pod 4 workers, frame new office in commons 2 workers, frame classrooms 6th grade pod 2 workers, grouting under concrete walls new addition, 3 workers. First Mark dig storm drain for new parking lot, set 1 manhole with Mini-excavator, fill with tracked skidsteer and compact with jumping jack compactor, 4 workers. Trails End hauling fill material with 1 end dump, 1 worker.

6-29 Heavy rain. All construction shut down for the week.

FACILITIES/CONSTRUCTION REPORT
JULY 2020

BMS Renovation/Addition:

7-6 Sunny, warm. United Electric installing new fire/electric conduit in 6th grade pod 5 workers, installing new fire/electric conduit in new addition 2 workers, and 1 worker installing new outlets in new addition. Wadsworth installing new plumbing boys/girls restroom new addition 2 workers, installing new plumbing boys/girls restroom 6th grade pod, backfill/compacting completed sewer drain areas, 2 workers. Sletten taping new 6th grade pod, sheetrock/insulate new 6th grade pod 4 workers, frame new testing/class rooms 2 workers, frame classrooms 6th grade pod 2 workers, grouting under concrete walls new addition, 3 workers. First Mark rolling out liner and filling to grade new parking lot with tracked skidsteer, digging form space for curb/gutter with mini-excavator and compact with smooth drum roller, 3 workers. Trails End hauling fill material with 1 belly dump, 1 worker.

7-7 Cloudy, rain. Great Falls Combustion prepping for sprinkler system, 2 workers. ACS applying vapor barrier, insulation, coverboard and fastened to wall. Heartland hanging duct in 6ht grade pod, breakout room, 3 workers. United Electric installing new switchboard panel for new addition, north of bldg 2 workers, installing new fire/electric conduit in new addition 2 workers, installing new outlets in new addition 1 worker, and installed new transformer for new addition, 2 workers. Wadsworth installing new plumbing boys/girls restroom new addition 2 workers, installing new plumbing boys/girls restroom 6th grade pod, backfill/compacting completed sewer drain areas, 2 workers. Sletten taping new 6th grade pod, sheetrock/insulate new 6th grade pod 4 workers, frame new testing/class rooms 2 workers, frame classrooms 6th grade pod 2 workers, grouting under concrete walls new addition, 3 workers. First Mark rolling out liner and filling to grade new parking lot with tracked skidsteer, digging form space for curb/gutter with mini-excavator and compact with smooth drum roller, 3 workers. Trails End hauling fill material with 1 belly dump, 1 worker.

7-8 Windy, warm. . Great Falls Fire Suppression prepping for sprinkler system in new addition, 2 workers. ACS applying vapor barrier, insulation, coverboard and fastened to wall, 3 workers. Heartland hanging duct in 6ht grade pod, breakout room, 3 workers. United Electric installing new switchboard panel for new addition, north of addition 2 workers, installing new fire/electric conduit in new addition 2 workers, installing new outlets in new addition 1 worker, hookup chiller for new addition, 2 workers. Wadsworth installing new plumbing boys/girls restroom new addition 2 workers, installing new plumbing boys/girls restroom 6th grade pod, backfill/compacting completed sewer drain areas, 2 workers, pipe fitting for new natural gas line to backup generator, 1 worker. Sletten taping new 6th grade pod, sheetrock/insulate new 6th grade pod 2 workers, frame new testing/class rooms 2 workers, frame classrooms 6th grade pod 2 workers, grouting under concrete walls new addition, 3 workers. First Mark rolling out liner and filling to grade new service entrance –mini-excavator and compact with smooth drum roller, 3 workers, hauled in excavator to rip out asphalt for new curb/gutter of 7th Ave SW, 1 worker. Trails End hauling fill material with 1 belly dump, 1 worker. TDH tested compaction of curb/gutter locations of parking lot, all passed 98-100% compaction, 1 worker.

7-9 Sunny, hot. Great Falls Fire Suppression prepping for sprinkler system in new addition, 2 workers. ACS applying vapor barrier, insulation, coverboard and fastened to wall, 3 workers. Heartland hanging duct in 6th grade pod, breakout room, 3 workers. United Electric installing new fire/electric conduit in upstairs mechanical rooms 2 workers, installing new fire/electric conduit in new addition 2 workers, installing new outlets in new addition 1 worker, hookup chiller for new addition, 2 workers. Wadsworth installing new plumbing boys/girls restroom new addition 2 workers, installing new plumbing boys/girls restroom 6th grade pod, backfill/compacting completed sewer drain areas, 2 workers, pipe fitting for new natural gas line to backup generator, 1 worker. Sletten taping new 6th grade pod, sheetrock/insulate new 6th grade pod 2 workers, frame new testing/class rooms 2 workers, frame classrooms 6th grade pod 2 workers, grouting under concrete walls new addition, 3 workers. First Mark rolling out liner and filling to grade new service entrance –mini-excavator and compact with smooth drum roller, 3 workers, 1 excavator tear out asphalt for new bus lane, 1 worker. Trails End hauling fill material with 1 belly dump, 1 worker.

7-10 Sunny, hot. Great Falls Fire Suppression pressure tested nearest hydrant before fire pump, 7th Ave SW, 42 lbs pressure with 40 lbs static pressure.

7-13 Windy, warm. Just-Rite Accoustics prepping for grid/suspended ceiling, 1 worker. Heartland hanging duct in cafetorium, 4 workers. United Electric installing new fire/electric conduit in upstairs mechanical rooms 2 workers, installing new fire/electric conduit in new addition 2 workers, installing new outlets in new addition 1 worker. Wadsworth installing new plumbing boys/girls restroom new addition 2 workers, installing new water heaters mechanical room, 2 workers. Sletten taping new 6th grade pod 2 workers, saw cut CMU block for new windows in teachers lounge 2 workers, frame classrooms 6th grade pod 2 workers, grouting under concrete walls new addition, 3 workers. Anderson Masonry cleaning brick, 1 worker. First Mark 1 excavator tear out asphalt at new addition entrance 1 worker. Trails End hauling off asphalt with 2 end dumps and hauling in fill material 2 workers, Trails End prepping for sidewalk at new addition entrance with tracked skidsteer and smooth drum roller, 2 workers.

7-14 Sunny, warm. Just-Rite Accoustics hanging grid for suspended ceiling in art room, 1 worker. ACS applying vapor barrier, insulation, coverboard and fastened to wall, 3 workers. Heartland hanging duct in cafetorium, 4 workers. United Electric installing new fire/electric conduit in upstairs mechanical rooms 2 workers, installing new fire/electric conduit in new addition 2 workers, installing new outlets in new addition 1 worker, hookup chiller for new addition, 2 workers. Wadsworth installing new plumbing boys/girls restroom new addition 2 workers, installing new plumbing boys/girls restroom 6th grade pod. Sletten texturing new 6th grade pod 2 workers, saw cut CMU block for doors/ windows new offices 3 workers, grouting under concrete walls new addition, 3 workers. Anderson Masonry installing brick around windows, 1 worker. First Mark 1 excavator loading trucks with torn out asphalt, 1 worker. Trails End 2 end dumps hauling off asphalt and hauling in fill material, 2 workers. Trails End grading sidewalks around new addition entrance with tracked skidsteer and smooth drum roller, 2 workers.

7-15 Sunny, warm. Just-Rite Accoustics hanging grid for suspended ceiling in home-ec room, 1 worker. Heartland hanging duct in cafetorium 4 workers. United Electric installing new fire/electric conduit in upstairs mechanical rooms 2 workers, installing new fire/electric conduit in new addition 2 workers, installing new outlets in new addition 1 worker. Wadsworth installing new plumbing boys/girls restroom new addition 2 workers, installing new hot water heaters upstairs mechanical rooms,2

workers. Sletten texturing new 6th grade pod 2 workers , saw cut exterior brick for doors/windows at new entrance 3 workers, grouting under concrete walls new addition, 3 workers. Anderson Masonry installing brick around windows, 1 worker. First Mark saw cut asphalt 7th Ave SW, 1 excavator loading asphalt on 2 Trails End end dumps 2 workers, First Mark grading with skidsteer and rolling out liner, 3 workers. Trails End grading sidewalks around new addition with tracked skidsteer and smooth drum roller, 2 workers.

7-16 Sunny, warm. Just-Rite Accoustics hanging grid for suspended ceiling in music room, 1 worker. Heartland hanging duct in cafetorium 4 workers. United Electric installing new fire/electric conduit in upstairs mechanical rooms 2 workers, installing new fire/electric conduit in new addition 2 workers, installing new outlets in new addition 1 worker. Wadsworth installing new plumbing boys/girls restroom new addition 2 workers, installing new hot water heaters upstairs mechanical rooms 2 workers. Sletten texturing new 6th grade pod 2 workers , saw cut exterior brick for doors/windows at new entrance 3 workers, grouting under concrete walls new addition, 3 workers. Anderson Masonry installing brick around windows, 1 worker. First Mark 1 excavator loading trucks with torn out asphalt, rolled out liner filling to sub- grade with skidsteer, compact with smooth drum roller, 3 workers. Trails End grading sidewalks around new addition with tracked skidsteer and smooth drum roller, 2 workers.

7-20 Sunny, warm. United Electric installing new fire/electric conduit upstairs mechanical rooms 2 workers, installing new fire/electric conduit it new addition 2 workers, installing new outlets in new addition 1 worker. Wadsworth installing new heating lines new addition 2 workers, installing new hot water heaters upstairs mechanical rooms 2 workers. Sletten texturing new 6th grade pod 2 workers, framing/sheetrocking offices, 4 workers. First Mark prepping for subgrade-staking cut/fill, 1 excavator loading trucks with torn out asphalt, filling to sub-grade with skidsteer, compact with smooth drum roller, 4 workers. Trails End grading around new entrance to school with tracked skidsteer and smooth drum roller, 2 workers. Glacier Electric set new transformer for new addition, pull lines from main transformer in street, connected there lines 4 workers.

FACILITIES/CONSTRUCTION REPORT
JUNE 2020

BHS Sportsplex:

6-17 Cloudy, windy. First Mark grading parking lot with grader/skidsteer, finished subgrade fill under football field, 4 workers.

6-18 Cloudy, rain. Too wet to work.

6-22 Windy, warm. First Mark added 2 new workers, rolling out new approved (RS380i) woven geotextile geogrid under the track area, skidsteer/loader placing fill over geogrid and grader levelling, FM added 2 new trucks (end dumps with pup) 7 workers, 2 Trails End trucks (belly dump and side dump) hauling fill materials and excavator started digging footings for bleachers, compacting with sheepsfoot trench roller, 4 workers.

6-23 Calm, hot. First Mark placing panel drains under fb field, rolling out new geotextile geogrid under the track area, loader placing fill until enough cover trucks are able to dump on geogrid and grader levelling off, scraper placing topsoil, FM 2 trucks hauling fill material, 2 end dumps with pup 7 workers. Trails End hauling fill material with belly dump and side dump, also dig footings for bleachers with excavator, compacting with sheepsfoot trench roller, 4 workers, water truck 1 worker. TDH doing compaction tests on north access road and bleacher footings-all passed 98-100%, 1 worker.

6-24 Windy, cloudy. First Mark hauling fill for north access road 2 trucks end dumps with pup, loader levelling off piles, grader filling to grade, smooth drum roller and water truck compacting road and north complex , also added 2 trucks independents, end dumps hauling fill material 2 workers, 7 workers. Trails End hauling fill material with belly dump and side dump, also finished dig/compact footings for bleachers, started digging footings for softball building, 4 workers.

6-25 Sunny, warm. First Mark digging drain system for softball field, 1 excavator dig down and tie into drain basin behind home plate, then dig drain down 1st baseline, lined trench with geotextile liner and bedded perforated pipe. Loader levelling off fill for parking lot, smooth drum roller compacting, FM hauling fill material for parking lot with 2 end dumps with pup, 7 workers. Added another independent truck, belly dump, with 2 end dumps-3 workers. Trails End hauling fill material with belly dump and side dump, also digging footings for softball building with excavator, compacting with sheepsfoot trench roller, 4 workers. TDH doing compaction tests on softball building footings all passed 98-100%, 1 worker.

6-29 Heavy rain. All construction shut down for the week.

FACILITIES/CONSTRUCTION REPORT
JULY 2020

BHS Sportsplex:

7-6 Sunny, warm. First Mark digging drain system for softball field, 1 excavator dig down to tie into drain basin centerfield, dig trench to drain basin on first base line, lined trench with geotextile fabric and bedded perforated pipe, loader cargoing bedding material. Grader filling track to grade, water truck and smooth drum roller compacting, 5 workers. Trails End hauling fill material with side dump and belly dump, 2 workers and 1 independent belly dump, 1 worker.

7-7 Cloudy, rain. First Mark dig outflow structure for depository pond, 1 excavator digging pond to grade and load material on scraper, dozer (gps) grading banks of pond. Scraper filling throwing fields with smooth drum roller compacting, 5 workers. Trails End hauling fill material with side dump and belly dump, 2 workers and added 1 independent belly dump, 2 workers.

7-8 Windy, warm. First Mark dozer (gps) scraper and loader filling throwing fields with smooth drum roller and water truck compacting fill. scraper place topsoil and dozer spread on slopes 3 workers. TDH tested curb/gutter locations for new track east/west sides, all passed 98-100% compaction, 1 worker.

7-9 Sunny, hot. First Mark grading swale with dozer (gps) scraper load/place topsoil and dozer spread on slopes, 2 workers. Dig down with excavator to locate waterline near blowout valve, exposed waterline and trenched to new location, 3 workers. Trails End hauling fill material with belly and side dumps, 2 independent belly dumps hauling fill materials, 4 workers

7-13 Windy, warm. First Mark dozer (gps) grading softball field, loader cargoing fill materials, 2 workers. Smooth drum roller and water truck compacting track, 2 workers. Relocated water blowoff valve that was in sidewalk, to the west of sidewalk, tracked skidsteer backfill and compacting with jumping jack compactor, 2 workers. Trails End hauling fill material with belly dump and 2 independent belly dumps hauling fill material, 3 workers. Mild Fence installing chainlink fencing around the softball field, 4 workers.

7-14 Sunny, warm. First Mark started final lift of fill on football field, tracked skidsteer with grader attachment (gps) grading, loader cargoing fill materials, 3 workers. Smooth drum roller and water truck compacting softball field, 2 workers. Prepping for curb around track, set stringlines to grade 8 workers. Sletten started setting forms for bleachers, had to clear out footing trenches first, set to grade, 4 workers. Trails End hauling fill material with belly dump and 2 independent belly dumps hauling fill material, 3 workers. Mild Fence installing chainlink fencing around the softball field, 4 workers. Trails End hauled 1 load concrete to set posts, 1 worker.

7-15 Sunny, warm. First Mark put final lift of fill on football field, tracked skidsteer (gps) grading, loader cargoing fill materials, 3 workers. Smooth drum roller and water truck compacting throwing fields and parking lot, 2 workers. 1 mini-excavator dig slotted trench drain around inside radius of south track, 2 workers. Pour concrete for curb around track outside/inside with curb&gutter machine, start prepping for parking lot curb/gutter, 8 workers. Sletten set footing forms for bleacher set to grade start tieing

rebar, 4 workers. Trails End hauling concrete with 3 mixer trucks-60 yards, 3 workers. Mild Fence installing chainlink fencing around the softball field, 4 workers. Trails End hauled 1 load concrete to set posts, 1 worker. Trails End hauling fill material with belly dump and 2 independent belly dumps hauling fill material, 3 workers. TDH taking concrete samples for cylinder break tests and doing concrete slump test (1") and 2 air tests (3.6% & 3.0%) also test compaction of softball field, 21 tests with 18 tests pass @ 98-100% compaction and 3 failed tests 93-94% 1 worker.

7-16 Sunny, warm. First Mark finished final lift of fill on football field, tracked skidsteer (gps) grading, loader cargoing fill materials, started compacting with smooth drum roller, 3 workers. Smooth drum roller and water truck compacting softball field, 2 workers. Pour curb&gutter around parking lot with curb&gutter machine, 8 workers. Sletten setting forms for bleachers to grade and tieing rebar, pour concrete and finish footings with hand trowels, 4 workers. Trails End hauling concrete with 2 mixer trucks-30 yards, also poured the footings for bleachers with 2 mixer trucks-20 yards, 2 workers. TDH taking concrete samples for cylinder break tests and doing concrete slump test (1") and air test (3.1%) for curb&gutter and slump test (3") and air test (4.7%) for footings. TDH also retested failed areas (7-15) of softball field-all passed 98% compaction, 1 worker. Glacier Electric staked layout for new power line from transformer to transformers located at softball outbldg and bleachers, 2 workers.

7-17 Sunny, warm. Sletten setting forms for bleachers to grade and tieing rebar, pour concrete and finish footings with hand trowels, 4 workers. Trails End hauling concrete with 1 mixer truck-10 yards, 1 worker.

7-20 Sunny, warm. First Mark started filling over the drains in sidelines of football field , mini-ex filling trench loader cargoing fill material, 2 workers. Grading track with grader (gps) compacting with smooth drum roller and water truck, 3 workers. Trails End side dump and end dump 2 workers, with 2 independent belly dumps 2 workers, dumping out on track. Installing slotted trench drain in south end zone, 4 workers. Sletten setting forms for bleachers to grade and tieing rebar, pour concrete and finish footings with hand trowels, 4 workers. Trails End hauling concrete with 2 mixer trucks-20 yards, 2 workers. Boland Drilling augering holes for light poles, 2 workers.

BROWNING PUBLIC SCHOOLS
Inspire, Achieve, Graduate

School Reopening 2020

Letter from the Superintendent

Dear Parents and Guardians:

Guiding Principles for Reopening BPS

The health and wellness of our students, staff, and community:

- The health and wellness of the BPS community remains our highest priority, and we will make every effort to provide teachers and students with pre-existing health conditions the ability to safely participate in school activities.

-The physical, social, and emotional needs of our students and educators are a district priority. We acknowledge that this past year has presented our students and teachers with unprecedented challenges, and we will focus on reducing anxiety due to COVID-19 as well as building a supportive community.

Ensure ALL students have a high quality learning experience:

- Students' academic growth must be supported despite changes to the learning environment. BPS will continue to deliver a high-quality experience.

- As part of our commitment to equity, every student must be able to participate in learning, whether at home or in school. BPS will identify and respond to inequities and differences in opportunities among our student population.

ALL stakeholders are informed and know what to expect:

- The plan is transparent and clear to all constituents. Guidelines for the current school year are accessible and easily understood by all members of our community.

Community Voices

BPS feels that it is essential that the "voice" of the students, staff and community be considered in any decisions that affect their educational and health needs. We are committed to encouraging and soliciting the voice of these stakeholders in ongoing decision making. Surveys were administered to students, staff, and community members regarding the upcoming school year and how to best approach the opening of schools. Below are the results of these surveys.

Proposal for the Reopening of BPS for the 2020/21 School Year

(Click here for District Procedures and Expectations)

Below are links to specific plans for each of the individual schools, buildings, programs, etc.

Schools:

KW-Vina Elementary School
Browning Elementary School
Napi Elementary School

Browning Middle School
Browning High School
Buffalo Hide Academy

Babb Elementary School
Colony Schools

Departments / Programs

Special Education Department
Food Service
Transportation
Maintenance

Athletics / Activities
BNAS
Parent Community Outreach Program
Technology

Browning Public Schools:
Overview of District Procedures and Expectations for Scenarios I, II, and III

Focus Area:	Scenario I: Distance Learning	Scenario II: Blended Model	Scenario III: Traditional School Day Resumes
Instructional Delivery Model	**1st Quarter (Coincides with Tribal Phases 0-1)** All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).	**2nd Quarter (Coincides with Tribal Phase 2)** A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.	**3rd and 4th Quarters (Coincides with Tribal Phase 3)** In this phase a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing and hand sanitizing throughout the day. - Classroom and area cleaning. - Nightly deep cleaning.	
Curriculum	- Pre-Kindergarten - 12th Grade will provide packet work for those unable to connect to the internet. - Pre-K - 3rd Grade will use Seesaw as their online platform. - Grades 4th - 12th will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum (ie Wonders, Fusion, HMH, Study Sync, Eureka Math, Zearn Math). - Google Classes will utilize online curricular programs.		
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Families First Coronavirus Response Act. - Certified MOA - Professional Development will be provided for creating online classes for the selected platform (ie Google Classroom, Seesaw). - Professional development for using the on-line components of the District curricular programs.	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.	
Administrators		- Instructional leaders will OBSERVE all teachers and provide feedback.	
Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available.		
Counselors	- Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment.		
Instructional Coaches	- Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback.	- Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model.	
Special Education Protocols	Link to SPED Department Information	Link to SPED Department Information	Link to SPED Department Information
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	
Social-Emotional and Counseling Supports	- Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning.	- Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. **IMPORTANT THINGS TO CONSIDER:** - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues. - Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district. - Refer students at risk for suicide immediately to local resources for assessment and safety planning. - Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety.	

KW-Vina Elementary

Scenario I	Scenario II	Scenario III

Click on the links above be taken to the building's individual plan for each scenario.

KW-Vina Elementary

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	-Weekly work schedule created for all staff to maximize social-distancing and ensure staff health and safety -Masks worn by all staff/at all times -Temperature check stations located at the staff entrance of each building each a.m. monitored by building secretary and school nurse -In the event of a confirmed case that area of the building will be deep cleaned and remain closed until contact tracing can be completed -Sanitizing of common/shared areas at end of each shift and throughout the workday -Deep cleaning at the end of workday
Curriculum	- Pre-Kindergarten - 12th Grade will provide packet work for those unable to connect to the internet. - Pre-K - 3rd Grade will use Seesaw as their online platform. - Grades 4th - 12th will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum (ie Wonders, Fusion, HMH, Study Sync, Eureka Math, Zearn Math). - Google Classes will utilize online curricular programs.	-PreK-Grade 1 will utilize the SeeSaw digital platform for students with internet access -Paper packets provided for students without internet access -Digital and paper packet curriculum will utilize District adopted ELA and mathematics curriculum and include science, social-emotional learning, and specials classes -Utilize KW/Vina MTSS academic support flowchart to support academically at-risk students -Take Home Backpacks of technology and materials for instruction provided for each student -Classroom Teachers will utilize assignment submissions and progress monitoring data to measure academic growth for students and report to parents/guardians through the district adopted grade-level report card
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Families First Coronavirus Response Act. - Certified MOA - Professional Development will be provided for creating online classes for the selected platform (ie Google Classroom, Seesaw). - Professional development for using the on-line components of the District curricular programs	-All staff will need to be negative for COVID-19 -All staff will work according to the building level schedule to maximize social-distancing and ensure staff health and safety -All staff will monitor their own health, as well as check-in at the health station each day upon entering the building
Administrators	0	-Principal(s) will be on-site M-F, 8:00-5:00 conducting all regular duties virtually, one-to-one, or in socially distanced small groups
Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available.	-Classroom Teachers & Specialists plan, prepare, and provide virtual instruction in prioritized content areas of ELA, written language, mathematics, science, social skills, PE, library, BNAS, and music -Special Education providers will provide virtual instruction and on-site individual support for student identified at greatest risk, and conduct virtual IEP/ER meetings as needed
Counselors	- Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment.	-Counselors will coordinate Tier 1, 2, and 3 SEL/B supports via phone contact and virtual meetings -Virtual Small group SEL/B lessons will be conducted for students identified in need of additional support
Instructional Coaches	- Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback.	-ICs will provide individual, small group, and grade-level coaching virtually for all staff with continued documentation of coaching cycles via a coaching notebook -ICs will plan, prepare for, and provide virtual and small group PD for staff for content area, technology, and topics of staff need ensuring social-distancing and CDC guidelines -ICs will utilize Aimsweb to benchmark and progress monitor students to support MTSS at KWV -ICs and Principals will create an assessment schedule to gather benchmark data for students entering all grade levels, distribute learning materials, and provide technology support for new devices. This plan will ensure the health and safety of students, staff, and parent/guardian and comply with CDC and social-distancing guidelines -IC will monitor pacing, planning, and digital platform for virtual instruction -participate in grade level meetings, SLT, MTSS, SPAM meetings, and PLCs

Special Education Protocols	Link to SPED Department Information	-Accommodations and modifications in alignment with each student's IEP -Virtual and one-on-one instruction as needed -Special Education Teachers, TAs, and PCAs will work to communicate daily with families, students, virtually and on-site via social-distancing, wearing masks, and sanitizing -Grading, progress-reports, and progress-monitoring in accordance with the student's IEP -Special Education Teachers will participate in and coordinate MTSS supports for KWV students -Special Education Professionals will conduct virtual IEP and ER meetings for IEP Teams -In September, KW/Vina staff will coordinate with Special Services Staff to conduct Child Find for our young students to ensure our campus is supporting the identification of students with disabilities
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-Paraprofessionals in coordination with the Assistant Principal and SEL/B Team will plan and provide virtual social skill lessons -Create videos for KW/Vina MBI BEAR expectations across school settings -Create/Copy at home packets for students who are unable to access virtual learning -Serve on the KW/Vina Aimsweb Assessment Team -Participate in PD, grade-level, PLCs, and team meetings -Log teacher/family phone contacts in IC -Coordinate services, supports, and provide T2 and 3 engagement with families for MTSS
Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning.	-Plan, provide, and create SEL/B Tier 2 instructional videos utilizing the Conscious Discipline Feeling Buddies curriculum for Tier 1 and Tier 2 intervention -Utilize the KW/Vina MTSS SEL/B Flowchart to support students via virtual access -Provide virtual and/or on-site Altacare services to students identified in need of Tier 3 SEL supports -Coordinate SEL/B supports and wrap-around services for students in need -Communicate weekly with families/students identified in need of Tier 2 and 3 supports for SEL/B -Collaboratively work to support at-risk students with SEL/B Team, Altacare, Good Medicine, Family Engagement, grade-level teachers, MTSS team -Schedule Solutions Team Meetings and 504 meetings as needed

KW-Vina Elementary

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing and hand sanitizing throughout the day. - Classroom and area cleaning. - Nightly deep cleaning.	-Weekly work schedule created for all staff to maximize social-distancing and ensure staff health and safety -Masks worn by all staff/at all times -Temperature check stations located at the all students and staff upon entrance of each building each a.m. monitored by building secretary, paraprofessionals, and school nurse -In the event of a confirmed case that area of the building will be deep cleaned and remain closed until contact tracing can be completed -Sanitizing of common/shared areas at end of each shift and throughout the workday -Nightly deep cleaning at the end of each school day -Classroom and area cleaning scheduled throughout the day
Curriculum	0	-2 days/week on-site instruction for cohorts of students at half capacity for each cohort (M/T and W/Th) -3-days of remote learning -PreK-Grade 1 utilizing SeeSaw digital platform for students with internet access (M/T/F or W/Th/F) -Remote learning M-F will remain available for any student/family choosing not to participate in the blended learning model -PreK-Grade 1 will utilize the SeeSaw digital platform for students with internet access for remote learning days -Paper packets provided for students without internet access on remote learning days -Digital and paper packet curriculum will utilize District adopted ELA and mathematics curriculum and include science, social-emotional learning, and specials classes -Take Home Backpacks of technology and materials for instruction provided for each student. Technology agreement and training will be provided to students/parent or guardian in accordance social-distancing and safety protocols -Classroom Teachers will utilize in-person formative assessment, remote learning assignment submissions and progress monitoring data to measure academic growth for students and report to parents/guardians through the district adopted grade-level report card

Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning.	-All staff will need to be negative for COVID-19 -All staff will work according to the building level schedule to maximize social-distancing and ensure 4-days of on-site instruction -All staff will monitor their own health, as well as check-in at the health station each day upon entering the building
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	-Principal(s) will be on-site M-F, 8:00-5:00 conducting all regular duties virtually, one-to-one, or in socially distanced small groups
Teachers	0	-Classroom Teachers & Specialists plan, prepare, and provide 4-days/2-Cohorts of student-instruction in prioritized content areas of ELA, written language, mathematics, science, social skills, PE, library, BNAS, and music -Special Education providers will provide virtual instruction and on-site individual support for student identified at most risk
Counselors	0	-Counselors will coordinate Tier 1, 2, and 3 SEL/B supports on-site and virtually -Virtual Small group SEL/B lessons will be conducted for students identified in need of additional support and on-site small groups will be provide for each student cohort when they are on campus
Instructional Coaches	- Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model.	-ICs will provide individual, small group, and grade-level coaching virtually for all staff with continued documentation of coaching cycles via a coaching notebook -ICs will plan, prepare for, and provide virtual and small group PD for staff for content area, technology, and topics of staff need ensuring social-distancing and CDC guidelines -ICs will utilize Aimsweb to benchmark and progress monitor students to support MTSS at KWV -ICs and Principals will create an assessment schedule to gather benchmark data for students entering all grade levels, distribute learning materials, and provide technology support for new devices. This plan will ensure the health and safety of students, staff, and parent/guardian and comply with CDC and social-distancing guidelines -IC will monitor pacing, planning, and digital platform for virtual instruction -participate in grade level meetings, SLT, MTSS, SPAM meetings, and PLCs
Special Education Protocols	Link to SPED Department Information	-Accommodations and modifications in alignment with each student's IEP -A remote learning option for special education students will be provided for students/families choosing to continue at-home learning -Virtual and/or in-person, small group, one-on-one instruction as needed -Special Education Teachers, TAs, and PCAs will work to communicate daily with families, students, virtually and on-site via social-distancing, wearing masks, and sanitizing -Grading, progress-reports, and progress-monitoring in accordance with the student's IEP -Special Education Teachers will participate in and coordinate MTSS supports for KWV students -Special Education Professionals will conduct virtual or in-person IEP and ER meetings for IEP Teams -In September, KW/Vina staff will coordinate with Special Services Staff to conduct Child Find for our young students to ensure our campus is supporting the identification of students with disabilities"
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-Create/Copy at home packets for students who opt out of accessing on-site learning -Serve on the KW/Vina Aimsweb Assessment Team -Participate in PD, grade-level, PLCs, and team meetings -Log teacher/family phone contacts in IC -Resume regular duties/responsibilities when student cohorts are present on campus -Provide active supervision for students at recess, lunch, and transitioning between classrooms -Provide in class instructional support to the classroom teacher for individual and small groups
Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. IMPORTANT THINGS TO CONSIDER: - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic	-Plan, provide, and create SEL/B Tier 2 instructional videos utilizing the Conscious Discipline Feeling Buddies curriculum for Tier 1 and Tier 2 intervention -Utilize all MTSS SEL/B supports via virtual access (see KW/Vina MTSS Flowchart for SEL/B) -Provide virtual and/or on-site Altacare services to students identified in need of Tier 3 SEL supports -Coordinate SEL/B supports and wrap-around services for students in need -Communicate weekly with families/students identified in need of Tier 2 and 3 supports for SEL/B -Collaboratively work to support at-risk students with SEL/B Team, Altacare, Good Medicine, Family Engagement, grade-level teachers, MTSS team -Schedule Solutions Team Meetings and 504 meetings as needed

KW-Vina Elementary

Scenario III: Traditional School Day Resumes

In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Key Ideas and Notes	- Back to schedule and monitor curriculum with fidelity. - Continue with handwashing. - Follow IEPs - regular supports. - Follow individual student 504s. - Social-Emotional and counseling supports will use traditional model with increased prevention and groups for prevention and grief.	-Resume regular function of KW/Vina campus to support all students, families, and staff -Continue providing support to all students for academics and social-emotional learning through the KWV MTSS, IEPS, and 504s -Continue monitoring the health and safety of students and staff through health checks as needed -Continue regular schedule of handwashing each day -Continue to consistently maintain the cleanliness of classrooms and common areas of the building throughout the day and deep cleaning at day's end

Browning Elementary School

Scenario I	Scenario II	Scenario III

Click on the links above be taken to the building's individual plan for each scenario.

Browning Elementary School

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	- BES staff use 1 entrance on NorthEast side of the building - Temperature check starts at 7:30 am done by a teacher assistant - Log kept of temperature checks - Mark off floor and sidewalk for six feet markings. -In the event of staff running fever, the Calming Room will be utilized as a isolation point and the nurse will be contacted. - iPad agreement form in enrollment packet to minimize contact. Suspected COVID-19 Case Temperature Check Log-In
Curriculum	- Pre-Kindergarten - 12th Grade will provide packet work for those unable to connect to the internet. Pre-K - 3rd Grade will use Seesaw as their online platform.	Reading for ELA. - Eureka for synchronous learning. Zearn will be used for asynchronous learning. - DESSA for SEL. - Seesaw as digital classroom platform
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Families First Coronavirus Response Act. - Certified MOA - Professional Development will be provided for creating online classes for the selected platform (ie Google Classroom, Seesaw). - Professional development for using the on-line components of the District curricular programs.	1 TA will sit at Staff Entrance for Staff Check In. If staff member has symptoms they will let Principal & Assistant Principal know as soon as possible for further instructions. -Staff members will work with the Human Resource Director in the event of health concerns. -Professional Development will be held each week and accommodations will be made accordingly for 504 plans.
Administrators	0	- Administrators will be in the building daily. - Weekly staff meetings and professional development - Administrators will attend online meetings (SeeSaw/Google Meets) that are set up by the teacher
Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available.	-Teachers will follow the suggested daily schedule. Appointments will be set up via phone calls home/to school for addition student help. TA's will assist with the clothing closets and food pantry.
Counselors	- Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment.	Counselors will make contact with the high priority students both in person, by appointment and via phone calls.
Instructional Coaches	- Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback.	- Build relationships. - Support the district goals and initiatives. - Support the Principa's instructional goals. - Provide instructional resources. - Schedule and facilitate PD and grade level meetings. Complete walkthroughs (virtual or in person depending on scenario). Provide feedback to teachers (digital through scenario 1 and 2). Work with staff in individualized coaching cycles or group coaching cycles based on data or staff input Pre-Conference - Data Collection Debrief/Post Conference Provide individualized coaching support - model/demonstrate, shadow coach, side-by-side coaching, co-observation, video reflection, observation. Group coaching support provided for implementation of new programs Collect, analyze, and present data. Facilitate data analysis meetings with staff. Create implementation plans. Collaborate with administrators, teachers, other coaches, committees, and consultants. Create virtual coaching sites for communication, resources, and digital support.
Special Education Protocols	Link to SPED Department Information	- Individual tutoring based on each students' needs - IEP Meetings through Google Meet - Packet based until iPads are distributed
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	TA's will work where assigned; Help getting items from clothing closet; checking in staff and students when entering building, help deliver meals, etc.

Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts	-DESSA-Weekly lesson with follow up -Check and Connect-Each staff member will have assigned students to connect with weekly -Check In/ Check Out as needed -Each counselor will be available daily and will schedule meeting for students needing services.

Browning Elementary School

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing, and hand sanitizing throughout the day.	- Temperature checks for staff in the same location as in Scenario 1. - Bus students get dropped off in the back with a temperature check. - Second grade gets dropped off at the main office doors with a temperature check. - Third grade gets dropped off at the North lobby with a temperature check. - BPS temperature logs - Social distancing markers will be placed outside and inside the building to guide students and staff of where to stand while in transition in high traffic areas. Temperature Check Log In
Curriculum	0	Focus will be on Math, ELA/Writing, & SEL. - Teach students about handwashing, social distancing, covering cough
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning.	- Accommodations will be provided for those staff who are at High Risk. - Those teachers will work with HR dept. - Staff who are not feeling well should immediately inform their supervisors.
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	
Teachers	0	Teachers will be in the classroom utilizing Google Meets & Hangouts to 'meet' with other teachers. Specials Teachers will move to each classroom for their lessons. Bathroom breaks will be scheduled for each classroom. Only hard surface items will be allowed in the classroom (no stuffed toys, no couches, etc.) Desks will be 6 feet apart. During lunchtime the students will be divided into two groups-one group will eat while sitting 6 feet apart, the other group will be outside playing while social distancing.
Counselors	0	-Film short lessons or read alouds with SEL books, asking questions for the families to discuss. -Join into the Google Classroom or Seesaw as an additional teacher in order to have access to all of the students without having a class of their own. -Use Google meetings for meeting with the students and families. -Check in with at-risk students and medically fragile students and families -Meet with Tier 1 students at their scheduled times. -Call or home visits with students (virtually or by appointment) -DESSA -Continue the Backpack program as normal -Follow up on student 504 and special education referrals
Instructional Coaches	- Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model.	Coaches responsibilities for COVID-19
Special Education Protocols	Link to SPED Department Information	- Determine number of students and their qualifying disability. - Determine if disability places student at high risk category. - Team education plan to make reasonable accommodations. - All team members will be part of planning and decision making for qualifying student. - This includes parent, guardian, caretaker, and other necessary staff members.
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	TA's will work where needed; helping deliver breakfast, monitoring lunches. TA's will assist with the clothing closet and food pantry.

Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. IMPORTANT THINGS TO CONSIDER: - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being.	The whole child is the focus. -Building a community with the classroom. Teachers will give a Social and Emotional (5-8 minutes)learning assessment to measure the students social and emotional competence and development. -Teachers will teach 15 minute daily lessons that pertain to the 8 social and emotional CASELS: Optimistic Thinking, Self Awareness, Self Management, Social Awareness, Relationship Skills, Goal Directed Behavior, Personal Responsibility, and Decision Making. DESSA-Weekly lesson with follow up. Check and Connect-Each staff member will have assigned students to connect with weekly. Check In/ Check Out as needed. Each counselor will be available daily and will schedule meetings for students needing services.

Browning Elementary School

Scenario III: Traditional School Day Resumes

In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Key Ideas and Notes	- Back to schedule and monitor curriculum with fidelity. - Continue with handwashing. - Follow IEPs - regular supports. - Follow individual student 504s. - Social-Emotional and counseling supports will use traditional model with increased prevention and groups for prevention and grief.	- Schedules will resume with caution. - Temperatures will be taken, if a concern has been expressed by staff while respecting the FERPA laws.

Napi Elementary School

Scenario I	Scenario II	Scenario III

Click on the links above be taken to the building's individual plan for each scenario.

Napi Elementary

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	- All staff enter through the front doors one person at a time. -All staff will go directly to their assigned work area -All staff members will be provided their own thermometer. -Once in their own area staff will take their own temperatures and email results to the school nurse. Napi nurse will keep the daily COVID log. -Staff will clock in and out on their computers. Office clock will not be utilized to avoid a line at the clock. -All staff in building will be required to wear a mask and practice social distance. -All staff will work in their classrooms with little to no transition from the classroom. -Deep cleaning done periodically throughout day, entering, and leaving. -Napi staff will follow and practice all precautions and recommendations from the CDC. -Staff will be required to use the restroom in their hallways.
Curriculum	- Pre-Kindergarten - 12th Grade will provide packet work for those unable to connect to the internet. - Pre-K - 3rd Grade will use Seesaw as their online platform. - Grades 4th - 12th will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum (ie Wonders, Fusion, HMH, Study Sync, Eureka Math, Zearn Math). - Google Classes will utilize online curricular programs.	-4th grade students will begin the school year doing packets until we transition them into google classroom and teach them how to access email, classroom drive, and google meets. -5th grade will be learning in google classroom. Napi Academic Plan 2020-21 https://drive.google.com/file/d/1mqfdzTC-IICVFxc83QEmyQF6jXYOzYxw/view?usp=sharing https://drive.google.com/file/d/1TLkzFZXCqnSoZfaAged59dakax5r4bBu/view?usp=sharing https://drive.google.com/file/d/1o6DR8LocNuRQhbaA65TgmUN5XpE2K-9W/view?usp=sharing
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Families First Coronavirus Response Act. - Certified MOA - Professional Development will be provided for creating online classes for the selected platform (ie Google Classroom, Seesaw). - Professional development for using the on-line components of the District curricular programs.	-All staff will be in the building M, T, Th 8:00-4:00/W 8:00-5:00/F 8:00-3:00 -Staff with underlying health issues will be required to provide documentation to provide accommodations for the employee.
Administrators	ough 12th grades will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adop	Napi Administrators will be in the building daily. Administrators will be in all google classrooms daily. -Home visits either by phone, mail, facebook, email, or virtual communication will be utilized.
Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available.	Schedule for staff is provided with specific times of instructional teaching and accountability for all students. -Teacher and support teacher will be available for group and individual support. -Napi will be having a discussion with staff in September to decide on what grading is best for our students. -All meetings will be virtual with google meets. Phase 1-Academic Flowchart part 1 https://drive.google.com/file/d/12CdHgkLR-ID3TKeJ1qNjtvUJsOCiO1o6/view?usp=sharing Phase 1-Academic Flowchart part 2 https://drive.google.com/file/d/1aY-sj3Rm3qgUeF-sE5UP7gfC-DV6GsZL/view?usp=sharing
Counselors	- Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment.	-Counselor will have a DESSA classroom with our high risk students. -Students will be provided social emotional learning strategies to help them coop at this time. -Counselor will be doing home visits either by phone or virtual. -Counselor will meet with individual or small groups of students on Fridays from 8-3 to do DESSA lessons.
Instructional Coaches	- Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback.	Instructional coaches will be invited to google meets and google classroom to provide assistance to teachers and students. Instructional coaches will create a google form so teachers will have feedback and ways to provide assistance if needed. -IC's will support teachers by modeling or recording themselves.

Special Education Protocols	Link to SPED Department Information	Special Educators and Pre Professionals will need to provide a schedule with the curriculum that they will be teaching their students along with accommodations that are required according to student's individual IEPs. -Meet students IEP minutes. -IEP meetings will be done by google meets.
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	Classified staff will be assigned to different teachers at certain times to provide assistance to teachers and students. Certified teachers may ask classified staff to assist with individual student learning. -Classified staff will be assisting the classroom teacher in all check and connect with students in need. -All meetings will be virtual on google meets. -Classified staff will help with student, staff, and community events such as Parking Lot BINGO, Drive-up Open House, monthly virtual family literacy nights. -Classified staff will assist in
Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning.	-First two weeks will focus on Social Emotional learning first two weeks of school. -Drive up Open House--Meet your teacher -Universal Flyer -Virtual walkthrough of our school--welcome from teacher -Create group/individual meeting times to meet with tier 3 students. -Incentives for student participation -Staff Survey-input on what they need to feel safe for phase 2 -Teacher/Parent/student communication via phone, email, social media, virtual, or weekly newsletters. -Napi will utilize Family in Transition for our students in need. -DESSA Classroom will be utilized with counselor. -Napi will continue to communicate by phone, emails, google classroom, Facebook, radio, flyers, and targeted social distance home visits. -Drive by Family Literacy Nights -Weekly DESSA lessons with Counselor. -Check and Connect with teachers and supporting staff. -Tier 3 students will receive tutoring with interventionist from 9-11 daily. -Counselor will teach Second Step lessons during Character Ed Special.

Napi Elementary

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing and hand sanitizing throughout the day. - Classroom and area cleaning	-All areas of the school will be marked off for six feet apart. -students will be taught the "Warrior Pose" to teach 6 ft apart. -All classrooms will have sanitizer and disinfectant wipes to clean area regularly. -Napi will eat in the classrooms, using the breakfast on the go model for lunch. -Recess will be organized and planned to meet COVID guidelines.
Curriculum	- Pre-Kindergarten - 3rd Grade will provide packet work again. - 4th through 12th grades will have Google Classrooms set up for students. -	Napi Academic Plan 2020-21
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious	-Any Napi staff members having underlying conditions must be provided reasonable accommodations (under the ADA) to protect them in their employment as the pandemic continues. ---Staff temperature checks will continue. --Specialist will transition to classrooms. --Core Phonics lessons will be taught by the homeroom teacher. --Teachers will eat with students in their classrooms. Teacher lunch will be during grade level specials. Team prep will be after 2:00PM. ---Staff survey in September to identify needs to feel safe in the school and classroom upon returning. ---Staff survey in September to identify staff that will not be returning to campus due to CARE Act. ---Teachers will disinfect classrooms multiple times and maintain a clutter free environment.
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	--Walkthrough schedule and tools will be developed to support ELA and Math frameworks. -EPAS will continue to be used for teacher evaluation. --Instructional Leaders will focus on being cheerleaders and champions of support for teachers, students, and parents.
Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual care	-Teachers will transition to modified academic schedule from 8:25-2:00. --Teachers will be available from 2:00--4:00 for student support, professional development, and for team planning. Phase 2 Academic Flow chart

Counselors	- Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment.	--1 counselor will be available to provide DESSA lessons to T2 and T3 students. --1 counselor will be available to provide small group and individual counseling. --Homeroom teachers will teach DESSA lesson daily from 8:30--9:00 to all students.
Instructional Coaches	- Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model.	--Walkthrough schedule and tools will be developed to support ELA and Math frameworks. -EPAS will continue to be used for teacher evaluation. --Instructional Leaders will focus on being cheerleaders and champions of support for teachers, students, and parents. --ICs and Principals will provide pd to staff based of data and survey results.
Special Education Protocols	Link to SPED Department Information	--Principals and Special Education Teachers will meet bi-weekly and update Google Calendar invites for all IEPs.
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	--Classified staff will continue to provide classroom support on a daily basis. --Supervise and Coordinate Lunch and Lunch Activities
Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. IMPORTANT THINGS TO CONSIDER: - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic	-Counselor, TA's, and support staff will start check in and check out with targeted students. -Give DESSA Assessment -Tier 2 and Tier 3 students will continue to get individual and small group lesson with the counselor. -DESSA tier 1 lessons will be taught in the classroom Monday mornings from 8:05-9:00. -Counselor will continue Second Step Curriculum during Character Education throughout the week. -Spookanapi will support students that are referred from the counselor. -MTSS Universals will be taught using the "Warrior Pose" for social distancing when inside and outside the building. -Tutoring for tier 3 students with interventionist will continue daily from 9-11 utilizing Core Phonics Lessons. -Spread the positive in the building with all staff and students. -All supports that were virtual in Phase 1 will now be transitioned to face to face. -DESSA Implementation Plan--

Napi Elementary

Scenario III: Traditional School Day Resumes

In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Key Ideas and Notes	- Back to schedule and monitor curriculum with fidelity. - Continue with handwashing. - Follow IEPs - regular supports. - Follow individual student 504s. - Social-Emotional and counseling supports will use traditional model with increased prevention and groups for prevention and grief.	-Resume regular function of campus to support all students, families, and staff -Continue providing support to all students for academics and social-emotional learning through Second Step, DESSA, MTSS, IEPS, and 504s -Schedules for entering and exiting the building. -Schedule for bathroom breaks, and all transitions that can not be avoided. -Specials will go to the homeroom classroom.

Babb Elementary School

Scenario I	Scenario II	Scenario III

Click on the links above be taken to the building's individual plan for each scenario.

Babb Elementary

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times	Temperature check done by a teacher assistant every morning Log kept of temperature checks Upon entering the building, every person will be given a brief COVID screening (any symptoms, contact with an exposed person(s), have traveled to a hot-spot) Mark off floor and sidewalk for six feet markings Suspected COVID-19 Case Temperature Check Lon-In
Curriculum	- Pre-Kindergarten - 12th Grade will provide packet work for those unable to connect to the internet. - Pre-K - 3rd Grade will use Seesaw as their online platform. - Grades 4th - 12th will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum (ie Wonders, Fusion, HMH, Study Sync, Eureka Math, Zearn Math). - Google Classes will utilize online curricular programs.	Device agreement form in enrollment packet Jet-packs will be provided for students without internet access Devices are tentatively scheduled to be distributed on Wednesday, August 26, 2020 for those students that need one Students will be assigned scheduled times to attend distance learning Read Works and Step Up to Writing for ELA, Science, & Social Studies Eureka for synchronous learning. Zearn will be used for asynchronous learning. DESSA for SEL Students will begin the school year doing packets until we transition them into google classroom and teach them how to access email, classroom drive, and google meets
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Families First Coronavirus Response Act. - Certified MOA - Professional Development will be provided for creating online classes for the selected platform (ie Google Classroom, Seesaw). - Professional development for using the on-line components of the District curricular programs.	Any Babb staff member having an underlying condition(s) must be provided reasonable accommodations (under the ADA) to protect them in their employment as the pandemic continues 1 TA will sit at Staff Entrance for Staff Check-in If staff member has symptoms they will let Principal know
Administrators	0	
Teachers	- All certified staff will be teaching in their regular block of time.	Schedule for staff is provided with specific times of instructional teaching and accountability for all students
Counselors	- Individual tutoring sessions will be available by appointment. - Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment	
Instructional Coaches	- Instructional coaches will be supporting and modeling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback	
Special Education Protocols	Link to SPED Department Information	Special Educators (Sped TA) will be teaching their students along with accommodations that are required according to student's individual IEPs Accommodations and modifications in alignment with each student's IEP Grading, progress-reports, and progress-monitoring in accordance with the student's IEP
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	Classified staff will take temperature checks every morning Classified staff will be assigned to different teachers at certain times to provide assistance to teachers and students Certified teachers may ask classified staff to assist with individual student learning Participate in PD, grade-level, and team meetings
Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive)	Mail out a WELCOME Flyer DESSA-Weekly lesson with follow up

Babb Elementary

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:

Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing and hand sanitizing throughout the day. - Classroom and area cleaning. - Nightly deep cleaning.	Babb is planning on starting school with Scenario 2 starting August 24, 2020 if the number of COVID-19 Cases in Glacier County and Montana State stay the same as today or decrease. If the numbers in the county or state continue to increase, Babb will go back to Scenario 1. COVID-19 Cases Montana Temperature check done by a teacher assistant every morning at a designated location(s) Log kept of temperature checks Upon entering the building, every person will be given a brief COVID screening (any symptoms, contact with an exposed person(s), have traveled to a hot-spot) Mark off floor and sidewalk for six feet markings Students will use own supplies (no sharing) Each student will be assigned their own books/materials that will be stored in a specific location in the room when not in class and in their assigned desk when in class Students will need their own water bottle (No communal drinking fountain) Students will eat lunches in their own classroom ONLY one student permitted in the restroom at a time (Grades 3-6 will utilize the hallway restrooms. Grades K-2 will utilize their classroom restrooms. Staff will use a designated restroom.) TA's will monitor to assure that students are following the hand washing guidelines Desks will be placed a minimum of 6 feet apart Students will remain in the same rooms while TA's rotate when needed Students being dropped of in the AM will need to stay in their vehicle until the TA motions for them to come in the building Students that are bus riders will follow the Transportation Guidelines For dismissal, students will be released following social distance guidelines All classrooms will have sanitizer and disinfecting wipes to clean area regularly Recess will be organized and planned to meet COVID guidelines Add COVID guideline link for recess Suspected COVID-19 Case Temperature Check Lon-In
Curriculum	0	Focus will be on Math, ELA/Writing, & SEL Teach students about handwashing, social distancing, covering cough Students that will be learning remotely will begin the school year doing packets until we transition them into google classroom and teach them how to access email, classroom drive, and google meets
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.	Staff members will be expected to be in the building working a normal schedule Any Babb staff member having an underlying condition(s) must be provided reasonable accommodations (under the ADA) to protect them in their employment as the pandemic continues Staff who are not feeling well should immediately inform their supervisors
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	
Teachers	0	Teacher Schedule 2020
Counselors	0	
Instructional Coaches	- Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model.	
Special Education Protocols	Link to SPED Department Information	Special Educators (Sped TA) will be teaching their students along with accommodations that are required according to student's individual IEPs. Accommodations and modifications in alignment with each student's IEP Grading, progress-reports, and progress-monitoring in accordance with the student's IEP
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	Classified staff will take temperature checks every morning Classified staff will be assigned to different teachers at certain times to provide assistance to teachers and students Certified teachers may ask classified staff to assist with individual student learning Participate in PD, grade-level, and team meetings

Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. IMPORTANT THINGS TO CONSIDER: - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues. - Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district. - Refer students at risk for suicide immediately to local resources for assessment and safety planning. - Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety.	TA's will teach DESSA lessons to help with all social emotional learners TA's will assist teacher with making contact with Tier 3 students as needed

Babb Elementary

Scenario III: Traditional School Day Resumes

In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Key Ideas and Notes	- Back to schedule and monitor curriculum with fidelity. - Continue with handwashing. - Follow IEPs - regular supports. - Follow individual student 504s. - Social-Emotional and counseling supports will use traditional model with increased prevention and groups for prevention and grief.	

Browning Middle School

Scenario I	Scenario II	Scenario III

Click on the links above be taken to the building's individual plan for each scenario.

Browning Middle School

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	Conduct staff survey to identify at-risk staff members Only ONE entrance into the building (East entrance) 6 ft. markings for spacing will be put on the floor at entry way and bathrooms. Temperature checks will be performed by TA's, secretaries and school nurse(s) upon BMS staff entering the building. Bathrooms for staff will be designated based on classroom proximity Any staff member feeling ill will call in and NOT be allowed to come to school. They will teach from home if they are able
Curriculum	- Pre-Kindergarten - 12th Grade will provide packet work for those unable to connect to the internet. - Pre-K - 3rd Grade will use Seesaw as their online platform. - Grades 4th - 12th will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum (ie Wonders, Fusion, HMH, Study Sync, Eureka Math, Zearn Math). - Google Classes will utilize online curricular programs.	It is our goal to have all grades utilizing Ipads for 100% distance learning. Jet-packs will be provided for students without internet access. iPads are tentatively scheduled to be distributed the week of August 24th. Students unable to access technology will be provided packets. Packets can be provided upon request, with priority focusing on Tier 2 and Tier 3 students. Students will be broken into two groups (alphabetically A-J and K-Z) for distance learning. This will also help lay the groundwork moving into Phase 2 and blended learning.
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Families First Coronavirus Response Act. - Certified MOA - Professional Development will be provided for creating online classes for the selected platform (ie Google Classroom, Seesaw). - Professional development for using the on-line components of the District curricular programs.	All staff are expected to be on site 8:00a-4:00p M-Th, and 8:00a-3:00p F. Any BMS staff members having underlying conditions must be provided reasonable accommodations (under the ADA) to protect them in their employment as the pandemic continues.
Administrators	0	Administrators will be available/in the building daily 8:00-5:00 -Staff department meetings - Fridays 9:00-10:00 - Weekly individual department meetings will be held to check progress and address needs/concerns -Administrators and Coaches meetings - weekly TBD - Evaluations - will be document based Administrators will be added into Google classroom meets for support, observation and evaluation.
Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available.	https://docs.google.com/document/d/1mdmEMaNLFLCBToFtdRlwKtSHJqGF9umDtYgSMZZENqk/edit?usp=sharing Teachers will instruct 50 minutes per class period and then be available by email or phone each day during office hours. They will submit lesson plans and grades weekly. They will be required to attend all staff, department, IEP and PD meetings. Staff will also keep a log of parent/student contacts.

Counselors	- Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment.	Counselors Counselors will hold set office hours for appointments and share school cell phone numbers* for students to contact during school hours (8-4). Counselors will contact students based on teacher referrals and check-in with students on 504 Plans weekly. Counselors will have a DESSA classroom with high-risk students. Students will be provided social-emotional learning strategies to help them cope. Counselors and Spookinaapi Prevention Program will support tiered students to provide additional services. The Dean of Students will select a group of students from each grade level based on academic and social support needs and hold weekly mindfulness activities. The Dean of Students will check-in with students and parents weekly. The Dean of Students works closely with Blackfeet Tribal Court. The Dean of Students attends Juvenile Wellness to Healing virtual meetings.
Instructional Coaches	- Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback.	Coaches will be added into Google classroom meets for support and observation. Assist administration with PD and PLC's.
Special Education Protocols	Link to SPED Department Information	Special Education educators and paraprofessionals will provide a schedule of the curriculum they will be teaching to their students as well as accommodations that are required according to students' individual needs. One building administrator will be at all IEP meetings.
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	Classified staff will work one-on-one with students when necessary and be members of the student/parent contact team. Will also help teachers with packets, iPad distribution and other duties as assigned by administration. For additional duties, see safety and health protocols.
Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning.	Implementation of DESSA and assessment of that data Focusing on the first two weeks of school to re-connect and support students, parents and staff. Continued use of the Dean of students, counselors and the Spookinaapi Prevention Program Utilization of agencies outside of BPS (Northern Winds Recovery Center, Southern Piegan School Health, IHS, etc.) when necessary BMS staff will use Focus Fridays to check and connect with Students/Parents

Browning Middle School

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing and hand sanitizing throughout the day. - Classroom and area cleaning. - Nightly deep cleaning.	Only ONE entrance into the building (East entrance) 6 ft. markings for spacing will be put on the floor Temperature checks will be performed by TA's, secretaries and school nurse(s) on BMS staff and all students (non-bus rider) entering the building. Upon entering the building, all visitors will be given a brief COVID screening (any symptoms, contact with an exposed person(s), have traveled to a hot-spot). Each staff will have an infrared thermometer. Hand sanitizer and Clorox wipes will be in each classroom. Breakfast and lunch in rooms - individually packaged and delivered Restroom breaks - will be scheduled by teachers and based on location in building Hallway traffic flow - will be determined once building is complete and rooms are assigned Bell schedule - will remain the same, but masks and 6 ft. social distancing are required at all times. Recess - Will follow all COVID guidelines and CDC reccommendations.

Curriculum	0	Students will be broken into two groups (alphabetically A-J and K-Z) for blended learning. Students will have the option to continue distance learning through Google Meet (recorded) and Google classroom and would stay with the same cohort. Jet-packs will be provided for students without internet access. Students unable to access technology will be provided packets. Packets can be provided upon request, with priority focusing on Tier 2 and Tier 3 students.
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.	Staff members will be expected to be in the building working a normal schedule (8a-4p M-Th, 8a-3p F) Any BMS staff member having an underlying condition(s) must be provided reasonable accommodations (under the ADA) to protect them in their employment as the pandemic continues. Custodians will follow district procedure and expectations.
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	Administrators will be available/in the building daily 8:00-5:00 -Staff department meetings - Fridays 9:00-10:00 -Admin/Coaches meetings - weekly TBD - Evaluations - will be document based Administrators will perform walkthroughs, observations and evaluations.
Teachers	0	Teachers rotate rooms? https://docs.google.com/document/d/1qUUoqAgDGL6rfclKLxIIiH_6BIKxI1v25ncmFBlJO8U/edit?usp=sharing
Counselors	0	Counselors Counselors will hold set office hours for appointments and share school cell phone numbers* for students to contact during school hours (8-4). Counselors will contact students based on teacher referrals and check- in with students on 504 Plans weekly. Counselors will have a DESSA classroom with high-risk students. Students will be provided social-emotional learning strategies to help them cope. Counselors and Spookinaapi Prevention Program will support tiered students to provide additional services. The Dean of Students will select a group of students from each grade level based on academic and social support needs and hold weekly mindfulness activities. The Dean of Students will check-in with students and parents weekly. The Dean of Students works closely with Blackfeet Tribal Court. The Dean of Students attends Juvenile Wellness to Healing virtual meetings.
Instructional Coaches	- Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model.	Coaches will be added into Google classrooms for support and observations. Coaches will support and observe in classrooms. Coaches will assist administration with PD and PLC's.
Special Education Protocols	Link to SPED Department Information	Special Education educators and paraprofessionals will provide a schedule of the curriculum they will be teaching to their students as well as accommodations that are required according to students' individual needs. One building administrator will be at all IEP meetings.
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	Classified staff will work one-on-one with students when necessary and be members of the student/parent contact team. Will also help teachers with packets if necessary. For additional duties, see safety and health protocols.

Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. IMPORTANT THINGS TO CONSIDER: - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues. - Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district. - Refer students at risk for suicide immediately to local resources for assessment and safety planning. - Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety.	

Browning Middle School

Scenario III: Traditional School Day Resumes

In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Key Ideas and Notes	- Back to schedule and monitor curriculum with fidelity. - Continue with handwashing. - Follow IEPs - regular supports. - Follow individual student 504s. - Social-Emotional and counseling supports will use traditional model with increased prevention and groups for prevention and grief.	

Browning High School

Scenario I	Scenario II	Scenario III

Click on the links above be taken to the building's individual plan for each scenario.

Browning High School - Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	-Log daily temperature checks at front door (staff cannot enter the building without having their temperature checked) -Enter through the front entrance ONLY!! -Sign displaying protocol will be placed at the front door -Staff will stay in their classroom/office as much as possible/NO Roaming -Awing+High, Guardipee will use Awing restroom/Cwing+Vaile will use Cwing restroom/Bwing will use ISSroom/Gym+Voed will use gym lobby restroom/office, library, counselors will use entry restrooms -Schedule for restroom cleaning will be set for custodians -If you are sick or have concerns that you may have been exposed, let supervisor know ASAP
Curriculum	- Pre-Kindergarten - 12th Grade will provide packet work for those unable to connect to the internet. - Pre-K - 3rd Grade will use Seesaw as their online platform. - Grades 4th - 12th will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum (ie Wonders, Fusion, HMH, Study Sync, Eureka Math, Zearn Math). - Google Classes will utilize online curricular programs.	-Direct instruction 25min per period (minimum). The "I DO/ WE DO/THEY DO" portion of the class time will be after direct instruction with teacher availability through Google Hangouts and Meets. Bell Ringers will be used to take attendance. Exit Tickets will be used to drive instruction. - Record direct instruction for availability to students/BellRinger in the chat (for accountability/attendance) - Focus Wall(Objective, Bell Ringer, Essential Question, Exit Ticket) will be up to date and apparent in Google Classroom. Schedule -Students will be expected to be responsible/accountable for attending class, submitting work, checking email -During OFFICE HOURS on Fridays, students will have the option of meeting with teachers face to face as well as online for tutorials and small groups by signing up for a timeslot in Google Classroom. -Teachers will follow protocol for Tier 3+ (high risk) students who need extra support Grading
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Families First Coronavirus Response Act. - Certified MOA - Professional Development will be provided for creating online classes for the selected platform (ie Google Classroom, Seesaw). - Professional development for using the on-line components of the District curricular programs.	-All staff will be in the building M, T, Th 8:00-4:00/W 8:00-5:00/F 8:00-3:00
Administrators	0	-Be available/in the building daily 8:00-5:00 -Staff department meetings - Wednesdays 3:30-5:00 -Admin/Coaches meetings - weekly TBD -Attend/monitor teacher google classrooms -Evaluations - will be document based -Attend/participate IEP, 504, student focused meetings - Respond to behaviour in digital workspace
Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available.	- Check email daily - Grades submitted weekly - Parent contacts updated daily - Actively participate in all staff, department, PLC, student meetings -DESSA during Advisory -Advisory classes continue with (but not limited to) Societies, DESSA, GEARUP, Relationship building

Counselors	- Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment.	- Plan for Contacting tier 1, 2, 3, 3+ students(teacher identified, student/community identified) - Counselors will check in with 504 students weekly - Monitor grad plans/community service hours - Assist with college prep (applications, financial aid, etc) -Google Classroom set up to provide information, support, etc.
Instructional Coaches	- Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback.	- Schedule/facilitate weekly department meetings - Assist staff on improvement plans -Will attend/monitor teacher google classrooms -Meet with Admins weekly
Special Education Protocols	Link to SPED Department Information	-Invite at least one administrator to IEP meetings
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-Assist with Tier 3+ students making contact with them -Will assist with daily temperature checks -Will be utilized in the building as supervisors need
Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning.	-DESSA (follow up with results) -Facilitate supports with Tier 3+ students -Google Classroom to provide support, information, etc.

Browning High School - Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing and hand sanitizing throughout the day. - Classroom and area cleaning. - Nightly deep cleaning.	-Temperature checks for everyone entering the building except for the students who are bussed in. -Lunch (Masks worn at all times) -Our campus will be a closed campus -Lunch and Breakfast will be grab and go -Teachers and students are responsible for cleaning their desks. Clorox wipes will be available. - All staff will take the COVID SURVEY upon entering the building.
Curriculum	0	
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.	

Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	
Teachers	0	
Counselors	0	
Instructional Coaches	- Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model.	
Special Education Protocols	Link to SPED Department Information	
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	
Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. IMPORTANT THINGS TO CONSIDER: - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues. - Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district. - Refer students at risk for suicide immediately to local resources for assessment and safety planning. - Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety.	

Browning High School - Scenario III: Traditional School Day Resumes

In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Key Ideas and Notes	- Back to schedule and monitor curriculum with fidelity. - Continue with handwashing. - Follow IEPs - regular supports. - Follow individual student 504s. - Social-Emotional and counseling supports will use traditional model with increased prevention and groups for prevention and grief.	

Buffalo Hide Academy

Scenario I	Scenario II	Scenario III

Click on the links above be taken to the building's individual plan for each scenario.

Buffalo Hide Academy - Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	-Log daily temperature checks at front door (staff cannot enter the building without having their temperature checked) followed by a basic health screening (how are you feeling, do you have a cough, have you traveled?) -Enter through the front entrance -Staff will stay in their classroom/office as much as possible -If you are sick or have concerns that you may have been exposed, let supervisor know ASAP
Curriculum	- Pre-Kindergarten - 12th Grade will provide packet work for those unable to connect to the internet. - Pre-K - 3rd Grade will use Seesaw as their online platform. - Grades 4th - 12th will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum (ie Wonders, Fusion, HMH, Study Sync, Eureka Math, Zearn Math). - Google Classes will utilize online curricular programs.	- Utilize Newsela in our Social Studies and English classes. - No Red Ink will be used in all English classes as well as other content areas when appropriate. - Link to 1st Quarter BHA Class Offerings - Components of DESSA will be implemented in the Weekly Exit Tickets that will be administered at the end of each week. -Will follow district adopted grading scale
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Families First Coronavirus Response Act. - Certified MOA - Professional Development will be provided for creating online classes for the selected platform (ie Google Classroom, Seesaw). - Professional development for using the on-line components of the District curricular programs.	-All staff will be in the building M-F per district hours -All staff will follow the same lunch schedule 11:15-11:45 (classified will clock out/in as usual) -We also want to build capacity that IF needed a staff member can work from home. - BHA Guiding Principles for Scenario I
Administrator	0	- Will host Google Hangouts 3x per week for ALL certified staff members. - Will host Google Hangouts 2x per week for ALL classified staff members.
Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available.	- Check email daily -Each teacher will be available for 1 live streaming hour per class for Office Hours / Advisory -Each teacher will also be available for school wide live daily check in - Grades submitted weekly - Student/Parent contacts updated daily - Actively participate in all staff & student meetings
Counselors	- Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment.	- Create two cohorts and each counselor will initiate contact with each student on a weekly basis. - Counselors will hold set-office hours for drop ins + shared cell phone for students to contact anytime.
Instructional Coaches	- Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback.	- Jason Krane will assist in troubleshooting problems with Google Classrooms when needed. -In-house professional development/training in up-to-date Google Classroom best practices.
Special Education Protocols	Link to SPED Department Information	NA
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-provide outreach to at risk students -provide packets -food pantry deliveries -food service help once a week or as needed (whether it's to make lunches or ride the bus) -Each classified staff will also be available for school wide live daily check in -2X a week, classified will be involved in student engagement (tier 3, checking on students)

Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning.	-counseling staff will be available for extended hours, on-call

Buffalo Hide Academy - Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing and hand sanitizing throughout the day. - Classroom and area cleaning. - Nightly deep cleaning.	-Log daily temperature checks at front door (staff cannot enter the building without having their temperature checked) followed by a basic health screening (how are you feeling, do you have a cough, have you traveled?) -Enter through the front entrance -Hand Washing & sanitizing will be recommended -social distancing in classrooms (masks will be optional) -Staff will stay in their classroom/office as much as possible -If you are sick or have concerns that you may have been exposed, let supervisor or adult know and do NOT enter the building. -we will follow all tribal ordinances and CDC guidelines
Curriculum	0	-Google classrooms will proceed for those who choose that option -traditional classroom delivery for those who choose this option -we will leave these choices up to the families. Will then accommodate accordingly for in class delivery
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.	-All staff will be in the building M-F per district hours -All staff will follow the same lunch schedule 11:15-11:45 (classified will clock out/in as usual) -We also want to build capacity that IF needed, a staff member can work from home.
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	- Will host building meetings in person per regular schedule
Teachers	0	- Check email daily - Grades submitted weekly - Provide Academic advising to distance learners
Counselors	0	- Counselors will hold set-office hours for drop ins + shared cell phone for students to contact anytime. -Monitor grad plans
Instructional Coaches	- Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model.	-Continue to provide help & support with tech and Google Classroom issues
Special Education Protocols	Link to SPED Department Information	NA
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-provide outreach to at risk students -provide packets -taking temperatures and checking in students upon arrival -assist in sanitation throughout building daily -food pantry deliveries -food service help once a week (whether its make lunches or ride the bus)"

Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. IMPORTANT THINGS TO CONSIDER: - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues. - Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district. - Refer students at risk for suicide immediately to local resources for assessment and safety planning. - Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety.	-Continue to provide regular in-service counseling & supports

Buffalo Hide Academy - Scenario III: Traditional School Day Resumes

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Key Ideas and Notes	- Back to schedule and monitor curriculum with fidelity. - Continue with handwashing. - Follow IEPs - regular supports. - Follow individual student 504s. - Social-Emotional and counseling supports will use traditional model with increased prevention and groups for prevention and grief.	-Our primary concern is that we don't want to burn our teachers out and we want make sure the needs of our teachers are being met. -We are worried that with the blended model, the responsibilities will now overwhelm the teaching staff. -Ex: we may move from doing 3X the meetings, to only 1.

Colony Schools

Scenario I	Scenario II	Scenario III

Click on the links above be taken to the building's individual plan for each scenario.

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports.	
Curriculum	- Pre-Kindergarten - 12th Grade will provide packet work for those unable to connect to the internet. - Pre-K - 3rd Grade will use Seesaw as their online platform.	
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per	
Administrators	0	
Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment.	
Counselors	- Individual counseling sessions by appointment. - Individual social-emotional lessons given by appointment.	
Instructional Coaches	- Instructional coaches will be supporting and modeling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback.	
Special Education Protocols	Link to SPED Department Information	
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial, field, etc).	
Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive)	

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. No public visitors.	
Curriculum	0	
Staffing	- All staff will need to be negative for COVID-19. All staff will be required to be in the building working on-site unless medical documentation.	
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	
Teachers	0	
Counselors	0	
Instructional Coaches	- Instructional coaches will OBSERVE all teachers and provide feedback. Instructional coaches will be supporting and modelling for teachers in a blended learning model.	
Special Education Protocols	Link to SPED Department Information	
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial, field, etc). - Provide information for online organization skills and management.	
Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time)	

Scenario III: Traditional School Day Resumes

In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:

	Key Ideas and Notes	- Back to schedule and monitor curriculum with fidelity. - Continue with handwashing. - Follow IEPs - regular supports. - Follow individual student 504s. - Social-Emotional and counseling supports will use traditional model with increased prevention and groups for prevention and grief.	

Special Education Department

Scenario I	Scenario II	Scenario III

Click on the links above be taken to the department's individual plan for each scenario.

Special Education Department

Focus Area:	District Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public.
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.
Academic Accommodations	- Accommodations and modifications in alignment with each student Individual Education Plan.
Social / Emotional Accommodations	- Accommodations and modifications in alignment with each student Individual Education Plan (IEP).
Physical Accommodations	- Accommodations and modifications in alignment with each student Individual Education Plan (IEP).
Transportation Accommodations	- Transportation accommodations will be made to support learners with fragile health issues.

Special Education Department

Focus Area:	District Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing and hand sanitizing throughout the day. - Classroom and area cleaning. - Nightly deep cleaning.
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.
Academic Accommodations	- Accommodations and modifications in alignment with each student Individual Education Plan. - Social dististancing when allowable. If not possible masks worn at all times, hand sanitizing and washing. - Clean instructional areas, individual student areas before next student arrives for tutoring session. - Small group sessions up to 3 learners.
Social / Emotional Accommodations	- Social dististancing when allowable. If not possible masks worn at all times, hand sanitizing and washing. - Clean instructional areas, individual student areas before next student arrives for tutoring session. - Small group sessions up to 3 learners.
Physical Accommodations	- Accommodations made for medically fragile learners that have been identified through the Special Education identification process. - Social dististancing when allowable. If not possible masks worn at all times, hand sanitizing and washing. - Clean instructional areas, individual student areas before next student arrives for tutoring session. - Small group sessions up to 3 learners.

Transportation Accommodations	- Transportation accommodations will be made to support learners with fragile health issues.

Special Education Department

Scenario III: Traditional School Day Resumes

In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

Focus Area:	**District Procedures and Expectations:**
Key Ideas and Notes	- Accommodations and modifications in alignment with each student Individual Education Plan IEP - regular supports.

BNAS

Scenario I	Scenario II	Scenario III

Click on the links above be taken to the department's individual plan for each scenario.

BNAS

Focus Area:	District Procedures and Expectations:	Additional Department Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. In the event there is a confirmed case with staff, there will be a short term closure for that area of building for contact tracing and extreme deep	- BNAS staff will meet once a week and will do so remotely. - In person meetings only done in special circumstances.
Curriculum	- Pre-Kindergarten-12th Grade will provide packet work for those unable to connect to the internet.	- Emphases on digital materials for BNAS YouTube page.
Staffing	- Pre-K, 3rd Grade will use Seesaw as their online platform. - All staff will need to be negative for COVID-19. All staff will be required to be in the building and log in on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per	NA
Administrators		- Will help with digital classes and provide help provide feedback and materials for class.
Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available.	- Staff will hold 'office' hours to meet with any student who want additional work or needs to catch up. - Plan for the possibility of hosting one major class a day that entire student body can access either live or a recorded version of it later.
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial, field, etc)	NA
Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive)	- Upload daily affirmations and invocations onto the BNAS YouTube page for hopeful inspiration.

BNAS

Focus Area:	District Procedures and Expectations:	Additional Department Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. Masks will continue to be worn	-BNAS staff will meet once a week and will do so remotely -in person meetings only done in special circumstances.
Curriculum	0	- Emphases on digital materials for BNAS YouTube page.
Staffing	- All staff will need to be negative for COVID-19. All staff will be required to be in the building working on-site unless medical documentation	
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	-Will help with digital classes and provide help provide feedback and materials for class.
Teachers	0	- Staff will hold 'office' hours to meet with any student who want additional work or needs to catch up. - Plan for the possibility of hosting one major class a day that entire student body can access either live or a recorded version of it later.
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial, field, etc) - Provide information for online organization skills and management.	
Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time)	- Upload daily affirmations and invocations onto the BNAS YouTube page for hopeful inspiration.

BNAS

Scenario III: Traditional School Day Resumes

In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

Focus Area:	Additional Department Procedures and Expectations:
Key Ideas and Notes	

Childcare

Scenario I	Scenario II	Scenario III

Click on the links above be taken to the building's individual plan for each scenario.

Childcare

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	-Child Care available for *essential staff* only -Children of the same family will be placed in the same group -follow all current licensing requirements regarding staff to child ratios -continue daily health checks as per licensing (including temperature checks of both child and adult) with the addition of Covid-19 screening questions -visitors/caregivers/parents will be restricted from entering child care area (drop-off and health screening will take place in front office) and will be required to wear a mask -staff will be required to wear a mask when social distancing is not optional (ie. wiping noses, food serving, diaper changing, pick up/drop off times) -children will be kept in cohorts of less than 10 -outdoor play will be offered in staggered shifts, avoiding use of play structures (other items will be sanitized immediately after use) -cloth face coverings will NOT be used on children under the age of 2 years -staff will also have temperature checks -frequent handwashing will be enforced -plan in place for frequent disinfecting and cleaning -families/providers who have traveled outside of Montana will not be allowed to attend child care for 14 days after travel -toys will not be shared until cleaned/disinfected (soft toys will be avoided) -seating and bedding (head to toe positioning) will be spaced out to 6 feet -communal spaces will be staggered and disinfected between uses -families will be communicated with about ways to reduce the spread of Covid-19 and the importance of doing so -Backpack/belongings (ie. blanket) will remain at center to limit materials going back and forth
Curriculum	NA	-Activities chosen to allow for more physical space between children -play items and other activity items will not be shared between children
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Families First Coronavirus Response Act. - Certified MOA - Professional Development will be provided for creating online classes for the selected platform (ie Google Classroom, Seesaw). - Professional development for using the on-line components of the District curricular programs.	-All staff will be required to take the "Covid-19: Health and Safety Overview" course, in addition to re-orientation training (including daily procedures, health checks for children, families and staff, cleaning/disinfecting procedures, handwashing and PPE requirements, exposure plan of action, social emotional health and well being, CDC guidelines, licensing regulations, CACFP guidelines). -develop plans to cover classes in the event of increased staff absences -staff members age 65 or older, or with serious underlying health conditions, will be encouraged to talk to their healthcare provider to assess their risk and to determine if they should stay home
Administrators	0	-Administrator will meet with staff individually on a weekly basis, following all social distancing protocols -Administrator will host a monthly "Lunch & Learn" Google Meeting with parents
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-Classified staff that may not have an assignment due to absence of most children will be allowed to work in alternative areas (äissþoõmmoõtsiiyõ•þ)

Childcare

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:

Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing and hand sanitizing throughout the day. - Classroom and area cleaning. - Nightly deep cleaning.	*-Child Care available for staff and teen parents* -Children of the same family will be placed in the same group -follow all current licensing requirements regarding staff to child ratios -continue daily health checks as per licensing (including temperature checks of both child and adult) with the addition of Covid-19 screening questions -visitors/caregivers/parents will be restricted from entering child care area (drop-off and health screening will take place in front office) and will be required to wear a mask -staff will be required to wear a mask when social distancing is not optional (ie. wiping noses, food serving, diaper changing, pick up/drop off times) -children will be kept in cohorts of less than 10 -outdoor play will be offered in staggered shifts, avoiding use of play structures (other items will be sanitized immediately after use) -cloth face coverings will NOT be used on children under the age of 2 years -staff will also have temperature checks -frequent handwashing will be enforced -plan in place for frequent disinfecting and cleaning -families/providers who have traveled outside of Montana will not be allowed to attend child care for 14 days after travel -toys will not be shared until cleaned/disinfected (soft toys will be avoided) -seating and bedding (head to toe positioning) will be spaced out to 6 feet -communal spaces will be staggered and disinfected between uses -families will be communicated with about ways to reduce the spread of Covid-19 and the importance of doing so -Backpack/belongings (ie. blanket) will remain at center to limit materials going back and forth
Curriculum	0	-Activities chosen to allow for more physical space between children -play items and other activity items will not be shared between children
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care	-All staff will be required to take the "Covid-19: Health and Safety Overview" course, in addition to re-orientation training (including daily procedures, health checks for children, families and staff, cleaning/disinfecting procedures, handwashing and PPE requirements, exposure plan of action, social emotional health and well being, CDC guidelines, licensing regulations, CACFP guidelines). -develop plans to cover classes in the event of increased staff absences -staff members age 65 or older, or with serious underlying health conditions, will be encouraged to talk to their healthcare provider to assess their risk and to determine if they should stay home
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	-Administrator will meet with staff individually on a weekly basis, following all social distancing protocols -Administrator will host a monthly "Lunch & Learn" Google Meeting with parents
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-Classified staff that may not have an assignment due to absence of most children will be allowed to work in alternative areas (āissþoõmmoõtsiiyõ•þ)

Childcare

Scenario III: Traditional School Day Resumes

In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Back to schedule and monitor curriculum with fidelity. - Continue with handwashing. - Follow IEPs - regular supports. - Follow individual student 504s. - Social-Emotional and counseling supports will use traditional model with increased prevention and groups for prevention and grief.	-Full capacity (22 children); Child Care available for staff and teen parents -Continue daily health checks, frequent hand washing, sanitizing toys, educating parents about the spread of communicable diseases -follow all current licensing requirements regarding staff to child ratios -visitors/caregivers/parents will be allowed in the Center -Outdoor play will resume without restriction -Communal play will resume without restriction
Curriculum	NA	-Activities and play items will be accessible without restriction
Staffing	NA	-New staff will be required to complete all orientation training (including daily procedures, health checks for children, cleaning/disinfecting procedures, handwashing , social emotional health and well being, licensing regulations, CACFP guidelines)

Administrators	NA	-Administrator will have weekly staff meetings with all staff -Administrator will host monthly in-person "Lunch and Learn" with parents
Classified Staff	NA	-Return to normal duties

HiSet Program

Scenario I	Scenario II	Scenario III

Click on the links above be taken to the building's individual plan for each scenario.

HiSet Program

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas.	-Facility closed to the public
Curriculum	NA	-Packets will be mailed to students at their request and/or -Students will access online learning through EdReady and Google Meets
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate, per the Families First	-All staff will be required to take the "Covid-19: Health and Safety Overview" course -Staff will offer daily tutoring sessions via Google Meets on a predetermined schedule as well as individual session by appointment
Administrators	0	-Administrator will meet with staff individually on a weekly basis, following all social distancing protocols
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (äisspoõmmoõtsiiyö•þ and child care)

HiSet Program

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn.	-Facility open by appointment only -Masks required, social distancing guidelines followed
Curriculum	0	-Packets will be mailed to students at their request and/or -Students will access online learning through EdReady -In person tutoring will be available by appointment only
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state.	-All staff will be required to take the "Covid-19: Health and Safety Overview" course -Staff will offer daily tutoring sessions via Google Meets on a predetermined schedule as well as individual session by appointment
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	-Administrator will meet with staff individually on a weekly basis, following all social distancing protocols
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (äisspoõmmoõtsiiyö•þ and child care)

HiSet Program

Scenario III: Traditional School Day Resumes

In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Back to schedule and monitor curriculum with fidelity. Continue with handwashing.	-Facility open to public
Curriculum	NA	-Students will be expected to attend in-person tutoring; however, -Packets will continue to be offered to students at their request and/or -Students will access online learning through EdReady
Staffing	NA	NA
Administrators	NA	-Administrator will meet with all staff, in-person on a weekly basis
Classified Staff	NA	-Return to normal duties

āissṗoōmmoŏtsiiyō•ṗ

Scenario I	Scenario II	Scenario III

Click on the links above be taken to the building's individual plan for each scenario.

āissṗoōmmoŏtsiiyō•ṗ

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. Temperature checks at the door for all staff that report.	-Facility closed to the public
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per	-All staff will be required to take the "Covid-19: Health and Safety Overview" course
Administrators	0	-Administrator will meet with staff individually on a weekly basis, following all social distancing protocols -Administrator will host a monthly Google Meet with other supportive services to coordinate needs for identified students
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-Classified staff will assist with outreach efforts via phone and online to identify eligible students and identify needs
Resources	NA	-Staff will provide material resources via "porch delivery" following strict social distancing and wearing a mask when interacting with public/student -Staff will coordinate with individual buildings to arrange for students' access to school-based clothing closets and/or food pantries

āissṗoōmmoŏtsiiyō•ṗ

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible.	-Facility open to the public by appointment -Visitors must wear mask and be Covid-screened -Social distancing guidelines followed
Staffing	- All staff will need to be negative for COVID-19. All staff will be required to be in the building working on-site unless medical documentation.	-All staff will be required to take the "Covid-19: Health and Safety Overview" course
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	-Administrator will meet with staff individually on a weekly basis, following all social distancing protocols -Administrator will host a monthly Google Meet with other supportive services to coordinate needs for identified students
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-Classified staff will assist with outreach efforts via phone and online to identify eligible students and identify needs
Resources	NA	-Staff will provide material resources via "porch delivery" following strict social distancing and wearing a mask when interacting with public/student -Staff will coordinate with individual buildings to arrange for students' access to school-based clothing closets and/or food pantries

āissṗoōmmoŏtsiiyō•ṗ

Scenario III: Traditional School Day Resumes

In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Back to schedule and monitor curriculum with fidelity. Continue with handwashing.	-Facility open to public
Staffing	NA	NA
Administrators	NA	-Administrator will meet with all staff, in person on a weekly basis -Administrator will host a monthly meeting with other supportive services to coordinate needs for identified students
Classified Staff	NA	-Staff continue duties as assigned
Resources	NA	-Distribution of resources will resume to normal operations (ie. staff delivery, family/student pick up)

Technology

Scenario I	Scenario II	Scenario III

Click on the links above be taken to the building's individual plan for each scenario.

Technology

Focus Area:	District Procedures and Expectations:
Internet Connectivity	- Staff: will be in buildings connected to district WiFi network. - Students: Up to four possibilities: 1) Student already has internet service at home; 2) Student / family obtains reduced price internet service from 3 Rivers; 3) Student/family issued Verizon JetPack for internet service; 4) Student/family parks near campus buildings in their car with devices to connect devices.
Alternate: No Internet Connectivity	Despite best efforts, some students live outside Verizon/3 Rivers coverage area. Alternate plans needed for these students: - iPads will retain work when offline - encourage family to park next to a building a few times a week so the students iPad can sync up with their iCloud account. Teachers expectations need to fit this model knowing students may only be able to get to their Google Classroom once or twice a week. Teachers will need to work with students to write down their Google Classroom assignments so they can work on them when offline and then upload assignments when they can be parked next to a building or receive internet service from a public wifi hotspot that may be available to them at a restaurant or business.
Use of Google Classrooms: Grades 4-12	- During orientation/staff week, teachers set up Google Classrooms for their sections, distribute/invite students to Classrooms via join codes or email invites.
Use of SeeSaw: Grades K-3	During orientation/staff week, teachers set up Seesaw classes for their homerooms, print join/qr codes for students to join, send invites to parents/guardians.
Technology Distribution	- Set up times in small groups to allow for social distancing for students to pick up devices. K-7th graders will need most orientation as they have not used iPads for learning purposes in the past. - May require a half day/full day orientation w/ students to orient, set expectations, etc.
Teacher PD	- Establish small group trainings to utilize Google Meet sessions w/ students, set meeting times, etc. Meet sessions can be used for classes, tutoring, counseling, etc. - Set time expectations for screen time - keeping attention of a student for 6 hours a day unlikely. Keeping attention of student for 25-30 minutes more reasonable. Encourage teachers to design instruction around this time framework.
Contacting Students / Parents	- Utilize district email channels. Discourage use of social media w/ students, understand it may be necessary to communicate with parents but prefer email channels - illegal for students under age of 13. - Phones/Cell phones - utilize classroom phones. Place outbound calls to students as normal, inbound calls need to route through building office switchboards. Option if agree to switching "phone systems." All teachers will be assigned a direct number which will display on caller ID, students/parents will be able to direct dial teachers in their classrooms - not possible on the current phone system, possible with a technology switch out. - This option further eliminates the need for the extra cell phones we utilized during the Spring 2020 closure period as everything incorporates into the phone system.

Technology

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

Focus Area:	District Procedures and Expectations:
Internet Connectivity	- Staff - will be in buildings connected to district WiFi network during their work hours - Students - will have internet available in buildings during their assigned days in buildings. - Students who already have personal internet service at home continue using service. - Students who do not have internet at home will sync their work to the cloud on their assigned days. Teachers will be cognizant that students would not have connectivity except their assigned building days and make accommodation for students to make notes on their iPad for work to be completed during their non-building days including email, Google Classroom and Seesaw.
Use of Google Classroom: Grades 4-12	- During orientation/staff week, teachers setup Google Classrooms for their sections, distribute/invite students to Classrooms via join codes or email invites.
Use of SeeSaw: Grades K-3	- During orientation/staff week, teachers set up Seesaw classes for their homerooms, print join/qr codes for students to join, send invites to parents/guardians.
Technology Distribution	- Setup times in small groups to allow for social distancing for students to pick up devices. K-7th graders will need most orientation as they have not used iPads for learning purposes in the past. May require a half day/full day orientation w/ students to orient, set expectations, etc.

Teacher PD	- Establish small group trainings to utilize Google Meet sessions w/ students, set meeting times, etc. Meet sessions can be used for classes, tutoring, counseling, etc. - Set time expectations for screen time - keeping attention of a student for 6 hours a day unlikely. Keeping attention of student for 25-30 minutes more reasonable. Encourage teachers to design instruction around this time framework.
Contacting Students	- Utilize district email channels - discourage use of social media w/ students, understand it may be necessary to communicate with parents but prefer email channels - illegal for students under age of 13. - Phones/Cell phones - utilize classroom phones - place outbound calls to students as normal, inbound calls need to route through building office switchboards. - Option if agree to switching "phone systems" - all teachers will be assigned a direct number which will display on caller ID, students/parents will be able to direct dial teachers in their classrooms - not possible on the current phone system, possible with a technology switch out. - This option further eliminates the need for the extra cell phones we utilized during the Spring 2020 closure period as everything incorporates into the phone system.

Technology

Scenario III: Traditional School Day Resumes

In this scenario a return to the normal school day will take place. On-site learning will resume for ALL students with a full schedule. Students and staff will rotate through schedules and routines as normal.

Focus Area:	District Procedures and Expectations:
Technology Use Returns to Normal	- Follow through with device stay in building and/or goes home with student models.
Internet Connectivity	- All staff/students have full access to normal district network operations/connectivity.
Contacting Students / Parents	- Face to face instruction time with students, personal face to face communication resumes in classrooms. - Continue utilize district email channels - discourage use of social media w/ students - illegal for students under age of 13 - remain vigilant students may only have access to email/internet on their in building days. - Phone system options - same as scenario 2.

Food Service

Scenario I	Scenario II	Scenario III

Click on the links above be taken to the department's individual plan for each scenario.

Food Service

Focus Area:	District Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports.
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. After 14 day COVID leave, staff member will need to take their own leave. If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. If staff member needs to take leave
Food Safety	- Follow all Standard Operating Procedures (SOPs). Hazardous Analysis Critical Control Points (HACCP) will be followed.
Meals	- Breakfast, Lunch, and Supper will be provided for all students in BPS Monday-Friday. Grab and Go breakfasts, Hot Lunch, Hot Supper. Meals will be delivered by transportation within 2 hours of receiving.

Food Service

Focus Area:	District Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors.
Staffing	- All staff will need to be negative for COVID-19. All staff will be required to be in the building working on site unless medical documentation.
Food Safety	- Follow all Standard Operating Procedures (SOPs). Hazardous Analysis Critical Control Points (HACCP) will be followed.
Meals	- For students that are BOTH in the buildings AND at home, Breakfast, Lunch, and Supper will be provided Monday-Friday. Grab and Go breakfasts, Hot Lunch, Hot Supper. Meals will be delivered by transportation within 2 hours of receiving.

Food Service

Focus Area:	Additional Building Procedures and Expectations:
Key Ideas and Notes	

Transportation

Scenario I	Scenario II	Scenario III

Click on the links above be taken to the department's individual plan for each scenario.

Transportation

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times	- Wipe down buses after every route and deep clean at the end of the day. - All bus driver's will wear masks, gloves, and use hand sanitizers. - Limit to 5 people in break room and front offices at Transportation. - Transportation meetings will take place in the shop area to practice social distancing.
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Families First Coronavirus Response Act. - Certified MOA	- Bus drivers will haul food to the student's residence but they will not go off. road parents/students will meet bus at their regular bus stop to retrieve their food. - Additional staff will be needed all days to help distribute meals to students (potentially use Classified Staff from the schools). - TBD: Additional staff will be needed on Fridays to help hand out backpack meals.
Bus Routes	- All busses will be used to deliver meals throughout the community. MHSA Sporting Events- one bus per team will be used for away games. Logistical issues may arise because of the number of routes and drivers being used for food delivery.	

Transportation

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing and hand sanitizing throughout the day. - Classroom and area cleaning. - Nightly deep cleaning.	- Wipe down buses after every route and deep clean at the end of the day. - All bus driver's will wear masks, gloves, and use hand sanitizers. - Bus drivers will haul food to the students residence but they will not go off. road parents/students will meet bus at their regular bus stop to retrieve their food. - Limit to 5 people in breakroom, Front offices at Transportation. - Transportation meetings will take place in the shop area to practice social distancing.
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning.	- Bus aides will be needed to help bus drivers take temperatures, seat students, ensure students are staying in their seats at all times and keeping their masks on, using sanitizer when entering and exiting the bus, and they will disinfect and clean buses after every route so the driver can make sure students are getting to and from school safely.
Bus Routes	- Buses will haul 26 students at a time providing they are from different homes if they are from the same home they will be seated together in the same seat providing their size. The students will be seated in a staggered pattern. We have 21 routes our buses are 77 passenger we may have to do a second run except for Special services they will do 1 one run with 2 buses and a vehicle.	

Transportation

Focus Area:	Additional Building Procedures and Expectations:
Key Ideas and Notes	- Bus routes will go back to normal pickups and drop offs in the am and pm. Drivers will remind students to wash hands and use sanitizer.

Maintenance

Scenario I	Scenario II	Scenario III

Click on the links above be taken to the department's individual plan for each scenario.

Maintenance

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	-Install "Closed to the Public"-signage, sneeze guards at main reception/secretary office area or deemed necessary. - Supply non-contact infrared thermometers to each building. - Empty and close off area, open outside doors/windows to increase air circulation, deep clean/disinfect all areas or equipment used by person. - Supply PPE, gloves and masks to each building. - Ensure adequate supply of EPA registered cleaners, allow adequate time to clean/disinfect.
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Families First Coronavirus Response Act. - Certified MOA	NA
Buildings Preparation for Scenario II	- Provide healthier and safer buildings by removing water drinking fountains and installing water bottle filling stations, most of the buildings already have them installed, the High School doesn't because of the the burnished block construction. Also setup portable hand washing station at each cafeteria/kitchen. Install higher quality (hepa) filters to the air-handling equipment for better air quality.	

Maintenance
Scenario II: Blended Model

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing and hand sanitizing throughout the day. - Classroom and area cleaning. - Nightly deep cleaning.	-Supply non-contact infrared thermometers to each building and bus. - Install "Closed-No Public Visitors" signage. - Supply PPE, gloves and masks to each building and bus. - Position students desk 6' apart and install divider/sneeze guards, install 6' distancing reminders, ie. stickers on floor, signs on wall. - Ensure adequate supply of soap, cleanser, paper towels and tissue. - Install hand sanitizer dispensers in areas to promote healthy hygiene, stock hand sanitizer pumps as needed. - Ensure adequate supply of cleaner/disinfectant restock supply as needed. Do not use cleaning products near children. Restock custodial supply orders weekly, and re-order custodial supplies from suppliers, bi-weekly. - Training for custodian/sub-custodians on best cleaning practices for COVID-19.

Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.	- Training for custodian/sub-custodian on best cleaning/disinfecting practices for COVID-19.

Maintenance
Scenario III: Traditional School Day Resumes

Focus Area:	**Additional Building Procedures and Expectations:**
Key Ideas and Notes	Back to normal schedules and routines.

BROWNING PUBLIC SCHOOLS

Inspire, Achieve, Graduate

School Reopening 2020

Proposal to School Board

Table of Contents:

Letter from the Superintendent 3

Guiding Principles for Reopening 5

Community Voices: Survey Results 7

Return to School Guidance 23

Reopening Scenarios Timeline 30

Return to School: Instruction, Attendance, and Overall Expectations 31

Individual Schools, Departments, and Programs 34

- KW-Vina Elementary School 35
- Browning Elementary School 49
- Napi Elementary School 60
- Browning Middle School 73
- Browning High School 87
- Buffalo Hide Academy 98
- Babb Elementary School 108
- Colony Schools 120
- Special Education Department 121
- Technology 126
- BNAS 130
- Parent Community Outreach Program 138
- Athletics / Activities 159
- Food Service 163

Transportation 167
Maintenance 173

Letter from the Superintendent

Dear Parents and Guardians:

COVID-19 continues to affect nearly every aspect of how our families, businesses, and schools go about their daily work. Many of us at Browning School District #9 have been gathering the past few months to develop a plan for how our schools can provide a safe and secure setting for students to learn. The enclosed plan builds upon all that we learned last spring when, with your help, our teachers and students quickly moved to home-based instruction.

Browning School District serves students with transparency and accountability to ensure as many people as possible have a voice in the school's operations. The dialogue between school leaders and citizens has helped make sure our students learn in a manner that reflects the circumstances in our community. Our goal to resume instruction and operations at our schools relies on the following priorities: a healthy and safe setting for students, staff, and the community; helpful support of teachers and staff; and responsible financial and operational procedures. We intend to meet this goal by upholding these priorities.

This plan is the work of the board of trustees, administrative team, employees, parents, students, state and local health officials, and community members all collaborating to identify how instruction will be delivered to students; how gatherings and events will take place on school property if and when appropriate; how the health and safety of staff and students will be protected and preserved when schools are open; and how financial and operational functions of the school district will continue during this public health emergency. School leaders have considered all available options and perspectives to make decisions that reflect the circumstances in our community.

By listening to these voices, we have implemented measures throughout the District to promote a safe and healthy setting for learning, teaching, and working. Our District's plan relies on the practical application of scientific information to transform instruction, cleaning and disinfecting, transportation, food services, and activities.

3

We are confident these and other proactive measures outlined in the plan will meet our shared goal of returning to student learning in the school. While not our intention to revert to instruction away from the schools, the School District understands that even with our best prevention efforts, it is possible that there may be an outbreak of this highly contagious virus in our community. Therefore, to begin this school year we will start with **PHASE I/Scenario I: Distance Learning** for all students. The District has developed a dynamic home-based instruction/distance learning program for the first quarter of instruction beginning in August until the end of October.

The District will continue to work on our **Phase II/Scenario 2**: **Blended Learning Model** to slowly bring students back to school, hopefully beginning the 2nd quarter (beginning of November) by *implementing* physical distancing. Physical distancing will be implemented by reconfiguring classrooms and gathering spaces, developing school arrival and departure procedures including temperature checks; installed sanitizing stations, hygiene signs, barriers and other measures to assist with individual protection; and purchased material and supplies to implement all aspects of the plan. Further, the District will require students, visitors, staff, and teachers to wear a mask while in indoor campus environments.

Our School District remains committed to maintaining timely and relevant communications with staff, families and the community as this new school year begins. With your help, your students' enthusiasm, and our teachers' leadership, we'll meet this challenge and have a successful school year.

Sincerely,

Corrina Guardipee-Hall ED.S, Superintendent

Guiding Principles for Reopening

- **The health and wellness of our students, staff, and community:**
    - The health and wellness of the BPS community remains our highest priority, and we will make every effort to provide teachers and students with pre-existing health conditions the ability to safely participate in school activities.
    - The physical, social, and emotional needs of our students and educators are a district priority. We acknowledge that this past year has presented our students and teachers with unprecedented challenges, and we will focus on reducing anxiety due to COVID-19 as well as building a supportive community.
- **Ensure *ALL* students have a high quality learning experience:**
    - Students' academic growth must be supported despite changes to the learning environment. BPS will continue to deliver a high-quality experience.
    - As part of our commitment to equity, every student must be able to participate in learning, whether at home or in school. BPS will identify and respond to inequities and differences in opportunities among our student population.
- ***ALL* stakeholders are informed and know what to expect:**
    - The plan is transparent and clear to all constituents. Guidelines for the current school year are accessible and easily understood by all members of our community.

Community Voices: Survey Results

BPS feels that it is essential that the “voice” of the students, staff and community be considered in any decisions that affect their educational and health needs. We are committed to encouraging and soliciting the voice of these stakeholders in ongoing decision making. Surveys were administered to students, staff, and community members regarding the upcoming school year and how to best approach the opening of schools. Below are the results of these surveys.

Results of Parent Surveys

(From Spring 2020 Distance Learning)

Question: Communication with my student(s)'s school:

Very Satisfied	16.83%	17
Satisfied	45.54%	46
Neutral	28.71%	29
Dissatisfied	8.91%	9
Very Dissatisfied	0.00%	0

Question: Communication with my student(s)'s teacher:

Very Satisfied	26.47%	27
Satisfied	40.20%	41
Neutral	26.47%	27
Dissatisfied	4.90%	5
Very Dissatisfied	1.96%	2

Question: Communication from BPS about Distance Learning:

Very Satisfied	12.75%	13
Satisfied	30.39%	31
Neutral	35.29%	36
Dissatisfied	17.65%	18
Very Dissatisfied	3.92%	4

Question: Quality of my student(s)'s Distance Learning Experience:

Very Satisfied	14.71%	15
Satisfied	33.33%	34
Neutral	34.31%	35
Dissatisfied	10.78%	11
Very Dissatisfied	6.86%	7

Question: My ability to track my student(s)'s learning progress:

Very Satisfied	13.73%	14
Satisfied	44.12%	45
Neutral	19.61%	20
Dissatisfied	16.67%	17
Very Dissatisfied	5.88%	6

Question: Access to Internet:

Very Satisfied	47.06%	48
Satisfied	25.49%	26
Neutral	14.71%	15
Dissatisfied	5.88%	6
Very Dissatisfied	6.86%	7

Question: Access to school counselors:

Very Satisfied	9.80%	10
Satisfied	17.65%	18
Neutral	57.84%	59
Dissatisfied	11.76%	12
Very Dissatisfied	2.94%	3

Question: Access to mental health support:

Very Satisfied	6.86%	7
Satisfied	21.57%	22
Neutral	55.88%	57
Dissatisfied	9.80%	10
Very Dissatisfied	5.88%	6

Question: Food distribution at school sites and on bus routes:

Very satisfied	45.10%	46
Satisfied	24.51%	25
Neither satisfied nor dissatisfied	23.53%	24
Dissatisfied	3.92%	4
Very dissatisfied	2.94%	3

ll

Question: My level of stress due to my student(s)'s shift to Distance Learning:

Very High	14.71%	15
High	23.53%	24
Neutral	28.43%	29
Low	15.69%	16
No Stress	17.65%	18

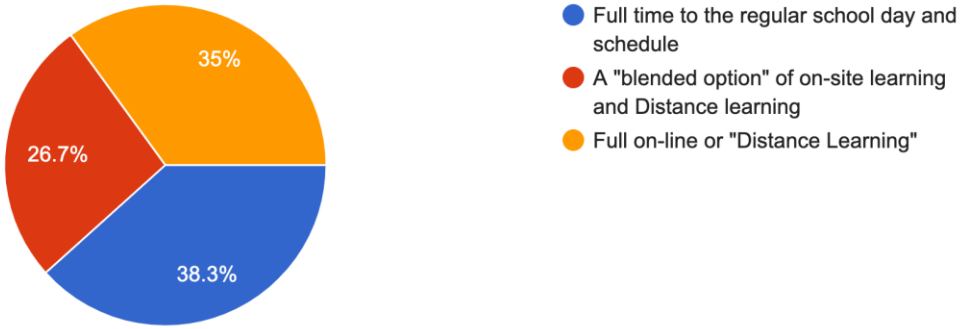
Question: My family's overall level of well-being right now:

Very Good	39.22%	40
Good	48.04%	49
Neutral	11.76%	12
Not Good	0.98%	1
Very bad	0.00%	0

Results of Student Surveys

When schools reopen in the Fall of 2020, which option would you prefer?

60 responses

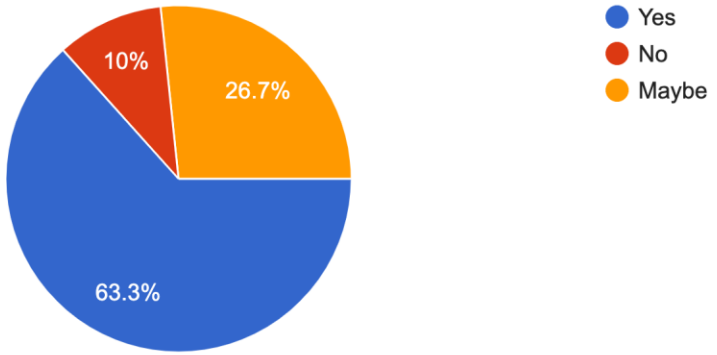


Which of the following statements best describes your overall feeling about returning to school?

60 responses

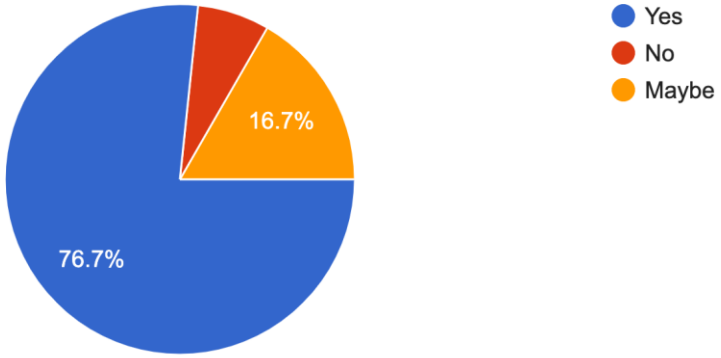
Are you ok with mandatory face masks for all students?

60 responses



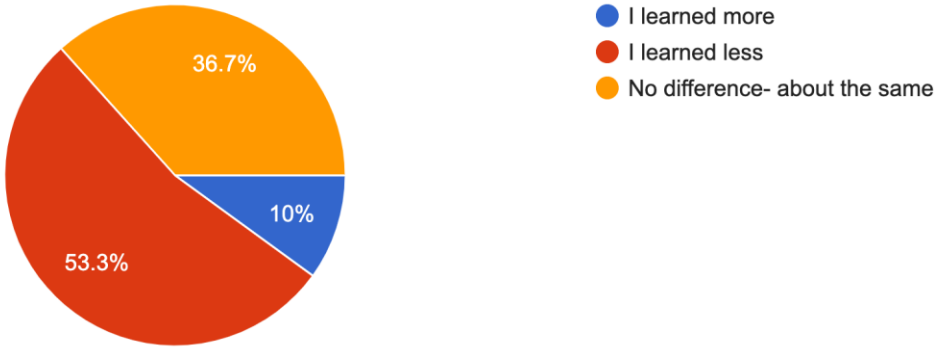
Would it be helpful if the school provided face-masks or other protective gear?

60 responses



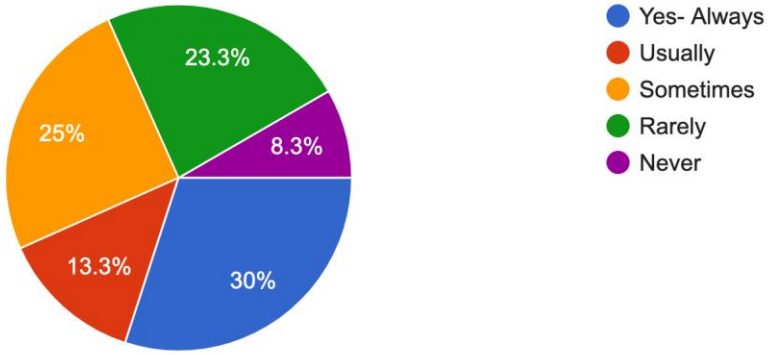
Considering your experience with distance learning during the Spring of 2020, do you feel that you learned MORE going online or less?

60 responses



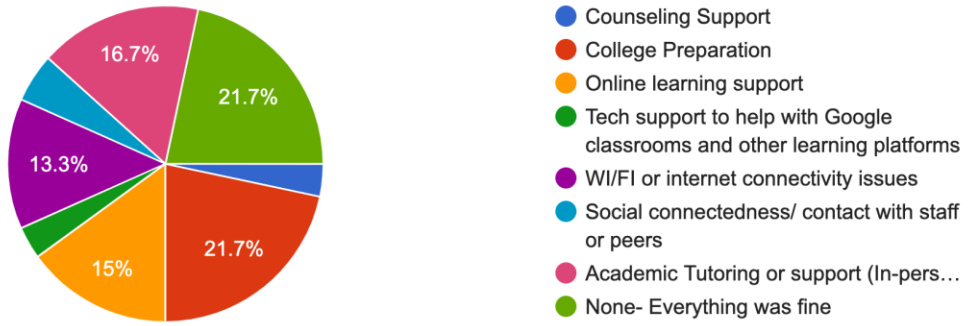
Did you feel you were able to get help when/ if you struggled with distance learning?

60 responses



What supports do you feel like Browning Schools could offer that would help during distance learning?

60 responses



What was the biggest challenge with online-learning?

60 responses

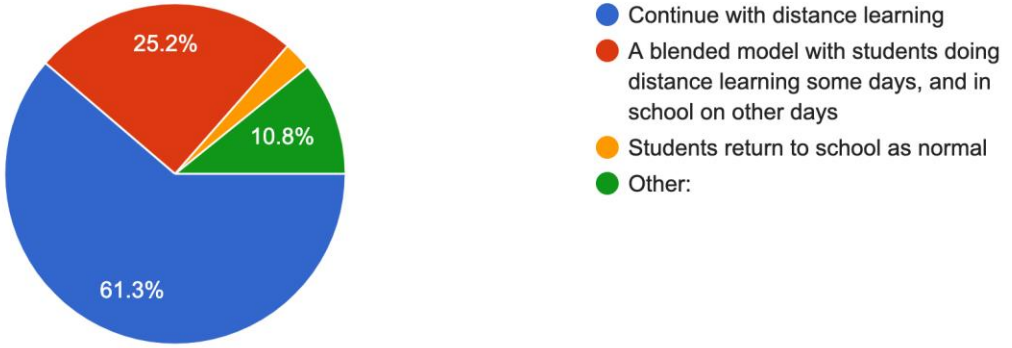
Results of Staff Surveys

How do you feel about returning to school in August?

111 responses

If school reopens, what model would you prefer for student learning?

111 responses



Results of Community Survey

Question 1: School is little over a month away and due to COVID-19, BPS would like to know if your children plan to attend full time in person, in a blended learning model or through distance learning.

My children will attend full time in person.	10.00%	5
My children will attend on a part time basis and I will make arrangements with administration.	0.00%	0
My children will attend a blended learning model. I understand that this includes in person, on campus learning and distance learning.	18.00%	9
My children will not attend	0.00%	0
My children will engage in Distance Learning. I understand that this may mean that they will be required to attend online during live coursework the majority of the time.	68.00%	34
Other (please specify)	4.00%	2

Question 2: Currently, the Blackfeet Tribe requires masks for all public indoor spaces. Due to this best practice, BPS will be requiring students and staff to wear a face covering in the fall. Please select all the below that apply.

My children WILL wear a mask provided by OUR FAMILY	40.00%	20
My children would prefer to wear a face shield provided by OUR FAMILY	2.00%	1
My children will wear a mask or shield provided by the SCHOOL	46.00%	23
My children will NOT come to school if a face covering requirement is in place	10.00%	5
My children have health issues documented by a physician that make wearing a mask unsafe or otherwise. (You will be asked to provide documentation from your physician)	0.00%	0
Other (please specify)	14.00%	7

Question 3: Understanding COVID 19 symptoms and knowing that being ultra- cautious is key to ensuring the safety of others in combating this new virus, the Center for Disease Control lists the following symptoms: fever or chills; cough; shortness of breath or difficulty breathing; fatigue; muscle or body aches; headache; new loss of taste or smell; sore throat; congestion or runny nose; nausea or vomiting; diarrhea. This understanding will require students with these symptoms to stay home. Please select all that apply.

If my child is home due to these symptoms, I would like them to attend via Distance Learning.	72.00%	36
If my child is home for these symptoms, I will work with the school to pick up work and support my child in completing the work in a timely manner.	32.00%	16
Other (please specify)	12.00%	6

Question 4: The internet became a critical tool for student learning after the school facilities closed in March. This allowed schools nationwide to continue the delivery of educational services. However, not ideal, Distance Learning may be a requirement for some or all students as we head into the 2020- 2021 school year. Please indicate what solution best fits your home environment.

We have internet capacity and devices at home to partake in Distance Learning.	42.00%	21
We do have the internet, but NOT the devices, and will need to check out a school chromebook or iPad for Distance Learning.	40.00%	20
We do NOT have the internet at home to partake in Distance Learning and will need offline materials.	12.00%	6
Other (please specify)	6.00%	3

Question 5: To ensure social distancing measures are met students will be required to wear face coverings on busses. Please select all that apply.

My children have not ridden the bus in the past.	44.00%	22
My children will NOT ride the bus if face coverings are required.	10.00%	5
My children WILL ride the bus and wear a face covering.	32.00%	16
Other (please specify)	20.00%	10

Question 6: As we embark on this ever changing situation, how often would you like to be contacted with changes and updates to the BPS plan?

Only when changes happen.	66.00%	33
Monthly	4.00%	2
Weekly	26.00%	13
Other (please specify)	4.00%	2

Question 7: If the Montana High School Association (MHSA) has athletics/sports/extra curricular activities for the 2020-2021 school year but Browning Public Schools is unable to offer any athletics/sports/extra curricular activities due to restrictions from COVID-19 what option below would apply to your personal situation?

NOT ATTEND BPS and attend a school district where athletics/sports/extra curricular activities are being offered	16.00%	8
ATTEND BPS and continue with the educational plan in place	74.00%	37
Other (please specify)	10.00%	5

Return to School Guidance

It is the intention of Browning Public Schools to reopen our schools for in-person, face-to-face instruction for the 2020/21 school year. We will also be offering a Distance Learning option to all students for the entirety of the 2020-2021 school year. It is our intention to begin the 2020-2021 school year in Distance Learning for the entire 1st quarter. Our tentative plan is to begin the school year in Distance Learning, re-evaluate our plan in mid October, and then work with the BPS Board of Trustees to make the decision to continue with Distance Learning for the 2nd quarter of the school year or make the transition to a Blended Learning model that includes in-person instruction as well as online instruction. As we put together our plan for reopening our 10 school campuses, we want to share the guiding principles that inform our decisions:

- Our plan will be responsive to the physical & mental health and wellness of our students and staff.
- Our plan will be based on the COVID-19 outbreak conditions in Browning, the Blackfeet Indian Reservation and surrounding counties.
- Our plan will adhere to the guidelines and directives of the Governor, the Blackfeet Tribal Business Council, the Montana Office of Public Instruction, and the BPS Board of Trustees.
- Our plan relies on flexibility, adaptation, and collaboration from students, families, staff, and the Blackfeet Indian Reservation community.
- Buffalo Hide Academy, Babb Elementary, and the Hutterite Colonies have smaller student populations and will be able to host more students in a face to face instructional setting if they are approved to do so.
- **The changing nature of the COVID-19 virus will mean that our plan will change and adapt to new guidance. We will continue to provide updates to our plan for parents and families on a weekly, monthly, and as needed basis.**

Safety measures in place at all BPS school sites, office buildings, Warehouse, Transportation, and Maintenance Shop

- **Health Precautions:** We expect wellness procedures for adults and students to include temperature and symptom checks, wearing masks, frequent hand-washing/ hand sanitizer and disinfection of buildings and buses.

- **Classroom/ Workspace/ Bus Capacity:** We will strive to maintain six feet of distance from each other. In situations where this is not possible, we may have to limit the number of students and/or staff.
- **Student Movement:** We may need to minimize mixing of students within the building. We are looking at our daily school schedules and seeking to minimize the number of transition periods during the instructional day and group gatherings.
- **Student supplies and materials:** In every place it is possible, students will use individual, writing, reading, and technology tools. We hope to limit transmission that could occur from exchanging of materials or papers.
- **Prioritizing support for students:** Any of our face to face or online/distance learning options will also offer academic, food and nutrition, and mental health support for students identified by schools.
- **Large group activities like assemblies, dances, fun runs, etc:** Under Phase 2 guidelines, the current limitations on group sizes are 50 when social distancing is not possible. Given this guidance we will likely not host whole school large group activities. We will look for ways to offer modified experiences for students.
- **Sports, activities, and clubs:** We anticipate that our student access to sports, student activities, and clubs will include the same health precautions used during the school day. In addition, we may need to limit spectator access to competitions. High School sports are governed by the Montana High School Association (MHSA) and we will take guidance from them about competition schedules.
- **In Case of a Positive COVID-19 test:** If a student or staff member tests positive for COVID-19, it is likely we may need to close the school for a temporary period of time. Health officials will recommend the length of closure of that classroom and/or school based on the current status of the outbreak.

- **After-school and community programs:** We will not be able to host community programs in our schools in order to allow for the deep cleaning required to prepare for the start of the school year. We may not be able to host after-school clubs and after-school paid child care due to the need to deep clean our schools each night.

Scheduling Options

As we look ahead to the start of the next school year we are absolutely committed to making sure that it can be done safely and with the health and wellbeing of our community as the highest priority.

In all of our schools, we will offer face to face instructional scenarios for the 2020-21 school year. Scenario 2 and Scenario 3 of the BPS Reopening Plan provide opportunities for face to face instruction. Scenario 2 is a Blended Learning model that includes face to face instruction as well as Distance Learning. Scenario 2 is tentatively scheduled to begin the 2nd quarter, however, it is dependent on governing mandates and the status of COVID cases in our community. We also intend to provide a distance/online instructional scenario for those families that are not able to return to school due to health concerns.
We will also stick to our current calendar for the 2020-21 school year.

Due to the guidance for physical distancing on buses and in school spaces, we may need to explore alternate schedules for students. We may also have to reduce the capacity of buses and classrooms. We will be notifying families as soon as possible if we need to change the daily school schedule for any school.
We also realize that we will need support from our district child care partner to provide options for students when they are not in school. This will be necessary for all of our working parents - including our own staff.
We know that the ideal scenario is that health conditions continue to improve, and we are back in our buildings every day with all of our students.

Expected Timeline

The BPS Administration is tasked with developing scenarios for returning to school that are based on health guidelines, equity, learning goals, social-emotional learning needs, and community feedback. We will share the final recommendations with the school board on July 29, 2020. If approved then the final reopening plan will be shared with staff, students, parents, and the broader Browning & Blackfeet Indian Reservation community as soon as possible, but no later than August 1.
Leading up to that announcement, we are working to review staff and community feedback via surveys provided on the BPS district website, email, and the district Facebook page.

Background Information

BPS has developed 3 scenarios for reopening the schools that are in conjunction with the Office of Public Instruction, the State of Montana, and the Blackfeet Tribe. These scenarios are:

1. Scenario 1-Distance Learning only-Online or packet instruction
2. Scenario 2-Blended Learning-Combination of Distance Learning and in-person instruction in the school buildings
3. Scenario 3-Traditional Learning-In-person instruction in the buildings for all students

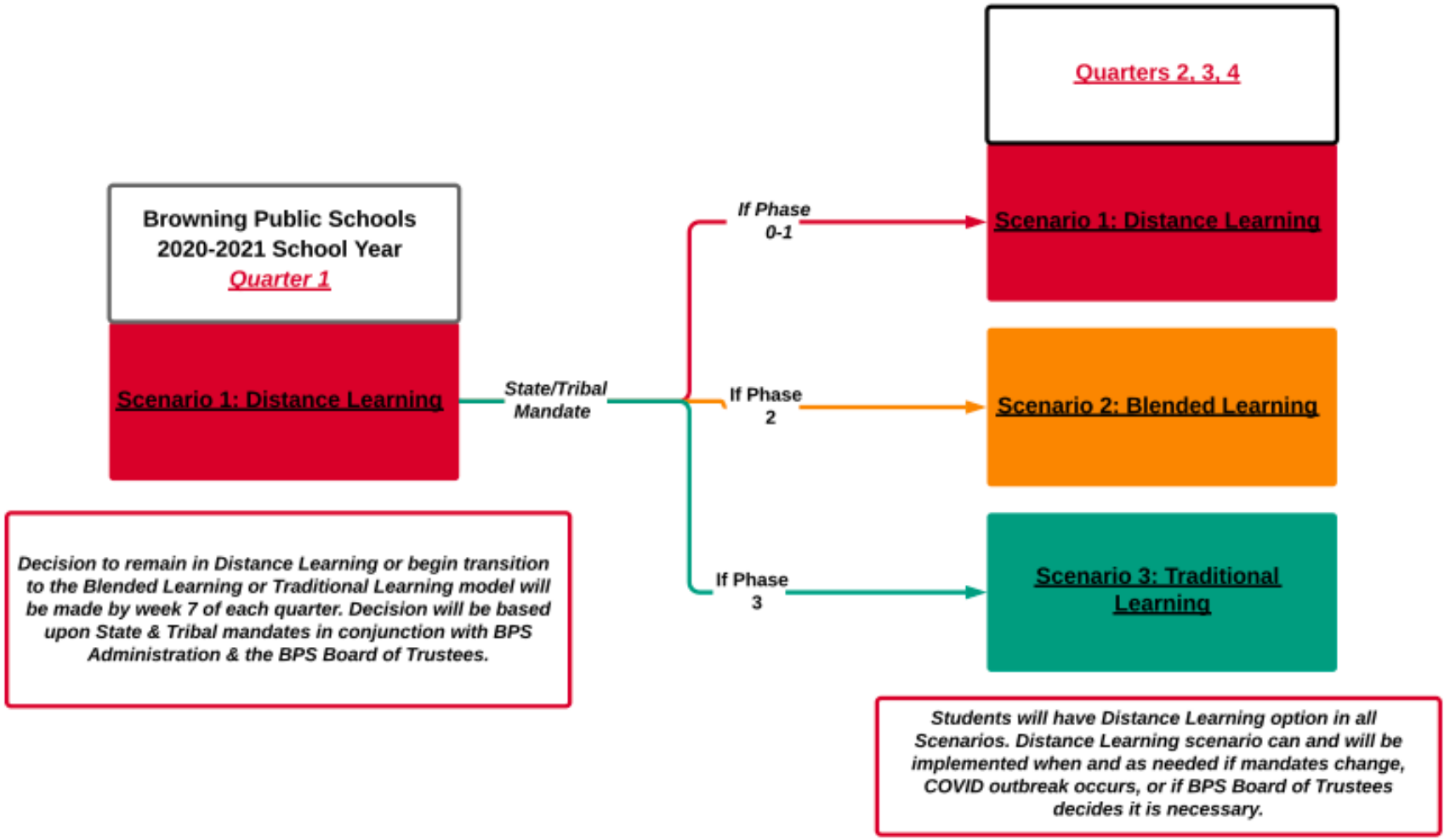
**The Distance Learning option will be available to all students for the entirety of the 2020-2021 school year in all scenarios.*

Our reopening scenarios coincide with the Phased reopening of the Blackfeet Tribe as follows:

1. Scenario 1 aligns with Phase 1 reopening mandates
2. Scenario 2 aligns with Phase 2 reopening mandates
3. Scenario 3 aligns with Phase 3 reopening mandates

BPS will take into consideration the current reopening Phase of the Blackfeet Tribe, however, all decisions on school reopening scenarios will be recommended by BPS Administration and approved by the BPS Board of Trustees.

Reopening Scenarios Timeline



Return to School: Instruction, Attendance, and Overall Expectations

State or Tribal Health Directives		Safety and Health Protocols*	On-site and/or Distance Learning
Scenario 1	Tribal or State Stay at home order. *Phases 0-1 of mandates.*	• All school facilities are closed to the public • Temperature check at the door for staff • Building and teachers will be made available to students by appointment and approval of building principal for: • Academic support and Tutoring • Social//Emotional Counseling • College Preparation. Applications/FAFSA etc..	***Distance Learning Model*** • Full time distance learning • Staff will be required to be in the building unless medical paperwork completed • Distance Learning building schedule will be developed and staff will be expected to comply with plan i.e. lesson plan completion, digital platform/distance learning model implementation, PLC and prep meetings attendance • Synchronous and asynchronous learning daily • MHSA sanctioned extra-curricular activities only in HS • Grading will continue as in Spring 2020
Scenario 2	Modified local or state operations Limits on group size at 50, without social distancing, as per local or state order. *Phase 2 of mandates.*	• Health screening for students done at the building. Monitoring during the day. • Handwashing and steps to limit germ transmission are pro-actively taught and dedicated time throughout the day • Student groups will be kept together in static groups (AKA Cohort Groups) for contact	***Blended Learning Model*** • Blended Model of on-site and distance learning for all students; there are two options developed for on-site learning, whereas, • Learning will occur two days per week on-site, with the remaining three days per week occurring distance learning, OR Learning will occur every day for all students with a shortened schedule**; the two options are, • Classes will be divided into two groups alphabetically, students with last names beginning A-L and M-Z, *OR*

		tracing and limiting germ transmission • Frequent sanitizing of surfaces and bathrooms • Face coverings required for MS and HS when social distancing is not possible. Face coverings also used at K-5 when feasible and appropriate • No public visitors to schools	*Students will be divided into two groups geographically based upon pick up map developed by transportation and administration****.* The first group will attend Mondays and Tuesdays on-site and the second group will attend Thursdays and Fridays on-site. (Keeping families together) • *On-site learning will return to every day for all students, with a shortened day schedule.* • *Near to full capacity in schools with modified operations and school activities (modified lunch or recess to limit large grouping)* • *Modified school schedule, shortened day to allow for static groupings of students and limit mixing of students during the day.* • Families could choose 100% distance learning • No extra-curricular activities, OR • MHSA and NMSA sanctioned extra-curricular activities only in HS & MS • No extra-curricular activities for elementary unless approved by the Board of Trustees • In the event there is a confirmed case, either staff or student, there could be a short term school closure (2-5 days) for contact tracing
Scenario 3	Return to normal local or state operations There may be limits on group size. *Phase 3 of mandates.*	• Handwashing and steps to limit germ transmission are pro-actively taught and dedicated time throughout the day	***Traditional School Model*** • On-site learning will return to every day for all students, with a full schedule • Students will rotate through schedules and routines as normal • No restrictions on extra-curricular activities

		• Frequent sanitizing of surfaces and bathrooms • Face coverings (TBD). • Visitors will be allowed	• 100% distance learning available to some students based on personalized learning plan

*This represents an overview of protocols, there will be other mitigation strategies.
****Tentative* on-site every day schedules under Scenario 2: PreK-5 8:25am-2pm; 6-8 8am-1:30pm; HS 10am-3:30pm**
***See attached pick up map for two days on-site per week and geographic cohort selection

Definitions:
Scenario 1: Distance Learning-Online learning with paper packet support if needed or requested and approved; off campus learning
Scenario 2: Blended Learning-Mixture of online learning and in person, in the classroom learning; on and off campus
Scenario 3: Traditional School Model-Learning on campus for all students; off campus Distance Learning for those students who meet the BPS COVID requirements

Individual Schools, Departments, and Programs

Information for Scenarios I and II

Browning Public Schools is a diverse and far-reaching district that is responsible for providing high-quality education to students in four elementary schools, one middle school, two high schools, and two colony schools. Because of this, each school has created additional procedures and expectations for Scenarios I, II, and III that are unique to the particular students and staff that populate these schools. Additionally, the many BPS programs and buildings have done the same. Below are the detailed guidelines and plans for each.

KW-Vina Elementary School

KW-Vina Elementary

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	-Weekly work schedule created for all staff to maximize social-distancing and ensure staff health and safety -Masks worn by all staff/at all times -Temperature check stations located at the staff entrance of each building each a.m. monitored by building secretary and school nurse -In the event of a confirmed case that area of the building will be deep cleaned and remain closed until contact tracing can be completed -Sanitizing of common/shared areas at end of each shift and throughout the workday -Deep cleaning at the end of workday

Curriculum	- Pre-Kindergarten - 12th Grade will provide packet work for those unable to connect to the internet. - Pre-K - 3rd Grade will use Seesaw as their online platform. - Grades 4th - 12th will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum (ie Wonders, Fusion, HMH, Study Sync, Eureka Math, Zearn Math). - Google Classes will utilize online curricular programs.	-PreK-Grade 1 will utilize the SeeSaw digital platform for students with internet access -Paper packets provided for students without internet access -Digital and paper packet curriculum will utilize District adopted ELA and mathematics curriculum and include science, social-emotional learning, and specials classes -Utlize KW/Vina MTSS academic support flowchart to support academically at-risk students -Take Home Backpacks of technology and materials for instruction provided for each student -Classroom Teachers will utilize assignment submissions and progress monitoring data to measure academic growth for students and report to parents/guardians through the district adopted grade-level report card
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning.	-All staff will need to be negative for COVID-19 -All staff will work according to the building level schedule to maximize social-distancing and ensure staff health and safety -All staff will monitor their own health, as well as check-in at the health station each day upon entering the building

	- If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Families First Coronavirus Response Act. - Certified MOA - Professional Development will be provided for creating on-line classes for the selected platform (ie Google Classroom, Seesaw). - Professional development for using the on-line components of the District curricular programs.	
Administrators		-Principal(s) will be on-site M-F, 8:00-5:00 conducting all regular duties virtually, one-to-one, or in socially distanced small groups
Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available.	-Classroom Teachers & Specialists plan, prepare, and provide virtual instruction in prioritized content areas of ELA, written language, mathematics, science, social skills, PE, library, BNAS, and music -Special Education providers will provide virtual instruction and on-site individual support for student identified at greatest risk, and conduct virtual IEP/ER meetings as needed
Counselors	- Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment.	-Counselors will coordinate Tier 1, 2, and 3 SEL/B supports via phone contact and virtual meetings -Virtual Small group SEL/B lessons will be conducted for students identified in need of additional support

Instructional Coaches	- Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback.	-ICs will provide individual, small group, and grade-level coaching virtually for all staff with continued documentation of coaching cycles via a coaching notebook -ICs will plan, prepare for, and provide virtual and small group PD for staff for content area, technology, and topics of staff need ensuring social-distancing and CDC guidelines -ICs will utilize Aimsweb to benchmark and progress monitor students to support MTSS at KWV -ICs and Principals will create an assessment schedule to gather benchmark data for students entering all grade levels, distribute learning materials, and provide technology support for new devices. This plan will ensure the health and safety of students, staff, and parent/guardian and comply with CDC and social-distancing guidelines -IC will monitor pacing, planning, and digital platform for virtual instruction -participate in grade level meetings, SLT, MTSS, SPAM meetings, and PLCs
Special Education Protocols	Link to SPED Department Information	-Accommodations and modifications in alignment with each student's IEP -Virtual and one-on-one instruction as needed -Special Education Teachers, TAs, and PCAs will work to communicate daily with families, students, virtually and on-site via social-

		distancing, wearing masks, and sanitizing -Grading, progress-reports, and progress-monitoring in accordance with the student's IEP -Special Education Teachers will participate in and coordinate MTSS supports for KWV students -Special Education Professionals will conduct virtual IEP and ER meetings for IEP Teams -In September, KW/Vina staff will coordinate with Special Services Staff to conduct Child Find for our young students to ensure our campus is supporting the identification of students with disabilities
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-Paraprofessionals in coordination with the Assistant Principal and SEL/B Team will plan and provide virtual social skill lessons -Create videos for KW/Vina MBI BEAR expectations across school settings -Create/Copy at home packets for students who are unable to access virtual learning -Serve on the KW/Vina Aimsweb Assessment Team -Participate in PD, grade-level, PLCs, and team meetings -Log teacher/family phone contacts in IC -Coordinate services, supports, and provide T2 and 3 engagement with families for MTSS

Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning.	-Plan, provide, and create SEL/B Tier 2 instructional videos utilizing the Conscious Discipline Feeling Buddies curriculum for Tier 1 and Tier 2 intervention -Utilize the KW/Vina MTSS SEL/B Flowchart to support students via virtual access -Provide virtual and/or on-site Altacare services to students identified in need of Tier 3 SEL supports -Coordinate SEL/B supports and wrap-around services for students in need -Communicate weekly with families/students identified in need of Tier 2 and 3 supports for SEL/B -Collaboratively work to support at-risk students with SEL/B Team, Altacare, Good Medicine, Family Engagement, grade-level teachers, MTSS team -Schedule Solutions Team Meetings and 504 meetings as needed

KW-Vina Elementary

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing and hand sanitizing throughout the day. - Classroom and area cleaning. - Nightly deep cleaning.	-Weekly work schedule created for all staff to maximize social-distancing and ensure staff health and safety -Masks worn by all staff/at all times -Temperature check stations located at the all students and staff upon entrance of each building each a.m. monitored by building secretary, paraprofessionals, and school nurse -Sanitizing of common/shared areas at end of each shift and throughout the workday -Nightly deep cleaning at the end of each school day -Classroom and area cleaning scheduled throughout the day

Curriculum		-2 days/week on-site instruction for cohorts of students at half capacity for each cohort -3-days of remote learning -PreK-Grade 1 digital learning platform for students with internet access -Paper packets provided for students without internet access -District adopted ELA and mathematics curriculum for all instruction -Take Home Toolboxes of materials for ELA and math instruction provided for students on remote learning days
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning	-All staff will need to be negative for COVID-19 -All staff will work according to the building level schedule to maximize social-distancing and ensure 4-days of on-site instruction -All staff will monitor their own health, as well as check-in at the health station each day upon entering the building

	with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.	
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	-Principal(s) will be on-site M-F, 8:00-5:00 conducting all regular duties
Teachers		-Classroom Teachers & Specialists plan, prepare, and provide 4-days/2-Cohorts of student-instruction in prioritized content areas of ELA, written language, mathematics, science, social skills, PE, library, BNAS, and music -Special Education providers will provide virtual instruction and on-site individual support for student identified at most risk
Counselors		-Counselors will coordinate Tier 1, 2, and 3

		SEL/B supports on-site and virtually -Virtual Small group SEL/B lessons will be conducted for students identified in need of additional support and on-site small groups will be provide for each student cohort when they are on campus
Instructional Coaches	- Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model.	-ICs will provide individual, small group, and grade-level coaching virtually/on-site for all staff -ICs will plan, prepare for, and provide PD for staff for content area, technology, and topics of staff need -ICs will create plans to gather and monitor student data to support MTSS at KWV -IC will monitor pacing, planning, and digital platform for virtual instruction -participate in grade level meetings, SLT, MTSS, SPAM meetings, and PLCs
Special Education Protocols	Link to SPED Department Information	-Accommodations and modifications in alignment with each student's IEP -Virtual and one-on-one instruction as needed -Special Education Teachers, TAs, and PCAs will work to communicate daily with families, students, virtually and on-site via social-distancing, wearing masks, and sanitizing -Grading, progress-reports, and progress-monitoring in accordance with the student's IEP -Special Education Teachers will participate in and coordinate MTSS supports for KWV students

Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-Create/Copy at home packets for students who opt out of accessing on-site learning -Serve on the KW/Vina Aimsweb Assessment Team -Participate in PD, grade-level, PLCs, and team meetings -Log teacher/family phone contacts in IC -Resume regular duties/responsibilities when student cohorts are present on campus -Provide active supervision for students at recess, lunch, and transitioning between classrooms -Provide in class instructional support to the classroom teacher for individual and small groups

Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. IMPORTANT THINGS TO CONSIDER: - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex	-Plan, provide, and create SEL/B Tier 2 in-person lessons and/or instructional videos utilizing the Conscious Discipline Feeling Buddies curriculum for Tier 1 and Tier 2 intervention -Coordinate SEL/B supports and wrap-around services for students in need -Communicate weekly with families/students identified in need of Tier 2 and 3 supports for SEL/B -Collaboratively work to support at-risk students with SEL/B Team, Altacare, Good Medicine, Family Engagement, grade-level teachers, MTSS team -Schedule Solutions Team Meetings and 504 meetings as needed -Conduct all regular duties as assigned

	abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues. - Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district. - Refer students at risk for suicide immediately to local resources for assessment and safety planning. - Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety.	

Browning Elementary School

Browning Elementary School

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	- BES staff use 1 entrance on north side of building by room 200 - Temperature check starts at 7:30 am done by a teacher assistant - Log kept of temperature checks - Mark off floor and sidewalk for six feet markings. Suspected COVID-19 Case Temperature Check Log-In
Curriculum	- Pre-Kindergarten - 3rd Grade will provide packet work again. - 4th through 12th grades will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum.	- iPad agreement form in enrollment packet. - Wonders, Project Success, Science of Reading for ELA. - Eureka for synchronous learning. Zearn will be used for asynchronous learning.

	- Google Classes will utilize online curricular programs.	- DESSA for SEL. - Seesaw as digital classroom platform
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Families First Coronavirus Response Act. - Certified MOU Link.	1 TA will sit at Staff Entrance for Staff Check In. If staff member has symptoms they will let Principal & Assistant Principal know as soon as possible.
Administrators		Administrators will be in the building daily. Weekly staff meetings and professional development
Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available.	-Teachers will follow the suggested daily schedule. Appointments will be set up via phone calls home/to school for addition student help. TA's will assist with the clothing closets and food pantry.

Counselors	- Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment.	Counselors will make contact with the high priority students both in person, by appointment and via phone calls.
Instructional Coaches	- Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback.	Coaches responsibilities for COVID-19
Special Education Protocols	Link to SPED Department Information	- Individual tutoring based on each students' needs - IEP Meetings through Google Meet - Packet based until iPads are distributed
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	TA's will work where assigned; checking in staff and students when entering building, helping deliver meals, etc.
Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning.	-DESSA-Weekly lesson with follow up -Check and Connect-Each staff member will have assigned students to connect with weekly -Check In/ Check Out as needed -Each counselor will be available daily and will schedule meeting for students needing services.

Browning Elementary School

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing and hand sanitizing throughout the day. - Classroom and area cleaning. - Nightly deep cleaning.	- Temperature checks for staff in the same location as in Scenario 1. - Bus students get dropped off in the back with a temperature check. - Second grade gets dropped off at the main office doors with a temperature check. - Third grade gets dropped off at the North lobby with a temperature check. - BPS temperature logs - Social distancing markers will be placed outside and inside the building to guide students and staff of where to stand while in transition in high traffic areas. Temperature Check Log In
Curriculum		Focus will be on Math, ELA/Writing, & SEL. - Teach students about handwashing, social

		distancing, covering cough
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement	- Accommodations will be provided for those staff who are at High Risk. - Those teachers will work with HR dept. - Staff who are not feeling well should immediately inform their supervisors.

	if needed). - Determine the staff and students who have relatives living in their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.	
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	
Teachers		Teachers will be in the classroom utilizing Google Meets & Hangouts to 'meet' with other teachers. Specials Teachers will move to each classroom for their lessons. Bathroom breaks will be scheduled for each classroom. Only hard surface items will be allowed in the classroom (no stuffed toys, no couches, etc.)

		Desks will be 6 feet apart. During lunchtime the students will be divided into two groups-one group will eat while sitting 6 feet apart, the other group will be outside playing while social distancing.
Counselors		-Film short lessons or read alouds with SEL books, asking questions for the families to discuss. -Join into the Google Classroom or Seesaw as an additional teacher in order to have access to all of the students without having a class of their own. -Use Google meetings for meeting with the students and families. -Check in with at-risk students and medically fragile students and families -Meet with Tier 1 students at their scheduled times. -Call or home visits with students (virtually or by appointment) -DESSA -Continue the Backpack program as normal -Follow up on student 504 and special education referrals
Instructional Coaches	- Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model.	Coaches responsibilities for COVID-19

Special Education Protocols	Link to SPED Department Information	- Determine number of students and their qualifying disability. - Determine if disability places student at high risk category. - Team education plan to make reasonable accommodations. - All team members will be part of planning and decision making for qualifying student. - This includes parent, guardian, caretaker, and other necessary staff members.
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	TA's will work where needed; helping deliver breakfast, monitoring lunches. TA's will assist with the clothing closet and food pantry.

Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. IMPORTANT THINGS TO CONSIDER: - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex	The whole child is the focus. -Building a community with the classroom. Teachers will give a Social and Emotional (5-8 minutes)learning assessment to measure the students social and emotional competence and development. -Teachers will teach 15 minute daily lessons that pertain to the 8 social and emotional CASELS: Optimistic Thinking, Self Awareness, Self Management, Social Awareness, Relationship Skills, Goal Directed Behavior, Personal Responsibility, and Decision Making. DESSA-Weekly lesson with follow up. Check and Connect-Each staff member will have assigned students to connect with weekly. Check In/ Check Out as needed. Each counselor will be available daily and will schedule meetings for students needing services.

	abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues. - Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district. - Refer students at risk for suicide immediately to local resources for assessment and safety planning. - Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety.	

59

Napi Elementary School

Napi Elementary

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	- All staff enter through the front doors, one person at a time. -Staff will go to their own designated areas and clock in on their computers. No using the office time clock, to avoid a line at the office. -All teachers will be provided their own thermometer, and will check their own temperatures daily. They will email results to the school nurse. -All staff in the building will be required to wear a mask and practice social distance. -All staff will work in their classrooms with little to no transition from the classroom. -Deep cleaning done periodically throughout the day, entering, and leaving. -Napi staff will follow and practice all

		precautions and recommendations from the CDC. -Staff will be required to use the restroom in their hallways.
Curriculum	- Pre-Kindergarten - 3rd Grade will provide packet work again. - 4th through 12th grades will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum. - Google Classes will utilize online curricular programs.	-4th grade students will begin the school year doing packets until we transition them into google classroom and teach them how to access email, classroom drive, and google meets. -5th grade will be learning in google classroom. https://docs.google.com/document/d/1SssW1zAdi1skOieBu30wvlvH9eLG2G4GQJDFpsxkW7Q/edit
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Families First Coronavirus Response Act. - Certified MOA	-All staff will be in the building M, T, Th 8:00-4:00/W 8:00-5:00/F 8:00-3:00 -Staff with underlying health issues will be required to provide documentation to provide accommodations for the employee.

Administrators	-Pre-Kindergarten - 3rd Grade will provide packet work again. - 4th through 12th grades will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum. - Google Classes will utilize online curricular programs.	Napi Administrators will be in the building daily. Administrators will be in all google classrooms daily. -Home visits either by phone, mail, facebook, email, or virtual communication will be utilized.
Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available.	Schedule for staff is provided with specific times of instructional teaching and accountability for all students. -Teacher and support teacher will be available for group and individual support. -Napi will be having a discussion with staff in September to decide on what grading is best for our students. -All meetings will be virtual with google meets.
Counselors	- Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment.	-Counselor will have a DESSA classroom with our high risk students. -Students will be provided social emotional learning strategies to help them coop at this time. -Counselor will be doing home visits either by phone or virtual. -Counselor will meet with individual or small groups of students on Fridays from 8-3 to do DESSA lessons.

Instructional Coaches	- Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback.	Instructional coaches will be invited to google meets and google classroom to provide assistance to teachers and students. Instructional coaches will create a google form so teachers will have feedback and ways to provide assistance if needed. -IC's will support teachers by modeling or recording themselves.
Special Education Protocols	Link to SPED Department Information	Special Educators and Pre Professionals will need to provide a schedule with the curriculum that they will be teaching their students along with accommodations that are required according to the student's individual IEPs. -Meet students IEP minutes. -IEP meetings will be done by google meets.
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	Classified staff will be assigned to different teachers at certain times to provide assistance to teachers and students. Certified teachers may ask classified staff to assist with individual student learning. -Classified staff will be assisting the classroom teacher in all check and connect with students in need. -All meetings will be virtual on google meets. -Classified staff will help with student, staff, and community events such as Parking Lot BINGO, Drive-up Open House, monthly virtual family literacy nights. -Classified staff will assist in

Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning.	-First two weeks will focus on Social Emotional learning first two weeks of school. -Drive up Open House--Meet your teacher -Universal Flyer -Virtual walkthrough of our school--welcome from teacher -Create group/individual meeting times to meet with tier 3 students. -Incentives for student participation -Staff Survey-input on what they need to feel safe for phase 2 -Teacher/Parent/student communication via phone, email, social media, virtual, or weekly newsletters. -Napi will utilize Family in Transition for our students in need. -DESSA Classroom will be utilized with a counselor. -Napi will continue to communicate by phone, emails, google classroom, Facebook, radio, flyers, and targeted social distance home visits. -Drive by Family Literacy Nights -Weekly DESSA lessons with Counselor. -Check and Connect with teachers and supporting staff. -Tier 3 students will receive tutoring with the interventionist from 9-11 daily. -Counselor will teach Second Step lessons during Character Ed Special.

Napi Elementary

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing throughout the day. - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning.	-All areas of the school will be marked off for six feet apart. -students will be taught the "Warrior Pose" to teach 6 ft apart. -All classrooms will have sanitizer and disinfectant wipes to clean the area regularly. -Napi will eat in the classrooms, using the breakfast on the go model for lunch. -Recess will be organized and planned to meet COVID guidelines.
Curriculum	- Pre-Kindergarten - 3rd Grade will provide packet work again. - 4th through 12th grades will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum.	https://docs.google.com/document/d/1SssW1zAdi1skOieBu30wvlvH9eLG2G4GQJDFpsxkW7Q/edit

	- Google Classes will utilize online curricular programs.	
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in	-Any Napi staff members having underlying conditions must be provided reasonable accommodations (under the ADA) to protect them in their employment as the pandemic continues. ---Staff temperature checks will continue. --Specialist will transition to classrooms. --Core Phonics lessons will be taught by the homeroom teacher. --Teachers will eat with students in their classrooms. Teacher lunch will be during grade level specials. Team prep will be after 2:00PM. ---Staff survey in September to identify needs to feel safe in the school and classroom upon returning. ---Staff survey in September to identify staff that will not be returning to campus due to CARE Act. ---Teachers will disinfect classrooms multiple times and maintain a clutter free environment.

	their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.	
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	--Walkthrough schedule and tools will be developed to support ELA and Math frameworks. -EPAS will continue to be used for teacher evaluation. --Instructional Leaders will focus on being cheerleaders and champions of support for teachers, students, and parents.
Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by	-Teachers will transition to a modified academic schedule from 8:25-2:00. --Teachers will be available from 2:00--4:00 for

	appointment. - Individual career and/or college prep available.	student support, professional development, and for team planning.
Counselors	- Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment.	--1 counselor will be available to provide DESSA lessons to T2 and T3 students. --1 counselor will be available to provide small group and individual counseling. --Homeroom teachers will teach DESSA lessons daily from 8:30--9:00 to all students.
Instructional Coaches	- Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model.	--Walkthrough schedule and tools will be developed to support ELA and Math frameworks. -EPAS will continue to be used for teacher evaluation. --Instructional Leaders will focus on being cheerleaders and champions of support for teachers, students, and parents. --ICs and Principals will provide pd to staff based on data and survey results.
Special Education Protocols	- Follow all IEPs and modify if needed. - Determine number of students who are requesting reasonable accommodation due to an IDEA-qualifying disability or a section 504 disability rendering them at higher risk for serious complications from COVID-19. - Follow all regular 504s in place before COVID.	--Principals and Special Education Teachers will meet bi-weekly and update Google Calendar invites for all IEPs.
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	--Classified staff will continue to provide classroom support on a daily basis. --Supervise and Coordinate Lunch and Lunch Activities

Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. IMPORTANT THINGS TO CONSIDER: - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex	-Counselor, TA's, and support staff will start check in and check out with targeted students. -Give DESSA Assessment -Tier 2 and Tier 3 students will continue to get individual and small group lessons with the counselor. -DESSA tier 1 lessons will be taught in the classroom Monday mornings from 8:05-9:00. -Counselor will continue Second Step Curriculum during Character Education throughout the week. -Spookanapi will support students that are referred from the counselor. -MTSS Universals will be taught using the "Warrior Pose" for social distancing when inside and outside the building. -Tutoring for tier 3 students with the interventionist will continue daily from 9-11 utilizing Core Phonics Lessons. -Spread the positive in the building with all staff and students. -All supports that were virtual in Phase 1 will now be transitioned to face to face. -DESSA Implementation Plan--

	abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues. - Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district. - Refer students at risk for suicide immediately to local resources for assessment and safety planning. - Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety.	

Browning Middle School

Browning Middle School

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	Staff survey for at-risk staff members Only ONE entrance into the building (East entrance) 6 ft. markings for spacing will be put on the floor Temperature checks will be performed by TA's, secretaries and school nurse(s) upon BMS staff entering the building. Upon entering the building, every person will be given a brief COVID screening (any symptoms, contact with an exposed person(s), have traveled to a hot-spot).

Curriculum	- Pre-Kindergarten - 3rd Grade will provide packet work again. - 4th through 12th grades will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum. - Google Classes will utilize online curricular programs.	It is our goal to have all grades utilizing Ipads for 100% distance learning. Jet-packs will be provided for students without internet access. iPads are tentatively scheduled to be distributed the week of August 24th. Students unable to access technology will be provided packets. Packets can be provided upon request, with priority focusing on Tier 2 and Tier 3 students. Students will be broken into two groups (alphabetically A-J and K-Z) for distance learning. This will also help lay the groundwork moving into Phase 2 and blended learning.
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave- Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for	Any BMS staff members having underlying conditions must be provided reasonable accommodations (under the ADA) to protect them in their employment as the pandemic continues.

	staff needed to alternate child care with another parent. - Certified MOU Link.	
Administrators		Administrators will be available/in the building daily 8:00-5:00 -Staff department meetings - Fridays 9:00-10:00 -Admin/Coaches meetings - weekly TBD - Evaluations - will be document based Administrators will be added into Google classroom meets for support, observation and evaluation.
Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available.	https://docs.google.com/document/d/1mdmEMaNLFLCBToFtdRlwKtSHJqGF9umDtYgSMZZENqk/edit?usp=sharing
Counselors	- Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment.	Counselors Counselors will hold set office hours for appointments and share school cell phone numbers* for students to contact during school hours (8-4). Counselors will contact students based on teacher referrals and check- in with students on 504 Plans weekly.

		Counselors will have a DESSA classroom with high-risk students. Students will be provided social-emotional learning strategies to help them cope. Counselors and Spookinaapi Prevention Program will support tiered students to provide additional services. The Dean of Students will select a group of students from each grade level based on academic and social support needs and hold weekly mindfulness activities. The Dean of Students will check-in with students and parents weekly. The Dean of Students works closely with Blackfeet Tribal Court. The Dean of Students attends Juvenile Wellness to Healing virtual meetings.
Instructional Coaches	- Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback.	Coaches will be added into Google classroom meets for support and observation. Assist administration with PD and PLC's.
Special Education Protocols	Link to SPED Department Information	Special Education educators and paraprofessionals will provide a schedule of the

		curriculum they will be teaching to their students as well as accommodations that are required according to students' individual needs. One building administrator will be at all IEP meetings.
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	Classified staff will work one-on-one with students when necessary and be members of the student/parent contact team. Will also help teachers with packets. For additional duties, see safety and health protocols.
Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide a supervised/staffed online forum for students to connect with topics to manage stress and... - Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning.	Implementation of DESSA - spending first two weeks connecting and supporting student and staff. BMS staff will use Focus Fridays to check and connect with Students/Parents

Browning Middle School

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing throughout the day. - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning.	Only ONE entrance into the building (East entrance) 6 ft. markings for spacing will be put on the floor Temperature checks will be performed by TA's, secretaries and school nurse(s) on BMS staff and all students (non-bus rider) entering the building. Upon entering the building, all visitors will be given a brief COVID screening (any symptoms, contact with an exposed person(s), have traveled to a hot-spot). Each staff will have an infrared thermometer. Hand sanitizer and Clorox wipes will be in each classroom. Breakfast and lunch in rooms - individually packaged and delivered

		Restroom breaks - will be scheduled by teachers and based on location in building Hallway traffic flow - will be determined once building is complete and rooms are assigned Bell schedule - will remain the same, but masks and 6 ft. social distancing are required at all times. Recess - Will follow all COVID guidelines and CDC reccommendations.
Curriculum		Students will be broken into two groups (alphabetically A-J and K-Z) for blended learning. Students will have the option to continue distance learning through Google Meet (recorded) and Google classroom and would stay with the same cohort. Jet-packs will be provided for students without internet access. Students unable to access technology will be provided packets. Packets can be provided upon request, with priority focusing on Tier 2 and Tier 3 students.

Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in	Staff members will be expected to be in the building working a normal schedule (8a-4p M-Th, 8a-3p F) Any BMS staff member having an underlying condition(s) must be provided reasonable accommodations (under the ADA) to protect them in their employment as the pandemic continues. Custodians will follow district procedure and expectations.

	their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.	
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	Administrators will be available/in the building daily 8:00-5:00 -Staff department meetings - Fridays 9:00-10:00 -Admin/Coaches meetings - weekly TBD - Evaluations - will be document based Administrators will perform walkthroughs, observations and evaluations.
Teachers		Teachers rotate rooms? https://docs.google.com/document/d/1qUUoqAgDGL6rfclKLxIIiH_6BIKxI1v25ncmFBlJO8U/edit?usp=sharing

Counselors		Counselors Counselors will hold set office hours for appointments and share school cell phone numbers* for students to contact during school hours (8-4). Counselors will contact students based on teacher referrals and check- in with students on 504 Plans weekly. Counselors will have a DESSA classroom with high-risk students. Students will be provided social-emotional learning strategies to help them cope. Counselors and Spookinaapi Prevention Program will support tiered students to provide additional services. The Dean of Students will select a group of students from each grade level based on academic and social support needs and hold weekly mindfulness activities. The Dean of Students will check-in with students and parents weekly. The Dean of Students works closely with Blackfeet Tribal Court. The Dean of Students attends Juvenile Wellness to Healing virtual meetings.

Instructional Coaches	- Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model.	Coaches will be added into Google classrooms for support and observations. Coaches will support and observe in classrooms. Coaches will assist administration with PD and PLC's.
Special Education Protocols	- Follow all IEPs and modify if needed. - Determine number of students who are requesting reasonable accommodation due to an IDEA-qualifying disability or a section 504 disability rendering them at higher risk for serious complications from COVID-19. - Follow all regular 504s in place before COVID.	Special Education educators and paraprofessionals will provide a schedule of the curriculum they will be teaching to their students as well as accommodations that are required according to students' individual needs. One building administrator will be at all IEP meetings.
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	Classified staff will work one-on-one with students when necessary and be members of the student/parent contact team. Will also help teachers with packets if necessary. For additional duties, see safety and health protocols.

Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. IMPORTANT THINGS TO CONSIDER: - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex	

	abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues. - Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district. - Refer students at risk for suicide immediately to local resources for assessment and safety planning. - Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety.	

Browning High School

Browning High School - Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	-Log daily temperature checks at front door (staff cannot enter the building without having their temperature checked) -Enter through the front entrance ONLY!! -Sign displaying protocol will be placed at the front door -Staff will stay in their classroom/office as much as possible/NO Roaming -Awing+High, Guardipee will use Awing restroom/Cwing+Vaile will use Cwing restroom/Bwing will use ISSroom/Gym+Voed will use gym lobby restroom/office, library, counselors will use entry restrooms -Schedule for restroom cleaning will be set for custodians -If you are sick or have concerns that you may have been exposed, let supervisor know ASAP

Curriculum	- Pre-Kindergarten - 3rd Grade will provide packet work again. - 4th through 12th grades will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum. - Google Classes will utilize online curricular programs.	-Direct instruction 25min per period (minimum). The "I DO/ WE DO/THEY DO" portion of the class time will be after direct instruction with teacher availability through Google Hangouts and Meets. Bell Ringers will be used to take attendance. Exit Tickets will be used to drive instruction. - Record direct instruction for availability to students/BellRinger in the chat (for accountability/attendance) - Focus Wall(Objective, Bell Ringer, Essential Question, Exit Ticket) will be up to date and apparent in Google Classroom. Schedule -Students will be expected to be responsible/accountable for attending class, submitting work, checking email -During OFFICE HOURS on Fridays, students will have the option of meeting with teachers face to face as well as online for tutorials and small groups by signing up for a timeslot in Google Classroom. -Teachers will follow protocol for Tier 3+ (high risk) students who need extra support Grading

Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave- Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. - Certified MOU Link.	-All staff will be in the building M, T, Th 8:00-4:00/W 8:00-5:00/F 8:00-3:00
Administrators		-Be available/in the building daily 8:00-5:00 -Staff department meetings - Wednesdays 3:30-5:00 -Admin/Coaches meetings - weekly TBD -Attend/monitor teacher google classrooms -Evaluations - will be document based -Attend/participate IEP, 504, student focused meetings - Respond to behaviour in digital workspace

Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available.	- Check email daily - Grades submitted weekly - Parent contacts updated daily - Actively participate in all staff, department, PLC, student meetings -DESSA during Advisory -Advisory classes continue with (but not limited to) Societies, DESSA, GEARUP, Relationship building
Counselors	- Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment.	- Plan for Contacting tier 1, 2, 3, 3+ students - Counselors will check in with 504 students weekly - Monitor grad plans/community service hours - Assist with college prep (applications, financial aid, etc) -Google Classroom set up to provide information, support, etc.
Instructional Coaches	- Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback.	- Schedule/facilitate weekly department meetings - Assist staff on improvement plans -Will attend/monitor teacher google classrooms -Meet with Admins weekly
Special Education Protocols	Link to SPED Department Information	-Invite at least one administrator to IEP meetings
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-Assist with Tier 3+ students making contact with them -Will assist with daily temperature checks -Will be utilized in the building as supervisors

		need
Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide a supervised/staffed online forum for students to connect with topics to manage stress and... - Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning.	-DESSA (follow up with results) -Facilitate supports with Tier 3+ students -Google Classroom to provide support, information, etc.

Browning High School - Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing throughout the day. - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning.	-Temperature checks for everyone entering the building except for the students who are bussed in. -Lunch (Masks worn at all times) -Our campus will be a closed campus -Lunch and Breakfast will be grab and go -Teachers and students are responsible for cleaning their desks. Clorox wipes will be available. - All staff will take the COVID SURVEY upon entering the building.
Curriculum		

Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in	

	their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.	
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	
Teachers		
Counselors		
Instructional Coaches	- Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model.	

Special Education Protocols	- Follow all IEPs and modify if needed. - Determine number of students who are requesting reasonable accommodation due to an IDEA-qualifying disability or a section 504 disability rendering them at higher risk for serious complications from COVID-19. - Follow all regular 504s in place before COVID.	
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	

Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. IMPORTANT THINGS TO CONSIDER: - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex	

	abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues. - Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district. - Refer students at risk for suicide immediately to local resources for assessment and safety planning. - Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety.	

Buffalo Hide Academy

Buffalo Hide Academy - Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	-Log daily temperature checks at front door (staff cannot enter the building without having their temperature checked) followed by a basic health screening (how are you feeling, do you have a cough, have you traveled?) -Enter through the front entrance -Staff will stay in their classroom/office as much as possible -If you are sick or have concerns that you may have been exposed, let supervisor know ASAP
Curriculum	- Pre-Kindergarten - 3rd Grade will provide packet work again. - 4th through 12th grades will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum. - Google Classes will utilize online curricular programs.	- Utilize Newsela in our Social Studies and English classes. - No Red Ink will be used in all English classes as well as other content areas when appropriate. - Link to 1st Quarter BHA Class Offerings - Components of DESSA will be implemented in the Weekly Exit Tickets that will be administered at the end of each week.

Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID or health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Families First Coronavirus Response Act. - Certified MOA	-All staff will be in the building M-F per district hours -All staff will follow the same lunch schedule 11:15-11:45 (classified will clock out/in as usual) -We also want to build capacity that IF needed a staff member can work from home. - Link to BHA Guiding Principles for Scenario I
Administrator		- Will host Google Hangouts 3x per week for ALL certified staff members. - Will host Google Hangouts 2x per week for ALL classified staff members.
Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available.	- Check email daily -Each teacher will be available for 1 live streaming hour per class for Office Hours / Advisory -Each teacher will also be available for school wide live daily check in - Grades submitted weekly - Student/Parent contacts updated daily - Actively participate in all staff & student meetings

Counselors	- Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment.	- Create two cohorts and each counselor will initiate contact with each student on a weekly basis. - Counselors will hold set-office hours for drop ins + shared cell phone for students to contact anytime.
Instructional Coaches	- Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback.	- Jason Krane will assist in troubleshooting problems with Google Classrooms when needed. -In-house professional development/training in up-to-date Google Classroom best practices.
Special Education Protocols	Link to SPED Department Information	NA
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-provide outreach to at risk students -provide packets -food pantry deliveries -food service help once a week or as needed (whether it's to make lunches or ride the bus) -Each classified staff will also be available for school wide live daily check in -2X a week, classified will be involved in student engagement (tier 3, checking on students)

Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning.	-counseling staff will be available via district on-call phone for BHA students

Buffalo Hide Academy - Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing throughout the day. - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning.	
Curriculum		

Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in	Below is a list of the classes teachers will be responsible for: - English x2: Rink - Science x2: Klauk - Social Studies x2: McDonald (US History) and Krane (Government) - Math x1: Atchison (all math levels) - Electives x3: McDonald (College/Career Prep), Atchison (Psychology), and Lewis (Culture of the Academy - all new students) - Credit Recovery: Krane (seniors only)

	their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.	
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	
Teachers		
Counselors		
Instructional Coaches	- Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model.	

Special Education Protocols	- Follow all IEPs and modify if needed. - Determine number of students who are requesting reasonable accommodation due to an IDEA-qualifying disability or a section 504 disability rendering them at higher risk for serious complications from COVID-19. - Follow all regular 504s in place before COVID.	
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-provide outreach to at risk students -provide packets -taking temperatures and checking in students upon arrival -assist in sanitation throughout building daily -food pantry deliveries -food service help once a week (whether its make lunches or ride the bus)"

Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. IMPORTANT THINGS TO CONSIDER: - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex	

	abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues. - Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district. - Refer students at risk for suicide immediately to local resources for assessment and safety planning. - Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety.	

Babb Elementary School

Babb Elementary

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	Temperature check done by a teacher assistant every morning Log kept of temperature checks Upon entering the building, every person will be given a brief COVID screening (any symptoms, contact with an exposed person(s), have traveled to a hot-spot) Mark off floor and sidewalk for six feet markings ADD Document Link Suspected COVID-19 Case ADD Document Link Temperature Check Log-In

Curriculum	- Pre-Kindergarten - 3rd Grade will provide packet work again. - 4th through 12th grades will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum. - Google Classes will utilize online curricular programs.	Device agreement form in enrollment packet. Jet-packs will be provided for students without internet access. Devices are tentatively scheduled to be distributed the week of August 24th for those students that need one. Students will be assigned scheduled times to attend distance learning. Read Works and Step Up to Writing for ELA, Science, & Social Studies. Eureka for synchronous learning. Zearn will be used for asynchronous learning. DESSA for SEL.
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave- Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent.	Any Babb staff member having an underlying condition(s) must be provided reasonable accommodations (under the ADA) to protect them in their employment as the pandemic continues 1 TA will sit at Staff Entrance for Staff Check-in. If staff member has symptoms they will let Principal know.

	- Certified MOU Link.	
Administrators		
Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available.	Schedule for staff is provided with specific times of instructional teaching and accountability for all students.
Counselors	- Individual counseling sessions by appointment. - Individual social and emotional sessions by appointment.	
Instructional Coaches	- Instructional coaches will be supporting and modelling for teachers with their virtual instruction and will provide feedback. - Instructional coaches will OBSERVE all staff and provide feedback.	
Special Education Protocols	Link to SPED Department Information	Special Educators (Sped TA) will be teaching their students along with accommodations that are required according to student's individual IEPs. Accommodations and modifications in alignment with each student's IEP Grading, progress-reports, and progress-monitoring in accordance with the student's IEP

Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	Classified staff will take temperature checks every morning. Classified staff will be assigned to different teachers at certain times to provide assistance to teachers and students. Certified teachers may ask classified staff to assist with individual student learning. Participate in PD, grade-level, and team meetings.
Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide a supervised/staffed online forum for students to connect with topics to manage stress and... - Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning.	Mail out a WELCOME Flyer DESSA-Weekly lesson with follow up

Babb Elementary

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing throughout the day. - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning.	Babb is planning on starting school with Scenario 2 starting August 24, 2020 if the number of COVID-19 Cases in Glacier County and Montana State stay the same as today or decrease. If the numbers in the county or state continue to increase, Babb will go back to Scenario 1. Insert Link COVID-19 Cases Temperature check done by a teacher assistant every morning at a designated location(s) Log kept of temperature checks Upon entering the building, every person will be given a brief COVID screening (any symptoms, contact with an

		exposed person(s), have traveled to a hot-spot) Mark off floor and sidewalk for six feet markings Students will use own supplies (no sharing) Each student will be assigned their own books/materials that will be stored in a specific location in the room when not in class and in their assigned desk when in class Students will need their own water bottle (No communal drinking fountain) Students will eat lunches in their own classroom ONLY one student permitted in the restroom at a time (Grades 3-6 will utilize the hallway restrooms. Grades K-2 will utilize their classroom restrooms. Staff will use a designated restroom.) TA's will monitor to assure that students are following the hand washing guidelines Desks will be placed a minimum of 6 feet apart Students will remain in the same rooms while TA's rotate when needed Students being dropped of in the AM will need to stay in their vehicle until the TA motions for them to come in the building Students that are bus riders will follow the Transportation Guidelines For dismissal, students will be released following social distance guidelines All classrooms will have sanitizer and disinfecting wipes to clean area regularly

		Recess will be organized and planned to meet COVID guidelines Add COVID guideline link for recess ADD Document Link Suspected COVID-19 Case ADD Document Link Temperature Check Log-In
Curriculum		Focus will be on Math, ELA/Writing, & SEL. Teach students about handwashing, social distancing, covering cough
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning	Staff members will be expected to be in the building working a normal schedule (8am-4pm M-Th, 8am-3pm F) Any Babb staff member having an underlying condition(s) must be provided reasonable accommodations (under the ADA) to protect them in their employment as the pandemic continues Staff who are not feeling well should immediately inform their supervisors

	with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.	
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	
Teachers		Teacher Schedule 2020
Counselors		
Instructional Coaches	- Instructional coaches will OBSERVE all teachers and provide feedback. - Instructional coaches will be supporting and modelling for teachers in a blended learning model.	

Special Education Protocols	- Follow all IEPs and modify if needed. - Determine number of students who are requesting reasonable accommodation due to an IDEA-qualifying disability or a section 504 disability rendering them at higher risk for serious complications from COVID-19. - Follow all regular 504s in place before COVID.	Special Educators (Sped TA) will be teaching their students along with accommodations that are required according to student's individual IEPs. Accommodations and modifications in alignment with each student's IEP Grading, progress-reports, and progress-monitoring in accordance with the student's IEP
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	Classified staff will take temperature checks every morning. Classified staff will be assigned to different teachers at certain times to provide assistance to teachers and students. Certified teachers may ask classified staff to assist with individual student learning. Participate in PD, grade-level, and team meetings.

Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. IMPORTANT THINGS TO CONSIDER: - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex	TA's will teach DESSA lessons to help with all social emotional learners TA's will assist teacher with making contact with Tier 3 students as needed

	abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues. - Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district. - Refer students at risk for suicide immediately to local resources for assessment and safety planning. - Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety.	

Colony Schools

Scenario I: Distance Learning - Additional Procedures and Expectations

Scenario II: Blended Learning - Additional Procedures and Expectations

Scenario III: Traditional School Model

Special Education Department

Special Education Department

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

Focus Area:	District Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave-

	Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. - Certified MOU Link.
Academic Accommodations	- Accommodations and modifications in alignment with each student Individual Education Plan (IEP). - One on one sessions scheduled as needed. - Clean instructional areas, individual student areas before next student arrives for tutoring session. - Grading in accordance with Individual Education Plans. -
Social / Emotional Accommodations	- Accommodations and modifications in alignment with each student Individual Education Plan (IEP). - One on one sessions scheduled as needed. - Clean instructional areas, individual student areas before next student arrives for tutoring session. -
Physical Accommodations	- Accommodations and modifications in alignment with each student Individual Education Plan (IEP). - One on one sessions scheduled as needed. - Clean instructional areas, individual student areas before next student arrives for tutoring session. - Grading in accordance with Individual Education Plans. -
Transportation Accommodations	- Transportation accommodations will be made to support learners with fragile health issues.

Special Education Department

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

Focus Area:	District Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing throughout the day. - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning.

Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.
Academic Accommodations	- Accommodations and modifications in alignment with each student Individual Education Plan. - Social dististancing when allowable. If not possible masks worn at all times, hand sanitizing and washing. - Clean instructional areas, individual student areas before next student arrives for tutoring session. - Small group sessions up to 3 learners.
Social / Emotional Accommodations	- Social dististancing when allowable. If not possible masks worn at all times, hand sanitizing and washing. - Clean instructional areas, individual student areas before next student arrives for tutoring session. - Small group sessions up to 3 learners.

Physical Accommodations	- Accommodations made for medically fragile learners that have been identified through the Special Education identification process. - Social dististancing when allowable. If not possible masks worn at all times, hand sanitizing and washing. - Clean instructional areas, individual student areas before next student arrives for tutoring session. - Small group sessions up to 3 learners.
Transportation Accommodations	- Transportation accommodations will be made to support learners with fragile health issues.

Technology

Technology

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

Focus Area:	District Procedures and Expectations:
Internet Connectivity	- Staff: will be in buildings connected to district WiFi network. - Students: Up to four possibilities: 1) Student already has internet service at home; 2) Student / family obtains reduced price internet service from 3 Rivers; 3) Student/family issued Verizon JetPack for internet service; 4) Student/family parks near campus buildings in their car with devices to connect devices.
Alternate: No Internet Connectivity	Despite best efforts, some students live outside Verizon/3 Rivers coverage area. Alternate plans needed for these students: - iPads will retain work when offline - encourage family to park next to a building a few times a week so the students iPad can sync up with their iCloud account. Teachers expectations need to fit this model knowing students may only be able to get to their Google Classroom once or twice a week. Teachers will need to work with students to write down their Google Classroom assignments so they can work on them when offline and then upload assignments when they can be parked next to a building or receive internet service from a public wifi hotspot that may be available to them at a restaurant or business.
Use of Google Classrooms:	- During orientation/staff week, teachers set up Google Classrooms for their sections, distribute/invite students to Classrooms via join codes or email invites.

Grades 4-12	
Use of SeeSaw: Grades K-3	During orientation/staff week, teachers set up Seesaw classes for their homerooms, print join/qr codes for students to join, send invites to parents/guardians.
Technology Distribution	- Set up times in small groups to allow for social distancing for students to pick up devices. K-7th graders will need most orientation as they have not used iPads for learning purposes in the past. - May require a half day/full day orientation w/ students to orient, set expectations, etc.
Teacher PD	- Establish small group trainings to utilize Google Meet sessions w/ students, set meeting times, etc. Meet sessions can be used for classes, tutoring, counseling, etc. - Set time expectations for screen time - keeping attention of a student for 6 hours a day unlikely. Keeping attention of student for 25-30 minutes more reasonable. Encourage teachers to design instruction around this time framework.
Contacting Students / Parents	- Utilize district email channels. Discourage use of social media w/ students, understand it may be necessary to communicate with parents but prefer email channels - illegal for students under age of 13. - Phones/Cell phones - utilize classroom phones. Place outbound calls to students as normal, inbound calls need to route through building office switchboards. Option if agree to switching "phone systems." All teachers will be assigned a direct number which will display on caller ID, students/parents will be able to direct dial teachers in their classrooms - not possible on the current phone system, possible with a technology switch out. - This option further eliminates the need for the extra cell phones we utilized during the Spring 2020 closure period as everything incorporates into the phone system.

Technology

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

Focus Area:	District Procedures and Expectations:
Internet Connectivity	- Staff - will be in buildings connected to district WiFi network during their work hours - Students - will have internet available in buildings during their assigned days in buildings. - Students who already have personal internet service at home continue using service. - Students who do not have internet at home will sync their work to the cloud on their assigned days. Teachers will be cognizant that students would not have connectivity except their assigned building days and make accommodation for students to make notes on their iPad for work to be completed during their non-building days including email, Google Classroom and Seesaw.
Use of Google Classroom: Grades 4-12	- During orientation/staff week, teachers setup Google Classrooms for their sections, distribute/invite students to Classrooms via join codes or email invites.
Use of SeeSaw: Grades K-3	- During orientation/staff week, teachers set up Seesaw classes for their homerooms, print join/qr codes for students to join, send invites to parents/guardians.
Technology Distribution	- Setup times in small groups to allow for social distancing for students to pick up devices. K-7th graders will need most orientation as they have not used iPads for learning purposes in the past. May require a half day/full day orientation w/ students to orient, set expectations, etc.

Teacher PD	- Establish small group trainings to utilize Google Meet sessions w/ students, set meeting times, etc. Meet sessions can be used for classes, tutoring, counseling, etc. - Set time expectations for screen time - keeping attention of a student for 6 hours a day unlikely. Keeping attention of student for 25-30 minutes more reasonable. Encourage teachers to design instruction around this time framework.
Contacting Students	- Utilize district email channels - discourage use of social media w/ students, understand it may be necessary to communicate with parents but prefer email channels - illegal for students under age of 13. - Phones/Cell phones - utilize classroom phones - place outbound calls to students as normal, inbound calls need to route through building office switchboards. - Option if agree to switching "phone systems" - all teachers will be assigned a direct number which will display on caller ID, students/parents will be able to direct dial teachers in their classrooms - not possible on the current phone system, possible with a technology switch out. - This option further eliminates the need for the extra cell phones we utilized during the Spring 2020 closure period as everything incorporates into the phone system.

BNAS

BNAS

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

Focus Area:	District Procedures and Expectations:	Additional Department Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	- BNAS staff will meet once a week and will do so remotely. - In person meetings only done in special circumstances.
Curriculum	- Pre-Kindergarten - 3rd Grade will provide packet work again. - 4th through 12th grades will have Google Classrooms set up for students. - Packets and Google Classrooms will include material from district adopted curriculum. - Google Classes will utilize online curricular programs.	- Emphases on digital materials for BNAS YouTube page.

Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave- Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. - Certified MOU Link.	NA
Administrators		- Will help with digital classes and provide help provide feedback and materials for class.
Teachers	- All certified staff will be teaching in their regular block of time. - Individual tutoring sessions will be available by appointment. - Individual career and/or college prep available.	- Staff will hold 'office' hours to meet with any student who want additional work or needs to catch up. - Plan for the possibility of hosting one major class a day that entire student body can access either live or a recorded version of it later.
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	NA

Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide a supervised/staffed online forum for students to connect with topics to manage stress and... - Provide regular updates to students and families on bright spots and good news and student progress. - Conduct check-ins with students and routinely ask how they are doing and what they are feeling. - Connect with teachers and other educators to identify students needing additional support (targeted and intensive). - Direct students to appropriate and safe online resources and teach how to evaluate resources for safety and relevance. - Direct students and families/guardians to resources (food, mental health, housing, community-specific resources, etc) - provide websites, handouts, and/or phone numbers. - Provide resources and supports for time-management, skill building, and managing distance learning.	- Upload daily affirmations and invocations onto the BNAS YouTube page for hopeful inspiration.

BNAS

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

Focus Area:	District Procedures and Expectations:	Additional Department Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing throughout the day. - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning.	-BNAS staff will meet once a week and will do so remotely -in person meetings only done in special circumstances.
Curriculum		- Emphases on digital materials for BNAS YouTube page.

Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in	

	their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.	
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	-Will help with digital classes and provide help provide feedback and materials for class.
Teachers		- Staff will hold 'office' hours to meet with any student who want additional work or needs to catch up. - Plan for the possibility of hosting one major class a day that entire student body can access either live or a recorded version of it later.
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	

Social-Emotional and Counseling Supports (for Scenarios I and II)	- Provide information for online organization skills and management. - Provide supports and consider possible interventions for students needing assistance with academics (including one-on-one screen time). - Monitor students on 504 Plans to make sure appropriate accommodations are provided. - Identify which students need intensive individualized support and develop individualized academic intervention plan and frequently monitor progress. IMPORTANT THINGS TO CONSIDER: - Reminder of Maslow's Hierarchy of needs-Assess students basic needs, safety (physical and emotional) security etc., before academic needs. - Apply a trauma informed and culturally responsive lens as you provide support services, focus on nurturing connection and well-being. - Affirm and empathize with the emotional impact students and families have felt during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable for parents and students. - Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships and to support students emotional and mental health. - Recognize the importance of providing child abuse/sex	- Upload daily affirmations and invocations onto the BNAS YouTube page for hopeful inspiration.

	abuse prevention education and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and or challenges with developmental issues. - Identify students needing additional mental health support, notify administrators, and refer students for further assessment, counseling, treatment, or support and resources in the community or district. - Refer students at risk for suicide immediately to local resources for assessment and safety planning. - Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety.	

Parent Community Outreach Program

Childcare

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:

Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	-Child Care available for *essential staff* only -Children of the same family will be placed in the same group -follow all current licensing requirements regarding staff to child ratios -continue daily health checks as per licensing (including temperature checks of both child and adult) with the addition of Covid-19 screening questions -visitors/caregivers/parents will be restricted from entering child care area (drop-off and health screening will take place in front office) and will be required to wear a mask -staff will be required to wear a mask when social distancing is not optional (ie. wiping noses, food serving, diaper changing, pick up/drop off times) -children will be kept in cohorts of less than 10 -outdoor play will be offered in staggered shifts, avoiding use of play structures (other items will be sanitized immediately after use) -cloth face coverings will NOT be used on children under the age of 2 years -staff will also have temperature checks -frequent handwashing will be enforced -plan in place for frequent disinfecting and cleaning -families/providers who have traveled outside of Montana will not be allowed to attend child

		care for 14 days after travel -toys will not be shared until cleaned/disinfected (soft toys will be avoided) -seating and bedding (head to toe positioning) will be spaced out to 6 feet -communal spaces will be staggered and disinfected between uses -families will be communicated with about ways to reduce the spread of Covid-19 and the importance of doing so -Backpack/belongings (ie. blanket) will remain at center to limit materials going back and forth
Curriculum	NA	-Activities chosen to allow for more physical space between children -play items and other activity items will not be shared between children

Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave- Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. - Certified MOU Link.	-All staff will be required to take the "Covid-19: Health and Safety Overview" course, in addition to re-orientation training (including daily procedures, health checks for children, families and staff, cleaning/disinfecting procedures, handwashing and PPE requirements, exposure plan of action, social emotional health and well being, CDC guidelines, licensing regulations, CACFP guidelines). -develop plans to cover classes in the event of increased staff absences -staff members age 65 or older, or with serious underlying health conditions, will be encouraged to talk to their healthcare provider to assess their risk and to determine if they should stay home
Administrators		-Administrator will meet with staff individually on a weekly basis, following all social distancing protocols -Administrator will host a monthly "Lunch & Learn" Google Meeting with parents
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-Classified staff that may not have an assignment due to absence of most children will be allowed to work in alternative areas (āissṗoōmmoŏtsiiyō•ṗ)

Childcare

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:

Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing throughout the day. - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning.	-*Child Care available for staff and teen parents* -Children of the same family will be placed in the same group -follow all current licensing requirements regarding staff to child ratios -continue daily health checks as per licensing (including temperature checks of both child and adult) with the addition of Covid-19 screening questions -visitors/caregivers/parents will be restricted from entering child care area (drop-off and health screening will take place in front office) and will be required to wear a mask -staff will be required to wear a mask when social distancing is not optional (ie. wiping noses, food serving, diaper changing, pick up/drop off times) -children will be kept in cohorts of less than 10 -outdoor play will be offered in staggered shifts, avoiding use of play structures (other items will be sanitized immediately after use) -cloth face coverings will NOT be used on children under the age of 2 years -staff will also have temperature checks -frequent handwashing will be enforced -plan in place for frequent disinfecting and cleaning -families/providers who have traveled outside of Montana will not be allowed to attend child

		care for 14 days after travel -toys will not be shared until cleaned/disinfected (soft toys will be avoided) -seating and bedding (head to toe positioning) will be spaced out to 6 feet -communal spaces will be staggered and disinfected between uses -families will be communicated with about ways to reduce the spread of Covid-19 and the importance of doing so -Backpack/belongings (ie. blanket) will remain at center to limit materials going back and forth
Curriculum		-Activities chosen to allow for more physical space between children -play items and other activity items will not be shared between children

Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in	-All staff will be required to take the "Covid-19: Health and Safety Overview" course, in addition to re-orientation training (including daily procedures, health checks for children, families and staff, cleaning/disinfecting procedures, handwashing and PPE requirements, exposure plan of action, social emotional health and well being, CDC guidelines, licensing regulations, CACFP guidelines). -develop plans to cover classes in the event of increased staff absences -staff members age 65 or older, or with serious underlying health conditions, will be encouraged to talk to their healthcare provider to assess their risk and to determine if they should stay home

	their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.	
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	-Administrator will meet with staff individually on a weekly basis, following all social distancing protocols -Administrator will host a monthly "Lunch & Learn" Google Meeting with parents
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-Classified staff that may not have an assignment due to absence of most children will be allowed to work in alternative areas (āissṗoōmmoŏtsiiyō•ṗ)

HiSet Program

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	-Facility closed to the public
Curriculum	NA	-Packets will be mailed to students at their request and/or -Students will access online learning through EdReady and Google Meets

Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave- Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. - Certified MOU Link.	-All staff will be required to take the "Covid-19: Health and Safety Overview" course -Staff will offer daily tutoring sessions via Google Meets on a predetermined schedule as well as individual session by appointment
Administrators		-Administrator will meet with staff individually on a weekly basis, following all social distancing protocols
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (āissṗoōmmoŏtsiiyō•ṗ and child care)

HiSet Program

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing throughout the day. - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning.	-Facility open by appointment only -Masks required, social distancing guidelines followed
Curriculum		-Packets will be mailed to students at their request and/or -Students will access online learning through EdReady

		-In person tutoring will be available by appointment only
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement	-All staff will be required to take the "Covid-19: Health and Safety Overview" course -Staff will offer daily tutoring sessions via Google Meets on a predetermined schedule as well as individual session by appointment

	if needed). - Determine the staff and students who have relatives living in their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.	
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	-Administrator will meet with staff individually on a weekly basis, following all social distancing protocols
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (āissṗoōmmoŏtsiiyō•ṗ and child care)

āissṗoōmmoŏtsiiyō•ṗ

Scenario I: Distance Learning

All certified staff will be working on site in their classrooms providing scheduled Distance Learning instruction throughout the day. Individual building schedules will be developed and staff will be expected to comply with plan (ie lesson plan completion, digital platform, distance learning model implementation, PLC, grade level teams, prep meetings, etc).

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	-Facility closed to the public

Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave- Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. - Certified MOU Link.	-All staff will be required to take the "Covid-19: Health and Safety Overview" course
Administrators		-Administrator will meet with staff individually on a weekly basis, following all social distancing protocols -Administrator will host a monthly Google Meet with other supportive services to coordinate needs for identified students
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-Classified staff will assist with outreach efforts via phone and online to identify eligible students and identify needs

Resources	NA	-Staff will provide material resources via "porch delivery" following strict social distancing and wearing a mask when interacting with public/student -Staff will coordinate with individual buildings to arrange for students' access to school-based clothing closets and/or food pantries

āissṗoōmmoŏtsiiyō•ṗ

Scenario II: Blended Model

A mixture of on-site and distance learning for all students. Schools will create two cohorts where each one will receive instruction two days per week with remaining days being distance learning. Cohort #1 will attend school on Mondays and Tuesdays; Cohort #2 will be in the school Wednesdays and Thursdays; Fridays all students will be distance learning. The cohorts will be created either alphabetically OR geographically.

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing throughout the day. - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning.	-Facility open to the public by appointment -Visitors must wear mask and be Covid-screened -Social distancing guidelines followed

Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in	-All staff will be required to take the "Covid-19: Health and Safety Overview" course

	their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.	
Administrators	- Instructional leaders will OBSERVE all teachers and provide feedback.	-Administrator will meet with staff individually on a weekly basis, following all social distancing protocols -Administrator will host a monthly Google Meet with other supportive services to coordinate needs for identified students
Classified Staff	- Classified staff that may not have an assignment due to absence of most students will be allowed to work in alternative areas (food service, transportation, custodial field, etc).	-Classified staff will assist with outreach efforts via phone and online to identify eligible students and identify needs

Resources	NA	-Staff will provide material resources via "porch delivery" following strict social distancing and wearing a mask when interacting with public/student -Staff will coordinate with individual buildings to arrange for students' access to school-based clothing closets and/or food pantries

Athletics / Activities

Athletics / Activities Scenario I	
Focus Area:	**District Procedures and Expectations:**
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.
Sports	- BHS MHSA Sports ONLY. - Social distancing as much as possible. - Temperature checks before practice. - Drills. - Hand washing/hand sanitizing breaks. - No sharing of practice gear, water bottles, etc. - Buses will be one bus per team: Varsity x1, JV x1, and Freshmen x1. - Spectator Sports: Immediate family will have priority for game admission. Football spectators will be immediate family and first 50-75 spectators (local only). Volleyball spectators will be immediate family and first 20-40 spectators (locals only). Visitors will be allowed to come and watch. - Practice: A check station shall be established, all involved will be screened (Questionnaire with basic questions of

	travel, signs and symptoms, etc...) at a designated station, and any person who has been exposed to COVID-19, exhibits positive symptoms of COVID-19 or otherwise does not feel well will not be allowed to participate and his/her parents or guardian will be contacted. In the case that a student/athlete contracts COVID-19 during the time that he or she has participated in a summer activity, all activities will be shut down immediately.
Student Athletes	- Student athletes will be encouraged to practice self discipline to be present for ALL academics in order to participate/compete during the week's events (up for discussion with Administrators and Board). - There will be football, volleyball, golf, and cross country events happening the first weekend of school, therefore attendance by all student athletes must be 100% for that week. Attendance must be followed in order to compete in any extracurricular activity. It is the responsibility of the student athlete to check in with their teachers and make sure they are counted present for the day in order to compete. - If at the next weekly grade check the student has at least one “F” the student immediately becomes ineligible to participate in competition, but can practice. The student will remain ineligible for competition until he or she is passing ALL the classes at the time of the weekly grade check. If the ineligible student has no “F” grades on the next grade report, he or she becomes eligible on the Monday following their week of ineligibility.
Clubs	- No Ee-Kah-Ki-Maht. - Online club options-dependent upon the club. - 21st Century virtual STEAM Activities: materials provided to students and their families.

Athletics / Activities

Scenario II

Focus Area:	District Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing throughout the day. - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning.
Sports	- BHS sports continue. - BMS and Napi sports begin. - BMS/Napi Sports- Practice social distancing, 1 bus per team or 1 bus per 25-30 student athletes, pending bus size. 6th/7th/8th Grade follow Phase 2 Social Distance Travel Plans. Coaches/Volunteers will sit strategically in the bus to maintain social distancing. - Social Distancing when possible. - Follow plan that has been approved by the tribe.

Clubs	- Begin small group activities for Ee-Kah-Ki-Maht. - Online clubs and small group clubs possible dependent upon the club. - 21st Century virtual STEAM Activities: materials provided to students and their families. - 21st Century on-site STEAM Activities: small groups can begin to meet.

Food Service

Food Service Scenario I: Distance Learning	
Focus Area:	**District Procedures and Expectations:**
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.
Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave- Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent.

	- Certified MOU Link.
Food Safety	- Follow all Standard Operating Procedures (SOPs). - Hazardous Analysis Critical Control Points (HACCP) will be followed.
Meals	- Breakfast, Lunch, and Supper will be provided for all students in BPS Monday-Friday: Grab and Go breakfasts; Hot Lunch; Hot Supper. - Meals will be delivered by transportation within 2 hours of receiving.

Food Service

Scenario II: Blended Model

Focus Area:	District Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing throughout the day. - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning.

Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.
Food Safety	- Follow all Standard Operating Procedures (SOPs). - Hazardous Analysis Critical Control Points (HACCP) will be followed.
Meals	- For students that are BOTH in the buildings AND at home, Breakfast, Lunch, and Supper will be provided Monday-Friday: Grab and Go breakfasts; Hot Lunch; Hot Supper. - Meals will be delivered by transportation within 2 hours of receiving. - All meals for middle school students, Buffalo Hide Academy students, and De La Salle will need to be made at BES and transported to their respected buildings.

Transportation

Transportation Scenario I: Distance Learning		
Focus Area:	**District Procedures and Expectations:**	**Additional Building Procedures and Expectations:**
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	- Wipe down buses after every route and deep clean at the end of the day. - All bus driver's will wear masks, gloves, and use hand sanitizers. - Limit to 5 people in break room and front offices at Transportation. - Transportation meetings will take place in the shop area to practice social distancing.

Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave- Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. - Certified MOU Link.	- Bus drivers will haul food to the student's residence but they will not go off. road parents/students will meet bus at their regular bus stop to retrieve their food. - Additional staff will be needed all days to help distribute meals to students (potentially use Classified Staff from the schools). - TBD: Additional staff will be needed on Fridays to help hand out backpack meals.
Bus Routes	- All busses will be used to deliver meals throughout the community. - MHSA Sporting Events, one bus per team will be used for away games. Logistical issues may arise because of the number of routes and drivers being used for food delivery.	

Transportation

Scenario II: Blended Model

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing throughout the day. - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning.	- Wipe down buses after every route and deep clean at the end of the day. - All bus driver's will wear masks, gloves, and use hand sanitizers. - Bus drivers will haul food to the students residence but they will not go off. road parents/students will meet bus at their regular bus stop to retrieve their food. - Limit to 5 people in breakroom, Front offices at Transportation. - Transportation meetings will take place in the shop area to practice social distancing.

Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in	- Bus aides will be needed to help bus drivers take temperatures, seat students, ensure students are staying in their seats at all times and keeping their masks on, using sanitizer when entering and exiting the bus, and they will disinfect and clean buses after every route so the driver can make sure students are getting to and from school safely.

	their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.	
Bus Routes	- Buses will haul 26 students at a time providing they are from different homes if they are from the same home they will be seated together in the same seat providing their size . The students will be seated in a staggered pattern. - We have 21 routes our buses are 77 passenger we may have to do a second run except for Special services they will do 1 one run with 2 buses and a vehicle. - If a driver gets done early enough from hauling food or dropping students off they will help the other buses continue to pick up students that are still waiting to be brought to school in the morning. - In the afternoon we will have more drivers to help bring students home the drivers should be done hauling lunches by then. - MHSA and NMSA Sporting Events: Logistical issues will arise because of the number of routes and drivers being used for bussing students and food.	

Maintenance

Maintenance Scenario I: Distance Learning		
Focus Area:	**District Procedures and Expectations:**	**Additional Building Procedures and Expectations:**
Safety and Health Protocols	- All school facilities are closed to the public. - Temperature checks at the door for all staff that reports. - In the event there is a confirmed case with staff, there will be a short-term closure for that area of building for contact tracing and extreme deep cleaning in exposed areas. - Masks worn at all times. - Cleaning of desks, handles, bathrooms, etc throughout the day. - Deep cleaning on a daily basis.	-Install "Closed to the Public"-signage, sneeze guards at main reception/secretary office area or deemed necessary. - Supply non-contact infrared thermometers to each building. - Empty and close off area, open outside doors/windows to increase air circulation, deep clean/disinfect all areas or equipment used by person. - Supply PPE, gloves and masks to each building. - Ensure adequate supply of EPA registered cleaners, allow adequate time to clean/disinfect.

Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. per the Familie First Coronavirus Response Act. https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave- Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. - Certified MOU Link.	NA
Buildings Preparation for Scenario II	- Provide healthier and safer buildings by removing water drinking fountains and installing water bottle filling stations, most of the buildings already have them installed, the High School doesn't because of the the burnished block construction. Also setup portable hand washing station at each cafeteria/kitchen. Install higher quality (hepa) filters to the air-handling equipment for better air quality.	

Maintenance

Scenario II: Blended Model

Focus Area:	District Procedures and Expectations:	Additional Building Procedures and Expectations:
Safety and Health Protocols	- Temperature checks at each building and on each bus. - No public visitors. - Masks will continue to be worn. - Continue to follow social distancing guidelines as much as possible. - In the event of confirmed case with staff, there will be a short term closure for contact tracing and extreme deep cleaning. - Practice hand washing throughout the day. - Hand sanitizing often. - Classroom and area cleaning. - Nightly deep cleaning.	-Supply non-contact infrared thermometers to each building and bus. - Install "Closed-No Public Visitors" signage. - Supply PPE, gloves and masks to each building and bus. - Position students desk 6' apart and install divider/sneeze guards, install 6' distancing reminders, ie. stickers on floor, signs on wall. - Ensure adequate supply of soap, cleanser, paper towels and tissue. - Install hand sanitizer dispensers in areas to promote healthy hygiene, stock hand sanitizer pumps as needed. - Ensure adequate supply of cleaner/disinfectant restock supply as needed. Do not use cleaning products near children. Restock custodial supply orders weekly, and re-order custodial supplies from suppliers, bi-weekly. - Training for custodian/sub-custodians on best cleaning practices for COVID-19.

Staffing	- All staff will need to be negative for COVID-19. - All staff will be required to be in the building working on-site unless medical documentation. - All staff will be required to monitor their own health. - If staff member needs to quarantine due to COVID-19 they will have 14 days of leave they can use per state. - After 14 day COVID leave, staff member will need to take their own leave. - If staff member needs to continue to take leave, they will be eligible for FMLA if COVID reasoning or Health reasoning. - If staff member needs to take leave for child care reasons they will be paid 2/3rds rate. - Maintenance/Custodial/Classified staff without an assignment will be offered night schedule for work duties for staff needed to alternate child care with another parent. TAs offered different time schedule to help with bus. - Custodians will be rotating through night shift for deep cleaning with temporary help. - Determine the number of certified staff who are requesting reasonable accommodation due to a disability rendering them at higher risk for serious complications from COVID-19 provide opportunity for them to teach students who are wanting distance learning option. - Determine the number of staff who are requesting reasonable accommodation due to disability rendering them at higher risk for serious complications from COVID-19 and provide opportunity for alternative schedule (and alternative placement if needed). - Determine the staff and students who have relatives living in	- Training for custodian/sub-custodian on best cleaning/disinfecting practices for COVID-19.

	their immediate household who have a disability rendering them at higher risk for serious complications from COVID-19.	

Browning Public Schools

Policy #5210
Policy Name: Position Creation, Assignments, Reassignments, Transfers
Regulation: ----------

Position Creation

A position is created by the recommendation of the Superintendent for action of the Board of Trustees.

Change in Position

The duration or term and full-time equivalent (FTE) of an existing position may be changed by action of the Board of Trustees.

Any changes in the position and job description of the Superintendent of Schools will be promulgated and approved by the Board of Trustees.

Except for the above, all other changes in positions and related job descriptions may be made by the superintendent.

Eliminating a Position

A position may be eliminated by recommendation of the Superintendent for action of the Board of Trustees.

A position that remains vacant for one full fiscal year, July 1-June 30, will end on July 1 of the next fiscal year unless it is posted on that date.

Transfer

If the superintendent decides to fill a position by transfer including to a newly created position, the superintendent will provide written notice to the employee being transferred including the effective date of the transfer.

Notwithstanding the above, the superintendent will comply with any requirement in an existing collective bargaining agreement for posting newly created positions.

The superintendent will inform the Board of Trustees, at the next regular scheduled meeting of the Board, following written notice of transfer/s.

Assignment

A new employee will be assigned by the superintendent to report to a supervisor (or supervisors, if more than one).

The supervisor(s) will complete all other aspects of the assignment for a new employee including orientation and training.

The manner means starting and ending times for performing duties and responsibilities of the assignment must be changed by the employee's supervisor(s).

The superintendent is directed to establish and implement procedures to carry out this policy.

Cross Reference: Policy #2112 Duties of Superintendent

Legal Reference: § 20-3-324, MCA Powers and duties [of school district trustees]
§ 20-4-208, MCA Transfer from administrative position
§ 20-4-402, MCA Duties of district superintendent
10.55.701, ARM Board of Trustees
10.55.702, ARM Certification and duties of district superintendent

Policy History:
Adopted on: 4/10/01
Revised on: 5/30/07 (Formerly #5220)

Browning Public Schools

Policy #5213
Policy Name: Vacancies
Regulation: ----------

When the District determines that a vacancy exists, the Superintendent shall have the discretion whether or not to fill the position, if it is to be filled, and the timing for doing so.

A position vacancy is created by termination of employment of the employee holding an existing position, either voluntarily or involuntarily, and a decision by the superintendent to post the position rather than fill it by internal transfer or leave it vacant.

Vacancies will be posted in accordance with collective bargaining agreements.

Cross Reference: Policy #2130 Assignment and Transfer of Administrative Staff

Legal Reference: § 20-3-324, MCA Powers and duties [of school district trustees]
§ 20-4-208, MCA Transfer from administrative position
§ 20-4-402, MCA Duties of district superintendent
10.55.701, ARM Board of Trustees
10.55.702, ARM Certification and duties of district superintendent

Policy History:
Adopted on: 4/10/01
Revised on: 5/30/07 (Formerly #5220)

Browning Public Schools

Policy **#5221**
Policy Name: *Work Days*
Regulation: ----------

Certified

Instructional staff will be on duty a minimum period of 180 pupil instructional days and seven (7) pupil instruction related days exclusive of holidays and vacations. A specific time schedule will be provided to the teaching staff during the preschool orientation sessions.

Length of the workday for certified employees is specified in the Master Contract between Browning Public Schools and the Browning Federation of Teachers. The work day is generally exclusive of lunch and extracurricular assignments but inclusive of preparation time and assigned duties.

Classified

The length of a classified work day is governed by the number of hours for which the employee is contracted. A "full-time" employee shall be considered to be an 8-hour per day/40-hour per week employee. The work day is exclusive of lunch (or dinner) but inclusive of breaks unless otherwise and specifically provided for by the individual contract. The schedule will be established by the supervisor.

Breaks

A daily morning and afternoon rest period of fifteen (15) minutes may be available to all full-time, classified employees. Hourly personnel may take one fifteen (15) minute rest period for each four (4) hours that are worked in a day. Breaks will normally be taken approximately in mid-morning and mid-afternoon and should be scheduled in accordance with the flow of work and with the approval of the employee's supervisor.

Legal Reference: 29 USC 201 to 219 Fair Labor Standards Act of 1985
29 CFR 516, et seq. FLSA Regulations
§ 39-3-405, MCA Overtime compensation
§ 39-4-107, MCA State and municipal governments, school districts, mines, mills, and smelters
10.65.103(2), ARM Program of Approved Pupil Instruction-Related Days
24.16.102, et seq., ARM Wages and Hours

Policy History:
Adopted on: 6/30/97
Revised on: 3/13/07, 5/30/07, 3/26/14

Browning Public Schools

Policy #5222
Policy Name: Evaluation of Non-Administrative Staff
Regulation: ----------

Each Certified and Classified staff member's job performance will be evaluated by the staff member's direct supervisor. The evaluation process includes scheduled annual evaluations using forms applicable to the job classification and description, and day-to-day appraisals. Certified and Classified staff members will be evaluated according to the terms stated in the current collective bargaining agreement.

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

Policy History
Adopted on: 6/27/07
Revised on:

Browning Public Schools

Policy: **#5227**
Name: *Employee Alcohol and Drug Use/Abuse*
Regulation:----------

The Board of Education of Browning Public Schools acknowledges that the use and abuse of drugs and alcohol within the school community significantly detracts from the District's ability to provide an environment which maximizes student learning. Employee use or abuse in work related settings of alcohol or illegal drugs constitutes an unacceptable threat to the health, safety and well being of, not only the individual(s) directly involved, but, the parents and students of our community who are our customers. In response to these concerns, the District hereby formally adopts a *Zero Tolerance Policy* with regard to the use and abuse of alcohol and drugs. Observance of this policy, as described below, is a condition of employment with Browning Public Schools.

The manufacture, use, possession, sale, transfer or distribution of alcoholic beverages or illegal drugs by any employee (regardless of classification) of Browning Public Schools while on the job, on School District property, or using School District vehicles is considered a gross violation of the *Zero Tolerance Policy*. For the purpose of this policy, the term "on the job" is defined as follows: (1) within the normal hours of the work day; (2) any time an employee is required to supervise students during school sponsored activities; (3) during approved professional conferences (within the constraints of the agenda submitted for administrative approval). "School District Property" is defined in the context of policy 1025 as all real estate properties excepting those which are leased to employees in the provision of housing.

Recommendations for dismissal made by the Superintendent to the Board which factually establish a violation of the "Zero Tolerance" policy and are consistent with appropriate due process will result in termination of employment. Employee conduct related to violations of this policy which result in a recommendation for dismissal will be referred to appropriate law enforcement agencies. Employees will not be allowed to participate in an approved drug or alcohol abuse assistance or rehabilitation program as an alternative to discharge.

Adult volunteers, chaperones or others serving in any capacity of non-paid assistance to the school district suspected of being in violation of this policy will be subject to termination from all current and future involvement with the Browning Public Schools.

Recognizing that the employees of Browning Public Schools are one of its valuable resources, the Board of Education encourages employees to seek assistance from an appropriate alcohol or drug assistance program prior to any incident involving the employee in the manufacture, use, possession, sale, transfer or distribution of alcoholic beverages or illegal drugs while on the job, on School District property, or using School District vehicles.

Employees may, at their discretion, contact their immediate supervisor to request assistance with drug and alcohol use/abuse issues that potentially compromise their employment with the District. If, in the judgment of the Assistant Superintendent of Personnel, an assessment from a certified drug and alcohol counselor confirms a need for treatment at a chemical dependency facility, the employee may utilize sick/annual leave to the extent that he/she has accumulated leave: all excess days utilized for treatment will be without pay. The District assumes no financial obligation for any portion of

treatment expense. Employees are expected complete the chemical dependency program prior to returning to their jobs. Nothing herein should be construed to remove the burden from the employee for adhering to all conditions set forth in the *Zero Tolerance Policy* described above.

A conviction or the acceptance of a guilty plea or a plea of "no contest" with respect to a felony charge of unlawful manufacture, use, possession, sale, transfer, or distribution of alcoholic beverages or illegal drugs by any employee of Browning Public Schools while off duty shall result in employee dismissal. Pursuant to federal law, any employee who is convicted or pleads "no contest" under any criminal drug statute for a violation occurring in the workplace shall notify the Superintendent's office no later than five days after the conviction. The District has an obligation under federal law to notify the appropriate federal agencies within ten days after receiving notice of such conviction if there is a relationship between the federal funds received by the District and the work site of the convicted employee.

The administration shall verify that each employee has been notified of this policy when hired by the District and shall be required to verify that such notification has been given to all current employees. All employees shall acknowledge, in writing, receipt of a copy of this policy.

The Superintendent or designee shall establish an awareness program to inform employees about (1) the dangers of drug and alcohol abuse, (2) the Board's policy of maintaining a drug and alcohol-free workplace, (3) available drug and alcohol counseling, rehabilitation, and employee assistance programs, and (4) the penalties that will be imposed upon employees for drug and alcohol abuse violations occurring in the workplace as a result of the "Zero Tolerance" Policy adopted by the Board of Education.

The Board shall conduct an annual review of its drug and alcohol abuse prevention program to determine its effectiveness, to implement required changes, and to ensure that disciplinary sanctions are consistently enforced.

The Superintendent is directed to establish procedures to implement this policy.

Cross Reference: #5228 Employee Alcohol and Drug Testing

Legal Reference: 41 USC 701, et seq., Drug Free Workplace

Policy History
Adopted on: 1/29/97
Revised on: 3/26/14

Browning Public Schools

Policy # **5228**
Policy Name: *Employee Drug and Alcohol Testing*
Regulation: ----------

For the purpose of adhering to the principles invoked in the Drug Free Workplace Act of 1988, as well as legal guidelines established by the Federal Omnibus Act of 1991 and Montana State Statute (MCA 39-2-304) and in conformance with all applicable regulations, three (3) broad categories of employees are henceforth subject to one or more of the following forms of drug and alcohol testing:

(1) All employees (regardless of classification) will be subject to testing when:

(a) reasonable belief exists that they are involved in manufacture, use possession, transfer or distribution of alcoholic beverages or illegal drugs while on the job. The term "on the job" is specifically defined in Board Policy #5110;
(b) following a work related accident causing death, personal injury or property damage in excess of $1,500.00, and,
(c) as a condition of employment.

(2) *Employees whose primary responsibility is performance of work in hazardous conditions, security, safety or fiduciary matters* will be subject to pre-employment, post accident and reasonable belief testing;

(3) *Employees whose position requires a commercial driver's license* will be subject to pre-employment, post accident, random, reasonable suspicion and treatment/follow-up testing.

The purpose of the testing program shall be to monitor the misuse of alcohol and controlled substances by employees in order to prevent accidental injury to the employee or co-workers and to insure that the District's standards for maintaining an environment in which student safety is considered paramount are continually upheld.

Consequences if Testing Indicates Drug or Alcohol Misuse

Submission to drug and alcohol testing, as described above, is a condition of employment. In the event drug and alcohol testing confirms prohibited alcohol levels and or the presence of a controlled substance, or the employee refuses to be tested or tampers with a test, the Superintendent shall recommend termination from employment. Recommendations for dismissal, made under Board Policy #5110 by the Superintendent, which are supported by a positive test result and conform to appropriate due process will result in immediate discharge by the Board of Education from employment with Browning Public Schools. The District is not required under federal law requiring drug and alcohol testing to provide rehabilitation, pay for substance abuse treatment or to reinstate the employee.

The Assistant Superintendent for Personnel shall verify that each employee has been notified of this policy when hired by the District and shall be required to verify that such notification has been given to all current employees. All employees shall acknowledge, in writing, receipt of a copy of this policy.

Confidentiality

All documentation concerning testing and the test results of any individual pursuant to this policy shall be kept strictly confidential. In order to secure the confidentiality of the employee, the results of any test performed pursuant to this policy will be released only under the following circumstances: (1) required communication to the Superintendent, and/or his designee, the immediate supervisor, the Medical Review Officer, the collection site or the testing laboratory, (2) in accordance with a court order or as otherwise required by law or governmental regulation, (3) express written authorization is granted by the tested individual.

The Superintendent is directed to establish procedures to implement this policy.

Cross Reference: #5110 Drug Free Workplace (Policy #1025)

Legal Reference: 39-2-304 MCA Lie Detector Test/Prohibited Regulation of Blood and Urine testing.

Policy History
Adopted on: 1/29/97
Revised on: 11/8/05, 3/26/14

BROWNING PUBLIC SCHOOLS

COVID 19 UPDATE | SCHOOL REOPENING FOCUS | COMMUNITY SURVEY

Focus #1

We will continue to focus on & support students where they are at. We will NOT try to make up for missed days in the spring by going faster in the fall

Focus #2

The focus on teaching students where they are at focuses the curriculum and instruction and where the students are at in their growth as productive citizens in our society

FOCUS #3

Student spacing measures and limiting movement around the building will be a focus to prevent disease spread but this does not mean students will sit in one seat all day long and never move.

As a School-Community team we have been working to ensure our students have the opportunity to get up and move around the campus in a safe manner. Early on it will be outside but will move inside once it gets cold outside.

Students in the building?

All in all, we are excited to see your children in the Fall of 2020. BPS will work with the student, family, and community in the capacity that is in the best interest of everyone. As a school district we want to make things as normal as possible for students and staff while keeping everyone safe. In order to ensure that these decisions are made in the best interest of the school, community, students, staff, and families, BPS will be providing surveys for all stakeholders to complete. The surveys will provide feedback from the community on the experiences, thoughts, concerns, and expectations that they have on the 2020-2021 school year. This information will be used to help guide final planning.

Special Education & Nutrition

We are committed to continued efforts to be flexible and consider a wide range of delivery methods and modalities in order to make good faith efforts in providing services to students with disabilities in accordance with the intent of the Individuals with Disabilities Education Act (IDEA).

- Review the information and data collected prior to and during the school building closure, including observations and information provided by parents.
- Implement a process for determining whether progress has been made towards IEP goals or loss of learning specific to IEP goals occurred which may require a different approach.
- Determine a process for conducting evaluation, reevaluation, and developing IEPs.

School breakfast and lunch will be provided during any scenario following the appropriate guidelines.

BPS Community Surveys

The BPS Community Surveys will be sent out to the community through email and social media to begin the process of open communication. BPS Administration has explored scenarios for a Safe and Healthy 2020-21 School Year. It is the intention of Browning Public Schools to reopen our schools for in-person, face-to-face instruction for the 2020-21 school year. If this is not possible then a fully functioning, high quality Distance Learning option will be implemented. This Distance Learning option will be made available for the 2020-2021 school year to all students. As we put together our plan for reopening our school campuses, we want to share the guiding principles that inform our decisions:

Our plan will be responsive to the physical and mental health and wellness of our students and staff. Our plan will be based on the COVID-19 outbreak conditions on the Blackfeet Indian Reservation, Glacier County and surrounding counties. Our plan will rely on flexibility, adaptation, and collaboration from students, families, and staff. Our plan will change and adapt to new guidance. We will provide updates on our plan for families.

Browning Public Schools Discretionary Budgets

SCHOOL		2020-2021 Budget Amount 126 Elementary	Expended thru	Remaining	Percentage Expended	2020-2021 Budget Amount 226 High School	Expended thru	Remaining	Percentage Expended
EARLY CHILDHOOD	6	$ 22,550.00	$ -	$ 22,550.00	0.00%				
KW/VINA CHATTIN	10	$ 118,617.00	$ -	$ 118,617.00	0.00%				
KW/VINA Activities	10	$ 900.00	$ -	$ 900.00	0.00%				
BROWNING ELEMENTARY	20	$ 128,913.00	$ -	$ 128,913.00	0.00%				
BES Activities/Athletics	20	$ 12,458.00	$ -	$ 12,458.00	0.00%				
NAPI ELEMENTARY	30	$ 108,491.00	$ -	$ 108,491.00	0.00%				
NAPI Activities/Athletics	30	$ 73,140.00	$ -	$ 73,140.00	0.00%				
BABB ELEMENTARY	42	$ 19,987.00	$ -	$ 19,987.00	0.00%				
BABB Activities/Athletics	42	$ 17,110.00	$ -	$ 17,110.00	0.00%				
GLENDALE COLONY	44	General Fund							
BIG SKY COLONY	46	General Fund							
BROWNING MIDDLE SCHOOL	50	$ 162,916.00	$ -	$ 162,916.00	0.00%				
BMS Activities/Athletics	50	$ 176,501.00	$ -	$ 176,501.00	0.00%				
BROWNING HIGH SCHOOL	60					$ 195,388.00	$ -	$ 195,388.00	0.00%
BHS Activities	60					$ 90,100.00	$ -	$ 90,100.00	0.00%
BHS Athletics	60					$ 585,599.00	$ -	$ 585,599.00	0.00%
SPECIAL OLYMPICS	60	$ 23,304.00	$ -	$ 23,304.00	0.00%	$ 7,795.00	$ -	$ 7,795.00	0.00%
EE-KAH-KI-MAHT	64	$ 126,000.00	$ -	$ 126,000.00	0.00%				
BAWAP PROGRAM	65	$ 36,000.00	$ -	$ 36,000.00	0.00%				
PARENT/COMMUNITY	70					$ 4,050.00	$ -	$ 4,050.00	0.00%
BUFFALO HIDE ACADEMY	75					$ 58,968.00	$ -	$ 58,968.00	0.00%
TECHNOLOGY	78	$ 165,456.00	$ -	$ 165,456.00	0.00%	$ 55,152.00	$ -	$ 55,152.00	0.00%
PROF DEVELOPMENT	90	$ 23,085.00	$ -	$ 23,085.00	0.00%	$ 8,957.00	$ -	$ 8,957.00	0.00%
PROPERTY/LIABILITY INS	90	$ 194,825.10	$ -	$ 194,825.10	0.00%	$ 64,941.70	$ -	$ 64,941.70	0.00%
BOARD OF TRUSTEES	90	$ 156,237.00	$ -	$ 156,237.00	0.00%	$ 52,955.00	$ -	$ 52,955.00	0.00%
BOARD SECRETARY	90	$ 700.00	$ -	$ 700.00	0.00%	$ 215.00	$ -	$ 215.00	0.00%
LEGAL	90	$ 14,000.00	$ -	$ 14,000.00	0.00%	$ 4,667.00	$ -	$ 4,667.00	0.00%
ELECTION	90	$ 10,900.00	$ -	$ 10,900.00	0.00%				
HUMAN RESOURCES	90	$ 33,346.00	$ -	$ 33,346.00	0.00%	$ 12,552.00	$ -	$ 12,552.00	0.00%
STAFF RECRUITMENT	90	$ 18,758.00	$ -	$ 18,758.00	0.00%	$ 6,827.00	$ -	$ 6,827.00	0.00%
SUPERINTENDENT	90	$ 31,275.00	$ -	$ 31,275.00	0.00%	$ 13,072.00	$ -	$ 13,072.00	0.00%
ASST SUPT/DIR OF INSTRUCT	90	$ 31,275.00	$ -	$ 31,275.00	0.00%	$ 10,425.00	$ -	$ 10,425.00	0.00%
SUPPORT SERVICES, BUSINESS	90	$ 56,000.00	$ -	$ 56,000.00	0.00%	$ 18,667.00	$ -	$ 18,667.00	0.00%
BUSINESS OFFICE	90	$ 111,253.00	$ -	$ 111,253.00	0.00%	$ 37,046.00	$ -	$ 37,046.00	0.00%
CURRICULUM	90	$ 295,064.00	$ -	$ 295,064.00	0.00%	$ 226,239.00	$ -	$ 226,239.00	0.00%
BABB PRINC/OTHER DUTIES	90	$ 3,750.00	$ -	$ 3,750.00	0.00%	$ 1,250.00	$ -	$ 1,250.00	0.00%
STUDENT INSURANCE	90	$ 8,789.00	$ -	$ 8,789.00	0.00%	$ 2,930.00	$ -	$ 2,930.00	0.00%
Trans/SPED/Summer Tas	90	$ 26,363.00	$ -	$ 26,363.00	0.00%	$ 7,367.00	$ -	$ 7,367.00	0.00%
MT MEDICAID BILLING	90	$ 6,300.00	$ -	$ 6,300.00	0.00%				
NATIVE AMERICAN STUDIES	90	$ 10,875.00	$ -	$ 10,875.00	0.00%	$ 3,625.00	$ -	$ 3,625.00	0.00%
CIVIC SERVICES	90	$ 16,378.00	$ -	$ 16,378.00	0.00%	$ 5,922.00	$ -	$ 5,922.00	0.00%
EMERGENCY PLAN	90	$ 3,275.00	$ -	$ 3,275.00	0.00%	$ 1,092.00	$ -	$ 1,092.00	0.00%
FACILITIES	93	$ 32,107.00	$ -	$ 32,107.00	0.00%	$ 11,303.00	$ -	$ 11,303.00	0.00%
A&E FOR THE DISTRICT	93	$ 15,000.00	$ -	$ 15,000.00	0.00%	$ 5,000.00	$ -	$ 5,000.00	0.00%
MAINTENANCE	94	$ 358,618.00	$ -	$ 358,618.00	0.00%	$ 119,540.00	$ -	$ 119,540.00	0.00%
SECURITY	95	$ 30,748.00	$ -	$ 30,748.00	0.00%	$ 10,248.00	$ -	$ 10,248.00	0.00%
TRANSPORTATION	96	$ 153,284.00	$ -	$ 153,284.00	0.00%	$ 51,094.00	$ -	$ 51,094.00	0.00%
EMERGENCY FUNDS	97	$ 112,500.00	$ -	$ 112,500.00	0.00%	$ 37,500.00	$ -	$ 37,500.00	0.00%

STAFF SALARIES/WCOMP/HEALTH	$ 5,289,635.00	$ -	$ 5,289,635.00	0.00%	$ 1,270,215.00	$ -	$ 1,270,215.00	0.00%		
GAS	$ 185,700.00	$ -	$ 185,700.00	0.00%	$ 64,000.00	$ -	$ 64,000.00	0.00%		
ELECTRIC	$ 142,000.00	$ -	$ 142,000.00	0.00%	$ 163,700.00	$ -	$ 163,700.00	0.00%		
WATER/SEWER	$ 98,000.00	$ -	$ 98,000.00	0.00%	$ 41,500.00	$ -	$ 41,500.00	0.00%		
REPAIRS	$ 55,000.00	$ -	$ 55,000.00	0.00%	$ 14,400.00	$ -	$ 14,400.00	0.00%		
TOTAL	$ 8,717,383.10	$ -	$ 8,717,383.10	0.00%	$ 3,264,301.70	$ -	$ 3,264,301.70	0.00%		

Impact Aid Funds	Elementary		High School	
Voucher indicates 100% LOT:	$ 9,375,356.66	2019-2020	$ 4,022,183.03	2019-2020
We should receive 85% LOT:	x 95%		x 95%	
Anticipated amount for 2021:	$ 8,906,588.83		$ 3,821,073.88	
We've received for 2021:				
	x 15%		x 15%	
Set aside should be:	$ -		$ -	
Available Impact Aid after set aside:	$ -		$ -	
Expenses thru :				
Available balance:	$ -		$ -	
Other year's Impact Aid received this year:				
2018				
2019				
	$ -		$ -	

Last year's figures - I will update.

Browning Public Schools Adopted Budgets

2020-2021	ELEMENTARY	Expended thru	Remaining	Percentage Expended	HIGH SCHOOL	Expended thru	Remaining	Percentage Expended
General Fund	$ 8,871,282.14	$ -	$ 8,871,282.14	0.00%	$ 4,224,442.38	$ -	$ 4,224,442.38	0.00%
Transportation	$ 649,000.00	$ -	$ 649,000.00	0.00%	$ 457,750.00	$ -	$ 457,750.00	0.00%
Bus Depreciation	$ 1,072,050.88	$ -	$ 1,072,050.88	0.00%	$ 417,039.28	$ -	$ 417,039.28	0.00%
Tuition	$ 34,676.13	$ -	$ 34,676.13	0.00%	$ 121.29	$ -	$ 121.29	0.00%
Retirement	$ 2,053,009.00	$ -	$ 2,053,009.00	0.00%	$ 778,000.00	$ -	$ 778,000.00	0.00%
Adult Education	$ 33,761.13	$ -	$ 33,761.13	0.00%	$ 3,931.22	$ -	$ 3,931.22	0.00%
Technoloy	$ 51,016.94	$ -	$ 51,016.94	0.00%	$ 38,712.21	$ -	$ 38,712.21	0.00%
Flexibility	$ 343,452.28	$ -	$ 343,452.28	0.00%	$ 214,646.49	$ -	$ 214,646.49	0.00%
Debt Service	$ 372,493.76	$ -	$ 372,493.76	0.00%	$ 252,456.26	$ -	$ 252,456.26	0.00%
Building Reserve	$ 125,512.40	$ -	$ 125,512.40	0.00%	$ 32,285.83	$ -	$ 32,285.83	0.00%
	$ 13,606,254.66	$ -	$ 13,606,254.66	0.00%	$ 6,419,384.96	$ -	$ 6,419,384.96	0.00%

	$ 8,959,756.41	Amount received for 2019-2020	$ 4,285,144.06	Amount received for 2019-2020
Genteral Fund	$ 8,871,282.14	Anticipated amount to be received	$ 4,224,442.38	Anticipated amount to be received
	$ (88,474.27)	Less for 2020-2021	$ (60,701.68)	Less for 2020-2021

From the General Fund the cost for salaries/work comp/health insurance for 2020-2021 will be:

$	7,517,256.00	Elementary Certified (Vacant positions are set at $40,000)	$ 3,214,364.00	High School Certified (Vacant positions are set at $40,000)
$	1,164,466.00	Elementary Classified	$ 662,805.00	High School Classified
$	-	Elementary Administration	$ 259,864.00	High School Administration
$	8,681,722.00		$ 4,137,033.00	
$	8,871,282.14	Anticipated amount to be received	$ 4,224,442.38	Anticipated amount to be received
$	189,560.14	Over budget	$ 87,409.38	Over budget

These fund totals will not be calculated until after the TFS has been completed. These are the 2019-2020 totals.

The District experienced and increase in the health insurance of $ 117,000 for certified and $ 133,380 for classified staff, which affected all budgets.
There was also a 2% increase plus step increase to the staff per the negotiated agreements, which affected all budgets. There were about 8 certified staff that moved a lane due to completion of credits/degree.
The salary figures include health insurance for all staff; however, there are a number of staff that elect not to have insurance. Once the open enrollment is done, we will have a better picture of what the total will be.

Browning Public Schools Grant Budgets

2020-2021	EL/HS	Expended thru	Remaining	Percentage Expended
Title I Schoolwide		$ -	$ -	#DIV/0!
Title I School Support EL		$ -	$ -	#DIV/0!
Title I School Support HS		$ -	$ -	#DIV/0!
Sokinaapi Project		$ -	$ -	#DIV/0!
Title I Basic		$ -	$ -	#DIV/0!
Title II		$ -	$ -	#DIV/0!
21st Century Learning		$ -	$ -	#DIV/0!
McKinney-Vento		$ -	$ -	#DIV/0!
Carl Perkins		$ -	$ -	#DIV/0!
Title VI Indian Ed Grant		$ -	$ -	#DIV/0!
IDEA Part B		$ -	$ -	#DIV/0!
IDEA Preschool		$ -	$ -	#DIV/0!
MCLP		$ -	$ -	#DIV/0!
Gear Up BMS		$ -	$ -	#DIV/0!
Gear Up BHS		$ -	$ -	#DIV/0!
	$ -	$ -	$ -	#DIV/0!

	A	B	C	D
1	HR STATUS AS OF 7/21/2020			
2				
3	**KW/VINA**	**EMPLOYEE NAME**	**PREVIOUS EMPLOYEE**	
4	PRINCIPAL	TONIA TATSEY		
5	ASSISTANT PRINCIPAL	REBECCA RAPPOLD		
6	FAMILY ENGAGEMENT COORDINATOR	SYDNEY ST. GODDARD		
7	BLACKFEET IMMERSION TEACHER KINDERGARTEN	ASHLEY BURD		
8	ELEMENTARY TEACHER 1ST	NATHALIE LOPEZ		
9	BNAS TEACHER 1ST GRADE	SHAYLEA TATSEY		
10	BNAS TEACHER	JOCELYN BIG THROAT		
11	ELEMENTARY TEACHER KINDEGARTEN	ANGIE PEPION		
12	ELEMENTARY TEACHER 1ST GRADE	MARCI BURD		
13	ELEMENTARY TEACHER PRE-K/KINDERGARTEN	ANNE SCHUSCHKE	GEORGE SHARBONO	
14	ELEMENTARY TEACHER 1ST GRADE SPECIALIST	VACANT	EGAN BLACK	
15	ELEMENTARY TEACHER 1ST GRADE	BETTY BROCK		
16	ELEMENTARY TEACHER KINDERGARTEN	VACANT	MCKENZIE AUGARE	Employe requested transfer to Babb SPED TA
17	ELEMENTARY TEACHER 1ST GRADE	BRITTANY BURNS		
18	ELEMENTARY TEACHER KINDERGARTEN	CHERI DAUPHINAIS		
19	ELEMENTARY TEACHER PRE-K	TAYLOR CRAWFORD		
20	ELEMENTARY TEACHER KINDERGARTEN	CAROL GRANT		
21	ELEMENTARY TEACHER 1ST GRADE	GAIL HOYT		
22	ELEMENTARY TEACHER 1ST GRADE	AMY MOLENDA		
23	ELEMENTARY TEACHER KINDERGARTEN	AMY RUNNER FISHER		
24	ELEMENTARY TEACHER KINDERGARTEN	VACANT	SHONTEE JOHNSON	TRANSFER TO BMS PE/HEALTH
25	ELEMENTARY TEACHER KINDERGARTEN	KELLEY SHARP		
26	ELEMENTARY TEACHER PRE-K	RUTH SHEA		
27	ELEMENTARY TEACHER KINDEGARTEN	BRITNEY SHOOTER		
28	ELEMENTARY TEACHER PRE-K	CHERI SHOW		
29	ELEMENTARY TEACHER 1ST GRADE	KELSEY HALL	NANCY LIGHT	nancy transferred to colonies
30	ELEMENTARY TEACHER 1ST GRADE	JENNIFER FENNER		
31	ELEMENTARY TEACHER 1ST GRADE	ZOEE JOHNSON		
32	ELEMENTARY TEACHER 1ST GRADE	SHEILA GRADY		
33	GUIDANCE COUNSELOR	TAMMY HALL-REAGAN		
34	GUIDANCE COUNSELOR	VACANT		POSITION CREATED 6/24/2020
35	INSTRUCTIONAL COACH PRE K/K	BRANDY BREMNER		
36	INSTRUCTIONAL COACH 1ST GRADE	NICOLE WHITNEY		
37	LIBRARY MEDIA SPECIALIST	SADIE HARWOOD JOHNSON		
38	NURSE	KIM DESROSIER		
39	SPECIAL EDUCATION TEACHER	DAWN MARXER		
40	SPECIAL EDUCATION TEACHER PRE-K	LOUISE GIEBEL		
41	PERSONAL CARE ATTENDANT	ANNETTE BURDEAU		
42	PERSONAL CARE ATTENDANT SPED	VACANT	DANIELLE MADDEN	RESIGNED EFFECTIVE 7/20/2020
43	PERSONAL CARE ATTENDANT	JENNY JO TAILFEATHERS		
44	PERSONAL CARE ATTENDANT	VACANT	CHARLES PREE	TRANSFER TO NAPI CUSTODIAN
45	PERSONAL CARE ATTENDANT		CLIFTON DEROCHE	
46	PERSONAL CARE ATTENDANT		JANET LAMERE	
47	PERSONAL CARE ATTENDANT SPED	CYDNIE SHARP		
48	PERSONAL CARE ATTENDANT SPED	LAURA HALL		
49	PERSONAL CARE ATTENDANT SPED	DESTINI ELL		
50	SPECIAL EDUCATION (SPEECH) TEACHER ASSISTANT	SANDRA HENDERSON		
51	SPECIAL EDUCATION TEACHER ASSISTANT	ASHLEY BULL CALF		
52	SPECIAL EDUCATION TEACHER ASSISTANT	GENEVIEVE GOUDY		
53	SPECIAL EDUCATION TEACHER ASSISTANT	CHYANA JOHNSON		
54	TEACHER ASSISTANT KINDERGARTEN	SHONDELL BLACKMAN		
55	TEACHER ASSISTANT KINDERGARTEN	MELODY COBELL		
56	TEACHER ASSISTANT KINDERGARTEN	VACANT	GERI BURKE	
57	TEACHER ASSISTANT PRE-K	LELA GUARDIPEE		
58	TEACHER ASSISTANT 1ST GRADE	DEEANN INGRAHAM		
59	TEACHER ASSISTANT PRE-K	CARLISSA NO RUNNER		
60	TEACHER ASSISTANT 1ST GRADE	JULENE RATTLER		
61	TEACHER ASSISTANT 1ST GRADE	BONNIE LOU ROBERTS		
62	TEACHER ASSISTANT PRE-K	SUSIE SMALL		
63	TUTOR 1ST GRADE	KORI WALTER		
64	CUSTODIAN	DARREN MAGEE		
65	CUSTODIAN	DEAN KIPLING		
66	CUSTODIAN	LAUREN MONROE		
67	CUSTODIAN	FRANCIS VIELLE		
68	HEAD SCHOOL SECRETARY	ROSETTA BIRD RATTLER		
69	ASSISTANT SECRETARY	MEMOREE TATSEY		
70				
71	**BROWNING ELEMENTARY SCHOOL**	**EMPLOYEE NAME**	**PREVIOUS EMPLOYEE**	
72	PRINCIPAL	SHEILA HALL		
73	ASSISTANT PRINCIPAL	ANGELA HEAVY RUNNER	ARLENE WIPPERT	
74	BNAS TEACHER	ARTHUR WESTWOLF		
75	BNAS TEACHER	AMANDA WHITEMAN		
76	ELEMENTARY TEACHER 2ND GRADE	MELISSA HENDERSON		
77	ELEMENTARY TEACHER 3RD GRADE	MARSHA SWITZER		
78	ELEMENTARY TEACHER 3RD GRADE	REBECCA KENNEDY	HEIDI HANNON	APPROVED 6/24/2020
79	ELEMENTARY TEACHER 3RD GRADE	DANA BREMNER		
80	ELEMENTARY TEACHER 2ND GRADE	VACANT	TRACEY THOMAS	PENDING
81	ELEMENTARY TEACHER 3RD GRADE	JULIUS WEASELHEAD	ELISHA DAVIS	
82	ELEMENTARY TEACHER 2ND GRADE	VACANT	JENNIFER DEROCHE	TRANSFER TO NAPI INTERVENTIONIST

	A	B	C	D
83	ELEMENTARY TEACHER 2ND GRADE	ELISHA DAVIS	JESSI EDWARD	
84	ELEMENTARY TEACHER/IMMERSION 2ND GRADE	SAMANTHA GRANT		
85	ELEMENTARY TEACHER 3RD GRADE	ELSIE GROUND		
86	ELEMENTARY TEACHER 3RD GRADE	RADIUM WOOLF		
87	ELEMENTARY TEACHER 2ND GRADE	VACANT	TOMMY HEAVY RUNNER	CANDIDATE DECLINED 6/24/2020
88	ELEMENTARY TEACHER ART	HEIDI HANNON		
89	ELEMENTARY TEACHER MUSIC	VACANT	GAYLENE HENDERSON	
90	ELEMENTARY TEACHER 3RD GRADE	VICTORIA MCCLELLAN		
91	ELEMENTARY TEACHER 2ND GRADE	VIVIAN SANDERVILLE		
92	ELEMENTARY TEACHER 2ND GRADE	CARINA STOVES		
93	ELEMENTARY TEACHER/IMMERSION 3RD GRADE	WILLAMINA TAILFEATHERS		
94	ELEMENTARY TEACHER 2ND GRADE	VACANT	RADIUM WOLF	
95	GUIDANCE COUNSELOR	DAWN MAGEE COBELL		
96	HEALTH ENHANCEMENT TEACHER	CALVIN LANG		
97	INSTRUCTIONAL COACH	ARLENE WIPPERT		
98	INSTRUCTIONAL COACH	KYLIE BLACK		
99	LIBRARY MEDIA SPECIALIST	JIMI LUNAK		
100	TECHNOLOGY TEACHER	SHAWNEE MOMBERG		
101	ATTENDANCE AIDE	JILL MADMAN		
102	HEAD SCHOOL SECRETARY	SASHEEN CAMPBELL		
103	CUSTODIAN	ANGELA BUTTERFLY		
104	CUSTODIAN	QUENTIN NEW ROBE JR.		
105	CUSTODIAN	KIM RADASA		
106	SPECIAL EDUCATION TEACHER	ELIZABETH TAILFEATHERS		
107	SPECIAL EDUCATION TEACHER	MARY BELCOURT		
108	SPECIAL EDUCATION TEACHER ASSISTANT	VACANT	FRANCES KITTSON	
109	SPECIAL EDUCATION TEACHER ASSISTANT	ANGEL MARCEAU		
110	SPECIAL EDUCATION TEACHER ASSISTANT	MALANA GRANT		
111	SPECIAL EDUCATION TEACHER ASSISTANT		MICHELLE TAIL FEATHERS	Moved to BHS
112	PERSONAL CARE ATTENDANT	SHAINELL BIRDRATTLER		
113	PERSONAL CARE ATTENDANT	JANET LAMERE		
114	PERSONAL CARE ATTENDANT	JOYCE WATTS		
115	PERSONAL CARE ATTENDANT	CLIFTON DEROCHE		
116	PERSONAL CARE ATTENDANT	SHERMAN RED TOMAHAWK		
117	PERSONAL CARE ATTENDANT		DESTINI ELL	
118	PERSONAL CARE ATTENDANT	MARJORIE LABUFF		
119	TEACHER ASSISTANT	VACANT	DOROTHY BEAR CHILD	
120	TEACHER ASSISTANT	VACANT	KORTNI GUARDIPEE	
121	TEACHER ASSISTANT	DELLYSSA LADD		
122	TEACHER ASSISTANT	DALE DUCHARME		
123	TEACHER ASSISTANT	JAVIER BUSTOS		
124				
125				
126	**NAPI ELEMENTARY SCHOOL**	**EMPLOYEE NAME**	**PREVIOUS EMPLOYEE**	
127	PRINCIPAL	SICILY BIRD		
128	ASSISTANT PRINCIPAL	JESSICA RACINE		
129	BNAS TEACHER	VACANT	MIKE DAY CHIEF	
130	ELEMENTARY TEACHER 4TH GRADE	BRANDON BERTHELSON		
131	ELEMENTARY TEACHER PE	MILYN BUTTERFLY	ZEBAH BURDEAU TO BMS	
132	ELEMENTARY TEACHER 6TH GRADE	ASPEN MANYHIDES	VICTORIA GUARDPIEE	POSITION MOVING TO BMS
133	ELEMENTARY TEACHER 5TH GRADE	CHASE NEVAREZ		
134	ELEMENTARY TEACHER SPECIALIST	HEIDI DUBRAY	THEODORA WEATHERWAX	Retiring efective 6/3/2020
135	ELEMENTARY TEACHER 4TH GRADE	ALANAH BLACK GOAT		
136	COUNSELOR	JASON ANDREAS		
137	ELEMENTARY TEACHER 5TH GRADE	ANNA ARMSTRONG		
138	ELEMENTARY TEACHER 4TH GRADE	KAYLA JECKELL	PATRICK ARMSTONG JR	
139	ELEMENTARY TEACHER 5TH GRADE	DANIELLE AUGARE		
140	ELEMENTARY TEACHER 4TH GRADE	CARSON BRYANT		
141	ELEMENTARY TEACHER 6TH GRADE	VACANT	HEIDI DUBRAY	POSITION MOVING TO BMS
142	ELEMENTARY TEACHER 5TH GRADE	VACANT	KAYLA JECKELL	TRANSFER TO IMMERSION PENDING CERTIFICATION
143	ELEMENTARY TEACHER 4TH GRADE	MORGAN KUJALA	SIERRA MATT	APPROVED 6/24/2020
144	ELEMENTARY TEACHER 6TH GRADE	ADRIANE TAILFEATHERS	DAVID RICCI	POSITION MOVING TO BMS
145	ELEMENTARY TEACHER 4TH GRADE	DEE DEE SPOTTED BEAR 2+2		
146	ELEMENTARY TEACHER 4TH GRADE	KELLI BURKE		
147	ELEMENTARY TEACHER 5TH GRADE	JEREMY WELLS		
148	ELEMENTARY TEACHER		MYLIN LAZYBOY	TRANSFERRED TO NAPI PE
149	MUSIC TEACHER	VACANT	EARL TAIL JR	Advertised: pending certification of current teacher
150	GUIDANCE COUNSELOR	DANA SURECHIEF		POSITION MOVING TO BMS
151	LIBRARY MEDIA SPECIALIST	VACANT	LORINDA DEVINE	resigned 3/26/2020
152	SCHOOL NURSE	JODY SABO		
153	SFA FACILITATOR	EDITH WAGNER		
154	ELEMENTARY TEACHER SPECIALIST	MICHELLE HARRELL		
155	ELEMENTARY TEACHER 6TH GRADE	VICTOR MADPLUME		POSITION MOVING TO BMS
156	ELEMENTARY TEACHER 4TH GRADE	ANDREA SANGRAY		
157	ELEMENTARY TEACHER 5TH GRADE	SAMANTHA LINKE	VICTORIA GUARDIPEE	APPROVED 6/24/2020
158	ELEMENTARY TEACHER	SHERINA WHITFORD		
159	ELEMENTARY TEACHER 6TH GRADE	AUTUMN GILROY		POSITION MOVING TO BMS
160	SPECIAL ED TEACHER	JUANITA SLOSS		
161	SPECIAL ED TEACHER	VACANT	PAMELA MADPLUME	
162	SPECIAL ED TEACHER	JESSICA SCHAUF		
163	PERSONAL CARE ATTENDANT			
164	PERSONAL CARE ATTENDANT	TERESA REEVIS		
165	PERSONAL CARE ATTENDANT		WHISPER MICHEL	

	A	B	C	D
166	PERSONAL CARE ATTENDANT	JUSTINE STEWARD		
167	PERSONAL CARE ATTENDANT	AUDREY CALFROBE		
168	PERSONAL CARE ATTENDANT	MIRANDA GRANT		
169	SCHOOL SECRETARY	KIM BIRDRATTLER		
170	ATTENDANCE AIDE	AMANDA FLAMMOND		
171	SPED TA-SELF CONTAINED NAPI	MASALA PRELWITZ		
172	SPED TEACHER ASSISTANT		SUSAN RACINE	
173	SPED TEACHER ASSISTANT	ETTA SINCLAIR		
174	SPED TEACHER ASSISTANT		KARLA MONROE	
175	SPED TEACHER ASSISTANT	MARNESSA INGRAHAM		
176	TEACHER ASSISTANT	BETH AUGARE		
177	TEACHER ASSISTANT	RAQUEL VAILE	KORRINA KENNEDY	
178	TEACHER ASSISTANT	KAMI WELLMAN	DEE DEE SPOTTED BEAR	
179	TEACHER ASSISTANT	VACANT	EARL TAIL JR	
180	TEACHER ASSISTANT	DELORA BEARCHILD		
181	TEACHER ASSISTANT	LAURA MADMAN		
182	TEACHER ASSISTANT	SELMA YELLOW KIDNEY		
183	CUSTODIAN	CHARLES PREE	LYDELL CALFLOOKING	APPROVED 6/24/2020
184	CUSTODIAN	RAYMOND DAYRIDER		
185	CUSTODIAN	YVONNE DEROCHE		
186	INSTRUCTIONAL COACH	GENEVIEVE WILSON-BRAGG		
187	INTERVENTIONIST	JENNIFER DEROCHE (HEAVYRUNNER)	VICTORIA GUARDIPEE	TRANSFER FROM BES AT EMPLOYEE RREQUEST
188				
189	**BROWNING MIDDLE SCHOOL**	**EMPLOYEE NAME**	**PREVIOUS EMPLOYEE**	
190	PRINCIPAL	WILLIAM HUEBSCH	ANGELA HEAVYRUNNER	
191	ASSISTANT PRINCIPAL	EGAN BLACK	RACQUEL LITTLEPLUME	
192	CLASSROOM TEACHER 7TH GRADE ELA	LORI LAPLANTE		
193	CLASSROOM TEACHER 7TH GRADE SCIENCE	CODY HENDERSON		
194	CLASSROOM TEACHER 8TH GRADE ELA	JULIE HAYES		
195	CLASSROOM TEACHER 7-8 ART	APRIL JIMENEZ		
196	INSTRUCTIONAL COACH	TRACEY MOMBERG		
197	INSTRUCTIONAL COACH	DARCY SKUNKCAP		TRANSFER FROM BHS
198	CLASSROOM TEACHER 8TH GRADE ELA	RODOLFO RIVAS		
199	CLASSROOM TEACHER 8TH GRADE ELA	RONALD TUCKER		
200	CLASSROOM TEACHER 7-8 BNAS	CAROLYN ZUBACK		
201	CLASSROOM TEACHER 7TH GRADE MATH	ELIZABETH COLEMAN		
202	COUNSELOR	SHEILA RUTHERFORD		
203	COUNSELOR	DANA SURECHIEF		TRANSFER FROM NAPI
204	STUDENT SUPPORT COORDINATOR	ARLAN EDWARDS		
205	DEAN OF STUDENTS	MELINDA JUNEAU		
206	CLASSROOM TEACHER READING	GLENDA EAGLE FEATHERS		
207	CLASSROOM TEACHER MATH 180	SHARON TUCKER		
208	HEALTH ENHANCEMENT/PE 8TH GRADE	SIERRA MATT		
209	HEALTH ENHANCEMENT/PE 7TH GRADE	DANIEL CONNELLY	CODY HENDERSON	PENDINGBOARD APPROVAL 7/29/20
210	CLASSROOM TEACHER 7-8 JUNIOR ACADEMY	PATRICK HAGAN		
211	CLASSROOM TEACHER 7-8 JUNIOR ACADEMY	SUNNIE BIRD		
212	CLASSROOM TEACHER 7TH GRADE ELA	BRENDA KRAMER	DAVID RICCI	RESIGNED EFFETIVE 6-4-2020
213	LIBRARY MEDIA SPECIALIST	VACANT		
214	CLASSROOM TEACHER 8TH GRADE MATH	MARGARET TAILFEATHERS		
215	CLASSROOM TEACHER 8TH GRADE SCIENCE	RAQUEL LITTLEPLUME		
216	CLASSROOM TEACHER 8TH GRADE SOCIAL STUDIES	ROBIN BEARCHILD 2020-21 AY	ANSEL TRAYNOR	TRANSFER EFFECTIVE FOR 2020-21 AY
217	CLASSROOM TEACHER 7TH GRADE SOCIAL STUDIES	JODIE GOSS		
218	CLASSROOM TEACHER 7TH GRADE MATH	ERIN GILHAM		
219	CLASSROOM TEACHER 7-8 TECHNOLOGY	MISTYNE HALL		
220	CLASSROOM TEACHER MUSIC .5 FTE	ADRIEN WAGNER		
221	CLASSROOM TEACHER SHOP	ROBERT BREMNER		
222	FAMILY COMSUMER SCIENCE	VACANT		POSITION CREATED 6 -2020
223	CLASSROOM TEACHER 6TH GRADE	ASPEN MANYHIDES		TRANSFER FROM NAPI
224	CLASSROOM TEACHER 6TH GRADE	ADRIANE TAILFEATHERS		TRANSFER FROM NAPI
225	CLASSROOM TEACHER 6TH GRADE	VICTOR MADPLUME		TRANSFER FROM NAPI
226	CLASSROOM TEACHER 6TH GRADE	AUTUMN GILROY		TRANSFER FROM NAPI
227	CLASSROOM TEACHER 6TH GRADE	CARLA WHITEGRASS-TROMBLEY		TRANSFER FROM BHS
228	CLASSROOM TEACHER 6TH GRADE	VACANT		ADVERTISED
229	6TH GRADE PE	SHONTEE JOHNSON		TRANSFER AT EMPLOYEE REQUUEST
230	PERSONAL CARE ATTENDANT	WHISPER MICHELLE		
231	SECURITY/CUSTODIAN	CHRISTOPHER CROSBY		
232	CUSTODIAN	LARRY BEAR MEDICINE		
233	CUSTODIAN	STEVEN GALLINEAUX		
234	CUSTODIAN	WILLIAM VIELLE		
235	HEAD SCHOOL SECRETARY	EDNA POLLOCK		
236	ASSISTANT SCHOOL SECRETARY	KEVEN SINCLAIR		
237	TEACHER ASSISTANT	ROBERT JUAREZ		
238	TEACHER ASSISTANT	KORTNI GUARDIPEE		
239	TEACHERS ASSISTANT	KEHAULANI RUTHERFORD	JACE RACINE	BOARD APPROVAL 7-14-20
240	TEACHER ASSISTANT	SARAH KUKA		
241	HOME SCHOOL COORDINATOR	JOSEPHINE BROWN		
242	HOME SCHOOL COORDINATOR	HAROLD MADPLUME		
243	SPECIAL ED TEACHER	VACANT	IRENE AUGARE	RESIGNED EFFETIVE 6-4-2020
244	SPECIAL ED TEACHER	LAURA MONROE		
245	SPED TEACHER ASSISTANT	SHONDA MARCEAU		
246	SPED TEACHER ASSISTANT	KARLA MONROE		
247	PERSONAL CARE ATTENDANT	IRIS BEGAY		

	A	B	C	D
248	PERSONAL CARE ATTENDANT	SHELDON MARCEAU		
249	PERSONAL CARE ATTENDANT	WHISPER MICHELLE		
250	PERSONAL CARE ATTENDANT	ETTORE WHITFORD		
251	BNAS TEACHER	VERLIN WHITEMAN		
252	NURSE .5 FTE	CHARLENE WHITEQUILLS		
253				
254	**BROWNING HIGH SCHOOL**	**EMPLOYEE NAME**	**PREVIOUS EMPLOYEE**	
255	PRINCIPAL	JENNIFER LAFROMBOISE WAGNER		
256	ASSISTANT PRINCIPAL	KARI MCKAY		
257	ASSISTANT PRINCIPAL	MICHAEL COMESATNIGHT	WILLIAM HUEBSCH	PENDING PRE-HIRE PROCESS
258	CLASSROOM TECHER VO-AG	RICHARD HAGBERG		
259	CLASSROOM TEACHER BNAS	VACANT	DARCY SKUNK CAP	TRANSFER TO BMS INSTRUCTIONAL COACH
260	CLASSROOM TEACHER BNAS	KEVIN KICKING WOMAN		
261	CLASSROOM TEACHER SCIENCE	JIM VAILE		
262	CLASSROOM TEACHER VO-TECH-AUTO/WELDING	ZEBAH BURDEAU	BEN STEELE	2020-21
263	CLASSROOM TEACHER ELA	BRENDA JOHNSTON		
264	CLASSROOM TEACHER MUSIC	JUNE MATT		
265	CLASSROOM TEACHER PE-HEALTH	ROBERT MILLER		
266	CLASSROOM TEACHER PE-HEALTH	VACANT		POSITION CREATED 4-29-2020
267	CLASSROOM TEACHER ELA	CHERYL TAILFEATHERS		
268	CLASSROOM TEACHER TECHNOLGY	ROGER ZENTZIS		
269	CLASSROOM TEACHER-ART	FRANCIS GUARDIPEE		
270	CLASSROOM TEACHER-HEALTH	BRIAN HARRELL		
271	CLASSROOM TEACHER-SOCI	LEO BULLCHILD		
272	COUNSELOR	LYNNEL BULLSHOE		
273	COUNSELOR	JOHN PARENTE		
274	COUNSELOR	JACK PARRENT		
275	COUNSELOR	SIENNA SPEICHER		
276	COUNSELOR-INTERVENTION	KATHY BROERE		
277	CLASSROOM TEACHER ELA	JOANNE GRANDSTAFF		
278	CLASSROOM TEACHER ELA	FONATEE "MICHELLE" BLAY		
279	CLASSROOM TEACHER ELA	JOHANNA HELLMAN-JOHNSON		
280	CLASSROOM TEACHER ELA/READING	WILMA MADPLUME		
281	CLASSROOM TEACHER PE-HEALTH	ROSS DEROCHE		
282	CLASSROOM TEACHER FAMILY CONSUMER SCIENCE	LESTER JOHNSON III		
283	CLASSROOM TEACHER BUSINESS EDUCATION	TRAVIS MILLER		TRANSFERRED 6/24/2020
284	INSTRUCTIONAL COACH	ANDREA EVANS		
285	INSTRUCTIONAL COACH	VIOLET SINCLAIR-BOGGS		
286	LIBRARY MEDIA SPECIALIST	AMY CONREY ANDREAS		
287	SOCIAL STUDIESLIBRARY MEDIA SPECIALIST	GLENN CASTLE		
288	CLASSROOM TEACHER MATH	LESTER JOHNSON IV	DEBRA HIGH	
289	CLASSROOM TEACHER MATH	LUCY MURGAIN		
290	CLASSROOM TEACHER MATH	RANDALL RIVAS		
291	CLASSROOM TEACHER MATH	VACANT	WHITNEY BREMNER	
292	CLASSROOM TEACHER MATH INTERVENTION	VACANT	TRAVIS MILLER	TRANSFER 6/24/2020 TO BUSINESS ED
293	CLASSROOM TEACHER MUSIC .5 FTE	ADRIEN WAGNER		
294	NURSE .5 FTE	CHARLENE WHITEQUILLS		
295	CLASSROOM TEACHER-SOCIAL STUDIES	VACANT	ROBIN BEARCHILD	TRANSFER TO BMS SS FOR 2020-21 AY
296	CLASSROOM TEACHER-SOCIAL STUDIES	VACANT	LEA WHITFORD	TRANSFER TO BNAS-IEFA INSTRUCTIONAL COACH
297	CLASSROOM TEACHER SCIENCE	MERI GOBERT		
298	CLASSROOM TEACHER SCIENCE	MELODY SMALL		
299	CLASSROOM TEACHER SCIENCE	DEBRA HIGH	LEO BIRD	
300	CLASSROOM TEACHER VO-TECH-WOOD SHOP	TRAVIS BLUE	ROBERT BREMNER	APPROVED 6/24/2020
301	CUSTODIAN	CALVIN MCKAY	BRANDON BUTTERFLY	
302	CUSTODIAN	ANGEL DUSTYBULL	CLARENCE CAN JR	
303	CUSTODIAN	ANSON CUMMINS		
304	CUSTODIAN	VACANT	JOSEPH CONNELLY	
305	CUSTODIAN	WAYNE WIPPERT		
306	CUSTODIAN/SECURITY	CARL LITTLEDOG SR		
307	SCHOOL SECRETARY	JOSEPHINE WAGNER		
308	ASSISTANT SCHOOL SECRETARY	GERALD PARRENT JR.	LORIAL MOMBERG	
309	ATTENDANCE RECEPTIONIST	LADEAN RACINE		
310	OFFICE AIDE, ISS	GAIL OSCAR		
311	SPECIAL ED TEACHER	JENNA SKUNKCAP	LAURA MONROE	
312	SPECIAL ED TEACHER	KATHERINE SKUNK CAP		
313	SPECIAL ED TEACHER	VACANT	CARLA WHITEGRASS-TROMBLEY	TRANSFER TO BMS 7-7-2020
314	SPECIAL ED TEACHER ASSISTANT	RONELL GOSS	CHERRI RATTLER	
315	SPECIAL ED TEACHER ASSISTANT	EDWARD RUNNING RABBIT		
316	SPECIAL ED TEACHER ASSISTANT	GALA UPHAM		
317	SPECIAL ED TEACHER ASSISTANT	MICHELLE TAILFEATHERS		
318	SPECIAL ED TEACHER ASSISTANT	SUSAN RACINE		
319	SPECIAL ED TEACHER ASSISTANT	MARY BETH LAZYBOY		
320	TEACHER ASSISTANT	JOHN MCCLURE		
321	PERSONAL CARE ATTENDANT	ORA RUNNING WOLF	MARJORIE LABUFF	
322	PERSONAL CARE ATTENDANT	VACANT	MARY JO WALL	RESIGNED
323	HOME SCHOOL COORDINATOR	JOLENE VANCE		
324	SCHOOL BASED THERAPIST	KATHLEEN BROERE	NEW POSITION	
325	SCHOOL RECEPTIONIST	FRANCES RACINE	NEW POSITION	
326				
327	**BUFFAL HIDE ACADEMY**	**EMPLOYEE NAME**	**PREVIOUS EMPLOYEE**	
328	DIRECTOR OF ALTERNATIVE EDUCATION	MATTHEW JOHNSON		
329	CLASSROOM TEACHER	GREGORY KLAUK		

	A	B	C	D
330	CLASSROOM TEACHER	TROY ATCHISON		
331	CLASSROOM TEACHER	KATIE MCDONALD		
332	COUNSELOR	CHRISTOPHER LEWIS		
333	COUNSELOR	CHARLES SPEICHER		
334	ENGLISH TEACHER	NICHOLAS RINK		
335	HALF-TIME TEACHER	JASON KRANE		
336	SCHOOL SECREATARY	BRENDA BIRD		
337	TEACHERS ASSISTANT	LARRY FISH		
338	TEACHERS ASSISTANT	KARLEEN WHITEGRASS		
339	CUSTODIAN WBH-ANNEX	LEROY STILLSMOKING		
340	HOME SCHOOL COORDINATOR	LACEY SALOIS		
341				
342				
343	**BABB ELEMENTARY**	**EMPLOYEE NAME**	**PREVIOUS EMPLOYEE**	
344	(LEAD) TEACHER K-2ND GRADE	JOANN POWELL	JENNIFER FENNER	
345	ELEMENTARY TEACHER 3RD-6TH GRADE	MARY SUZANNE WEEKES		
346	TEACHER ASSISTANT	SAMANTHA DEVEREAUX	JACKY MAKESCOLDWEATHER	
347	TEACHER ASSISTANT	JENNIFER REED		
348	CUSTODIAN	MARYANN FLAMAND		
349	SPED TA	MCKENZIE AUGARE		POSITION CREATED 7/14/2020 EMPLOYEE REQUEST FOR TRANSFER
350	**CHILD CARE-PCOP**	**EMPLOYEE NAME**	**PREVIOUS EMPLOYEE**	
351	DIRECTOR	JULIE NICHOLE HANNON		
352	HISET TUTOR	JERELYN GOBERT		
353	CHILD CARE AIDE I	BRISTEN BELCOURT		
354	CHILD CARE AIDE II	MONICA KIPLING		
355	CHILD CARE AIDE II	NADO MADPLUME		
356	PART TIME CHILD CARE I		ZITA OTTERSBACK	
357	PART TIME CHILD CARE I	VACANT	TRISTAN BIRD	RESIGNED 7-7-2020
358	PART TIME CHILD CARE I	CHARLOTTE FLAMMOND		
359				
360				
361	**COLONY SCHOOLS**	**EMPLOYEE NAME**	**PREVIOUS EMPLOYEE**	
362	PRINCIPAL/TEACHER	NATASHA SILIEZAR		
363	CLASSROOM TEACHER GLENDALE	CINDY SHOW		
364	SPECIAL EDUCATION TEACHER ASSISTANT	ELLEN CHRISTFERSON		
365	ELEMENTARY TEACHER BIG SKY	NANCY LIGHT		TRANSFER FROM KW/VINA
366	TA & SPED TA	JACKY MAKES COLD WEATHER		
367	SPED TEACHER PART-TIME	CARLENE SALOIS		
368	LIBRARY MEDIA	JACKIE CONWAY		
369				
370				
371	**STUDENT ACTIVITIES**	**EMPLOYEE NAME**	**PREVIOUS EMPLOYEE**	
372	DIRECTOR	EVERETT ARMSTRONG		
373	SECRETARY	VACANT	MYNDI GALLAGHER-HORN	TRANSFER TO SPED 2020-21 AY
374				
375	**ADMINISTRATION**	**EMPLOYEE NAME**	**PREVIOUS EMPLOYEE**	
376				
377	SUPERINTENDENT	CORRINA GUARDIPEE-HALL		
378	ASSISTANT SUPERINTENDENT-DIRECTOR OF INSTRUCTION	DENNIS JUNEAU		EFFECTIVE 7-1-2020
379	CURRICULUM/ASSESSMENT/BABB PRINCIPAL	BILLIE JO JUNEAU		
380	TITLE 1 SPECIALIST	JASON KRANE		
381	HUMAN RESOURCES DIRECTOR	JOHN SALOIS		
382	BNAS COORDINATOR	ROBERT HALL		
383	SUPERINTENDENT/BOARD ADMINISTRATIVE ASSISTANT	CARLENE ADAMSON		
384	HUMAN RESOURCES ADMNISTRATIVE ASSISTANT	SHERIE BLUE		
385	FINANCE DIRECTOR	STACY EDWARDS		
386	IT DIRECTOR	EVERETT HOLM		
387	IT TECHNICIAN	WILLIAM KENNEDY		
388	DATA SPECIALIST/GRANT COMPLIANCE ADMINISTRATIVE	CRYSTAL TAILFEATHERS		
389	ACCOUNTING CLERK	LINDA BAKER		
390	BENEFITS CLERK	VACANT	RIKIE CALICA	TRANSFER 6-29-2020
391	ACCOUNTS PAYABLE	ROSE RACINE		
392	RECEPTIONIST	TERESA ROLAND		
393	PAYROLL CLERK	JESSICA RUTHERFORD		
394				
395	**DISTRICT BNAS**			
396	BNAS IEFA INSTRUCTIONAL COACH	LEA WHITFORD		TRANSFER FROM BHS-OFFICE WILL BE IN NAPI ELEMENTARY
397				
398	**K-12 INTERVENTIONIST**			
399		ROBIN BIRD-ENGLAND		OFFICE TO BE LOCATED AT VC ELEMENTARY
400				
401	**GEAR UP**	**EMPLOYEE NAME**	**PREVIOUS EMPLOYEE**	
402	GEAR UP COORDINATOR	MELANIE MAGEE		
403	GEAR UP STUDENT ACHIEVMENT SPECIALIST-BHS	KRISTIN KRUPA		
404	GEAR UP STUDENT ACHIEVMENT SPECIALIST-BMS	NATHAN STONE		
405				
406	**FOOD SERVICES-WAREHOUSE**	**EMPLOYEE NAME**	**PREVIOUS EMPLOYEE**	
407	DIRECTOR	LYNNE KEENAN		

	A	B	C	D
408	SITE SUPERVISOR	VACANT	JERRICA LUNAK	
409				
410	ASSISTANT COOK VINA	SARAH DEROCHE		
411	HD COOK VINA	JOANNE STILLSMOKING		
412	ASSISTANT COOK KW	CECELIA WHITEMAN		
413	HD COOK KW	CARLA TROMBLEY		
414				
415	ASST COOK BES	ASHELY BLACKMAN		
416	Asst Cook BES	MICHELLE PLOUFFE		
417	HD COOK BES	STEPHANIE BLACKMAN		
418				
419	HEAD COOK NAPI	CARLITA NORUNNER		
420	ASST COOK NAPI	KIMMA FLAMOND		
421	ASST COOK NAPI	LAURA IRONPIPE		
422				
423	HEAD COOK-BABB	KIMBERLY WALKER		
424				
425	HD COOK BMS	VACANT		
426	PT ASST COOK BMS	VACANT	KENNETH BURLAND	
427	ASST COOK BMS	PHILLIP SURECHIEF		
428				
429	HEAD COOK BHS	KYLYE FARMER		
430	ASST COOK BHS	RONALD MADPLUME		
431	ASST COOK BHS	KENNETH BURLAND		
432				
433	PT FLEX ASSISTANT COOK	VACANT	CECELIA WHITEMAN	
434				
435	SUPPER PROGRAM SUPERVISOR	VACANT	ZITA OTTERSBACH	
436	PT HEAD COOK NAPI/SUPPER PROGRAM	MELODY LERMA	NEW POSITION	
437	PT ASSISTANT COOK NAPI/SUPPER PROGRAM	BRENT STILL SMOKING	NEW POSITION	
438				
439	WAREHOUSE SUPPLY CLERK	VANCE MATT		
440	WAREHOUSE SUPPLY CLERK	VACANT	DEAN J. KIPLING	resigned effective 3/13/2020
441				
442	DEPT PROG SECRETARY	JERI LEE BOGGS		
443	COPY CENTER-INVENTORY-MEALCOUNT MONITOR	RIKIE CALICA	YVONNE MCKENNEY-TRANSFERRING PLACEMENT TBD	RIKIE C. TRANSFER 7-1-2020
444				
445				
446	**SPOKINAPI PROGRAM**	**EMPLOYEE NAME**	**PREVIOUS EMPLOYEE**	
447	DISTRICT PREVENTION COORDINATOR	**CINNAMON CRAWFORD**		
448	YOUTH MENTAL HEALTH SPECIALIST-	KIMBERLY TATSEY MCKAY		
449	YOUTH MENTAL HEALTH SPECIALIST	TESSA WELLS		
450	YOUTH MENTAL HEALTH SPECIALIST	DANIELLE RINEHART		
451	YOUTH MENTAL HEALTH SPECIALIST-	JENNIFER EHLERS		
452	YOUTH MENTAL HEALTH SPECIALIST-	JULIANA SALOIS		
453				
454				
455	**MAINTENANCE, SECURITY, FACILITIES**	**EMPLOYEE NAME**	**PREVIOUS EMPLOYEE**	
456	MAINTENANCE, FACILITIES, SECURITY DIRECTOR	REID REAGAN		
457	MAINTENANCE ASST	AARON MCLEAN		
458	MAINTENANCE SKILLED ELECTRICIAN	LYLE OMEASOO		
459	MAINTENANCE SKILLED TECH	KYLE COURSEY		
460	MAINTENANCE SKILLED TECH	LOREN CROFF		
461	MAINTENANCE SKILLED TECH	DARYL BUTTERFLY		
462	MAINTENANCE SKILLED TECH	RICHARD SANCHEZ		
463	MAINTENANCE SKILLED TECH	ALVIN YELLOWOWL III		
464	MAINTENANCE SKILLED TECH	CALVIN RACINE		
465	FLEX CUSTODIAN	BRETT WAGNER		
466	FLEX CUSTODIAN-MAINT ENANCE ASSISTANT	ANTHONY GALLAGHER-HORN	MARVIN MADPLUME	APPROVED 6-24-2020
467	FLEX CUSTODIAN	KORRINA KENNEDY		
468	PROGRAM/DEPARTMENT SECRETARY	MICHELLE GUARDIPEE		
469	PROGRAM/DEPARTMENT SECRETARY	DIXIE GUARDIPEE		
470	SECURITY	MICHEAEL TALKSABOUT		
471	SECURITY	JAMES RUSSELL		
472	SECURITY	NATALIE TATSEY		
473				
474				
475	**SPECIAL SERVICES**	**EMPLOYEE NAME**	**PREVIOUS EMPLOYEE**	
476	SPEECH LANGUAGE AIDE	REGINA RINK		
477	SPEECH TEACHER ASSISTANT	NATASHSA BARTHA		
478	SPEECH PATHOLOGIST	KATIE KUKA		
479	CLASSROOM TEACHER SPED	VIRGIL BULLSHOE		
480	SCHOOL PSYCHOLOGIST	GINNY CRAWFORD		
481	SCHOOL PSYCHOLOGIST	KAREN NIELSON-SALOIS		
482	SCHOOL PSYCHOLOGIST	VACANT		
483	SPEECH/LANGUAGE PATHOLOGIST	CHERYL RAH LOCK		
484	CONFIDENTIAL SECRETARY	COLLEEN NOLAN		
485	SPED DIRECTOR	MAUREEN STOTT		
486	SPEECH PATHOLOGIST	ALIDA WRIGHT		
487	GREGORY LOGAN	HEADSTART		
488	SPED TA	MYNDI GALLAGHER HORN	TRANSFER EFFECTIVE 8-19-2020	POSITION CREATED 6-24-2020
489	SPED TA	VACANT		POSITION CREATED 6-24-2020
490				
491	**TRANSPORTATION**	**EMPLOYEE NAME**	**PREVIOUS EMPLOYEE**	
492	TRANSPORTATION DIRECTOR	TERI DEROCHE		

	A	B	C	D
493	SECRETARY	ELLA WALL		
494	RADIO OPERATOR	HILLARY GILHAM		
495	MECHANIC	MERLIN BIRDRATTLER		
496	MECHANIC	EDWARD BURKE		
497	BUS DRIVER 12 MTH	FRANCIS WAYNE BULLCALF		
498	BUS DRIVER 12 MTH	LISA BULLCALF		
499	BUS DRIVER 12 MTH	JOSEPH BULLSHOE		
500	BUS DRIVER 12 MTH	GAYLE RATD SR		
501	BUS DRIVER 12 MTH	RYAN WOOD		
502	BUS DRIVER 12 MTH/BILLING	DEANNA LAHR		
503	BUS DRIVER 9 MTH	NATHANIEL BIRDRATTLER		
504	BUS DRIVER 9 MTH	NICKLO CROSSGUNS		
505	BUS DRIVER 9 MTH	DESIRAE FLAMMOND		
506	BUS DRIVER 9 MTH	BRENDA GUARDIPEE		
507	BUS DRIVER 9 MTH	PHILIP HIGGINS		
508	BUS DRIVER 9 MTH	KOBY HARWOOD		
509	BUS DRIVER 9 MTH	FRANCIS LAZYBOY		
510	BUS DRIVER 9 MTH	WESLEY WELLS		
511	BUS DRIVER 9 MTH	JOSH SHOOTER		
512	BUS DRIVER 9 MTH	MARGUERITE HIGGINS		
513	BUS DRIVER 9 MTH	BERRY RUNNING CRANE		
514	BUS DRIVER 9 MTH	BETTY LOYA		
515	BUS DRIVER 9 MTH	COHRIE LORENZO		
516	BUS DRIVER 9 MTH	JAMIE BULL CALF		

Sport/Activity	School	Season	Coach
	High School		
Head Golf	High School	8/13/2020-10/3/2020	Brian Harrell
Assistant Golf	High School	8/13/2020-10/3/2020	Earl Tail Jr.
Head Cross Country	High School	8/4/2020-10/24/2020	Roy McNabb
Assistant Cross Country	High School	8/4/2020-10/24/2020	
Assistant Cross Country	High School	8/4/2020-10/24/2020	
Head Volleyball	High School	8/4/2020-11/15/2020	Kayla Jeckell
Assistant Volleyball	High School	8/4/2020-11/15/2020	ADVERTISED
Assistant Volleyball	High School	8/4/2020-11/15/2020	
Head Football	High School	8/14/2020-11/21/2020	Jerry Racine
Assistant Football	High School	8/14/2020-11/21/2020	Zebah Burdeau
Assistant Football	High School	8/14/2020-11/21/2020	Michael Burns
Assistant Football	High School	8/14/2020-11/21/2020	ADVERTISED
Assistant Football	High School	8/14/2020-11/21/2020	ADVERTISED
Assistant Football	High School	8/14/2020-11/21/2020	ADVERTISED
Assistant Football	High School	8/14/2020-11/21/2020	ADVERTISED
Head Fall Cheerleading	High School	8/14/2020-11/15/20	Katie McDonald
Assistant Fall Cheerleading	HIgh School	8/14/2020-11/15/20	ADVERTISED
Head Speech & Debate	High School	10/1/2020-1/30/2021	
Assistant Speech & Debate	High School	10/1/2020-1/30/2021	
Head Girls Basketball	High School	11/19/2020-3/13/2021	ADVERTISED
Assistant Girls Basketball	High School	11/19/2020-3/13/2021	ADVERTISED
Assistant Girls Basketball	High School	11/19/2020-3/13/2021	ADVERTISED
Assistant Girls Basketball	High School	11/19/2020-3/13/2021	ADVERTISED
Head Boys Basketball	High School	11/19/2020-3/13/2021	Daniel Connelly
Assistant Boys Basketball	High School	11/19/2020-3/13/2021	Maurice Red Horn

Assistant Boys Basketball	High School	11/19/2020-3/13/2021	Aaron McLean
Assistant Boys Basketball	High School	11/19/2020-3/13/2021	Theodore Connelly
Head Wrestling	High School	11/19/2020-2/13/2021	Casey McDonald
Assistant Wrestling	High School	11/19/2020-2/13/2021	
Assistant Wrestling	High School	11/19/2020-2/13/2021	
Head Winter Cheerleading	High School	11/19/2020-3/13/2021	
Assistant Winter Cheerleading	High School	11/19/2020-3/13/2021	
Head Track	High School	3/26/2021-5/29/2021	Robert Miller
Assistant Track	High School	3/26/2021-5/29/2021	Roy McNabb
Assistant Track	High School	3/26/2021-5/29/2021	
Assistant Track	High School	3/26/2021-5/29/2021	
Head Softball	High School	3/26/2021-5/29/2021	Jim Vaile
Assistant Softball	High School	3/26/2021-5/29/2021	Brian Harrell
Assistant Softball	High School	3/26/2021-5/29/2021	
Band Director	High School		June Matt
Choir Director	High School		Adrien Wagner
Special Olympics	High School		
After School Activities Coordinator	Ee-Kah-Kii-Maht (7-12)		
Concession Sponsor			
	Middle School		
Athletic Coor.	Middle School		
Football	Middle School		Steven Arnoux
Football	Middle School		Iliff Scott Kipp
Football	Middle School		ADVERTISED
Football	Middle School		ADVERTISED
Football	Middle School		ADVERTISED
Football	Middle School		ADVERTISED
Girls Basketball	Middle School		Danielle Augare
Girls Basketball	Middle School		Arlan Edwards

Girls Basketball	Middle School		William Whitegrass
Girls Basketball	Middle School		ADVERTISED
6th Girls Basketball	Napi Elementary	October 5, 2020 - October 30, 2020	ADVERTISED
6th Girls Basketball	Napi Elementary	October 5, 2020 - October 30, 2020	ADVERTISED
Cross Country	Middle School		Michelle Calf Tail
Cross Country	Middle School		Waverly Shawl
6th Boys Basketball	Napi Elementary	November 2, 2020 - December 4, 2020	
6th Boys Basketball	Napi Elementary	November 2, 2020 - December 4, 2020	
Boys Basketball	Middle School		
Boys Basketball	Middle School		
Boys Basketball	Middle School		
Boys Basketball	Middle School		
Volleyball	Middle School		
Volleyball	Middle School		
Volleyball	Middle School		
Volleyball	Middle School		
6th Volleyball	Napi Elementary	January 4, 2021 - January 29, 2021	
6th Volleyball	Napi Elementary	January 4, 2021 - January 29, 2021	
Wrestling	Middle School		
Wrestling	Middle School		
Wrestling	Middle School		
6th/7th/8th Track	Middle School		
6th/7th/8th Track	Middle School		
6th/7th/8th Track	Middle School		
6th/7th/8th Track	Middle School		
6th/7th/8th Softball	Middle School		
6th/7th/8th Softball	Middle School		
6th/7th/8th Softball	Middle School		

Golf	Middl School		
Golf	Middle School		
Band Director	Middle School		
Choir Director	Middle School		
	Napi Elementary		
Athletic Coor.	Napi Elementary		
4th/6th Cross Country	Napi Elementary		Roy McNabb
4th/6th Cross Country	Napi Elementary		Carson Bryant
4th/6th Cross Country	Napi Elementary		Michelle Burke
4th/5th Football	Napi Elementary	September 7, 2020 - October 10, 2020	Javier Bustos
4th/5th Football	Napi Elementary	September 7, 2020 - October 10, 2020	David Old Chief
4th/5th Football	Napi Elementary	September 7, 2020 - October 10, 2020	Tommy Heavy Runner
4th/5th Football	Napi Elementary	September 7, 2020 - October 10, 2020	Edward Fish
4th/5th Volleyball	Napi Elementary	March 8, 2021 - April 2, 2021	
4th/5th Volleyball	Napi Elementary	March 8, 2021 - April 2, 2021	
4th/5th Volleyball	Napi Elementary	March 8, 2021 - April 2, 2021	
4th/5th Volleyball	Napi Elementary	March 8, 2021 - April 2, 2021	
4th/5th Girls Basketball	Napi Elementary	February 3, 2021 - March 5, 2021	
4th/5th Girls Basketball	Napi Elementary	February 3, 2021 - March 5, 2021	
4th/5th Girls Basketball	Napi Elementary	February 3, 2021 - March 5, 2021	
4th/5th Girls Basketball	Napi Elementary	February 3, 2021 - March 5, 2021	
4th/5th Boys Basketball	Napi Elementary	January 4, 2021 - January 29, 2021	
4th/5th Boys Basketball	Napi Elementary	January 4, 2021 - January 29, 2021	

4th/5th Boys Basketball	Napi Elementary	January 4, 2021 - January 29, 2021	
4th/5th Boys Basketball	Napi Elementary	January 4, 2021 - January 29, 2021	
4th/5th Softball	Napi Elementary		
4th/5th Softball	Napi Elementary		
4th/5th Track	Napi Elementary		
4th/5th Track	Napi Elementary		
After School Activities Coordinator	Ee-Kah-Kii-Maht (K-6)		
	Babb Elementary		
Flag Football	Babb	September 7, 2020 - October 10, 2020	
Volleyball	Babb	March 8, 2021 - April 2, 2021	
Boys Basketball	Babb	January 4, 2021 - January 29, 2021	
Girls Basketball	Babb	February 3, 2021 - March 5, 2021	
Track	Babb		

Browning Public Schools
Board Agenda Request
Meeting To Be Held: July 29, 2020

Recognition: ☐ Students ☐ Staff ☐ Parents

Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report

Action: ☒ Resignations ☐ Hiring ☐ Contract Service Agreements

☐ Travel Out-of-State ☐ Travel In State ☐ Approvals

☐ Termination ☐ Legal Matters ☐ Other:

This action request pertains to ☐ Elementary (only) ☐ High School/District Wide

---

Date: July 21, 2020

To: Corrina Guardipee-Hall
Superintendent of Schools

From: John Salois
Title: Director of Human Resources

Subject: Resignation

Description: The following resignation has been accepted by the Superintendent:

- Danielle Madden, Personal Care Attendant, KW/Vina Elementary School, Effective: 7/20/2020

Financial Impact: N/A

Attachment(s): Resignation Letter

Superintendent Action: ☐ Approved ☐ Denied ☐ Deferred Initial & date: _____

Comments: _____

_____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

July 20, 2020

To Whom It May Concern:

I am submitting this paper as my official resignation from Browning Public Schools. I would like to say thank you for giving me the chance to work with such wonderful people and students.

Sincerely,

Danielle Madden

Danielle Madden
07/20/20

RECEIVED
JUL 21 2020
BY:

Browning Public Schools
Board Agenda Request
Meeting To Be Held: July 29, 2020

Recognition: ☐ Students ☐ Staff ☐ Parents

Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report

Action: ☒ Resignations ☐ Hiring ☐ Contract Service Agreements

☐ Travel Out-of-State ☐ Travel In State ☐ Approvals

☐ Termination ☐ Legal Matters ☐ Other:

This action request pertains to ☐ Elementary (only) ☐ High School/District Wide

---

Date: July 23, 2020

To: Corrina Guardipee-Hall
Superintendent of Schools

From: John Salois
Title: Director of Human Resources

Subject: Resignation

Description: The following resignation hasbeen accepted by the Superintendent:

- Mckenzie Augare, Elementary Teacher, KW/Vina Elementary School, Effective: 7/23/2020

Financial Impact: N/A

Attachment(s): Resignation Letter

Superintendent Action: ☐ Approved ☐ Denied ☐ Deferred Initial & date: _____

Comments: _____

_____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

Dear Browning School District Board of Trustees,

I Mckenzie Augare am writing this letter to inform you that I will be resigning from my current kindergarten position at KW Bergan. Due to the uncertainties from the Covid-19 I have made the decision to resign.

I have two daughters one that is 18 months and another who is 5 months old. Both of my girls were born with respiratory problems and I cannot put their health at risk. My ultimate goal is to teach in our community to ensure our students a bright future. I want to return to teaching when we learn a little more about the Covid-19 and can find a way to make it safe for our students, staff, and families. I want to thank all of you for employing me and for all of the wonderful experiences

Sincerely,

Mckenzie Augare

Browning Public Schools
Board Agenda Request
Meeting To Be Held: July 29, 2020

Recognition: ☐ Students ☐ Staff ☐ Parents

Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report

Action: ☐ Resignations ☒ Hiring ☐ Contract Service Agreements

☐ Travel Out-of-State ☐ Travel In State ☐ Approvals

☐ Termination ☐ Legal Matters ☐ Other:

This action request pertains to ☒ Elementary (only) ☐ High School/District Wide

---

Date: July 21, 2020

To: Corrina Guardipee-Hall
Superintendent of Schools

From: John E Salois
Title: Director of Human Resources

Subject: Hiring: Teacher Browning Elementary School.

Description: Sheila Hall is recommending the following for hire:

- Vanessa Garfield, Certified Teacher

Pending successful Federal, State, Tribal Background checks and drug test.

Financial Impact: $37,879.00 (BA/0)

Attachment(s): Hiring Selection Report

Superintendent Action: ☐ Approved ☐ Denied ☐ Deferred Initial & date: _____

Comments: _____

_____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

Human Resources Department

Browning Public Schools
Hiring Selection Report

Position	Applicant Recommended
Teacher	**Vanessa Garfield**
Department/Location Browning Elementary School	Supervisor Sheila Hall

Type of Position	Starting Date	Term
Certified Teacher	August 19, 2020	187 Day

Recruiting. Date Posted: 4/27/2020 Re-advertised: N/A Closing Date: Until Filled

Comments:

No.	Applicants Name (Alphabetical by Last Name)	Date Application Received	Minimum Requirements Met?	Date Interviewed
	Vanessa Garfield	7/10/2020	Yes	7/15/2020

Interview Committee	Title		Name	Title
Sheila Hall	Principal BES			
Jennifer Lafromboise-Wagner	Principal BHS			
Sasheen Campbell	BES Head Secretary			

Recommendation:

Vanessa Garfield has the qualifications for this position. She has experience teaching Eureka Math, and is focused on building strong relationships. Vanessa has a BS in elementary Education and Montana Teaching Certification.

Pre-Employment Requirements	Date Initiated	Completed? (Y)es (N)o	Results Received (Negative = OK)
Drug test	Pending		
State & Federal Criminal background check	Pending		
Tribal Background check	Pending		

Salary: $37,879.00 Placement: BA/0 Contract Days: 187

Prepared by: John E. Salois Date 7/21/2020 Approved by: _____ Date: _____

Browning Public Schools
Board Agenda Request
Meeting To Be Held: July 29, 2020

Recognition: ☐ Students ☐ Staff ☐ Parents

Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report

Action: ☐ Resignations ☒ Hiring ☐ Contract Service Agreements

☐ Travel Out-of-State ☐ Travel In State ☐ Approvals

☐ Termination ☐ Legal Matters ☐ Other:

This action request pertains to ☒ Elementary (only) ☐ High School/District Wide

---

Date: July 21, 2020

To: Corrina Guardipee-Hall
Superintendent of Schools

From: John E Salois
Title: Director of Human Resources

Subject: Hiring: Napi Music Teacher 2020-2021

Description: Sicily Bird, Napi Principal, is recommending the following hire for the 2020-2021 AY:

- Earl Tail, Napi Music Teacher, BA/0

Pending Emergency Certification

Financial Impact: $37,879.00

Funding Source (Budget/grant, etc.): Salaries, benefits, and payroll costs to be charged against athletic budget for respective building/department/program/grant as applicable.

Attachment(s): Hiring Selection Report

Superintendent Action: ☐ Approved ☐ Denied ☐ Deferred Initial & date: _____

Comments: _____

_____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to:_____

Human Resources Department

Browning Public Schools
Hiring Selection Report

Position	Applicant Recommended
Napi Music Teacher	**Earl Tail Jr**
Department/Location Napi	Supervisor Sicily Bird

Type of Position	Starting Date	Term
Certified	August 19, 2020	2019-20 AY- 187 Day

Recruiting. Date Posted: 4/25/19 Re-advertised: N/A Closing Date: Until Filled

Comments: Per Board Policy #5120 Recruitment and Selection: Exemptions: the competitive process may be unnecessary in the following circumstance, B. Only one applicant is qualified and meets eligibility requirements and further recruiting is impractical. There are 2 positions open and only 2 applicants. Both meet requirements. As the season is starting further recruitment is impractical.

No.	Applicants Name (Alphabetical by Last Name)	Date Application Received	Minimum Requirements Met?	Date Interviewed
	Earl Tail Jr	10/21/19	Yes	N/A

Interview Committee	Title		Name	Title
Sicily Bird	Napi Elementary Principal			

Recommendation:

Earl is currently in a Teacher Education program. He does have an AA in Social Work. He was approved for Emergency Authorization of Employment by Montana Office of Public Instruction for the Napi Music Position for one year. He is reapplying for this year. Earl is in the 2+2 program and is expected to graduate in 2021.

Pre-Employment Requirements	Date Initiated	Completed? (Y)es (N)o	Results Received (Negative = OK)
Drug test	On file	Yes	Negative
State & Federal Criminal background check	On file	Yes	Negative
Tribal Background check	On file	Yes	Negative

Salary: $37,879.00 Placement: Exp 0 Contract Days: 187 Day

Prepared by: John E. Salois Date 10/23/19 Approved by: _____ Date:_____

Browning Public Schools
Board Agenda Request
Meeting To Be Held: July 29, 2020

Recognition: ☐ Students ☐ Staff ☐ Parents

Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report

Action: ☐ Resignations ☒ Hiring ☐ Contract Service Agreements

☐ Travel Out-of-State ☐ Travel In State ☐ Approvals

☐ Termination ☐ Legal Matters ☐ Other:

This action request pertains to ☒ Elementary (only) ☐ High School/District Wide

---

Date: July 21, 2020

To: Corrina Guardipee-Hall
Superintendent of Schools

From: John E Salois
Title: Director of Human Resources

Subject: Hiring: BMS PE/Health Teacher 2020-2021

Description: William Huebsch, Middle School Principal, is recommending the following hire for the 2020-2021 AY:

- Daniel Connelly, BMS PE/Health Teacher

  Pending emergency certification

Financial Budget: $29,777.00 (prorated at 147 days from $37,879.00 for unpaid student teaching in March-April 2020-2021)

Attachment(s): Hiring Selection Report

Superintendent Action: ☐ Approved ☐ Denied ☐ Deferred Initial & date: _____

Comments: _____

_____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

Human Resources Department

Browning Public Schools
Hiring Selection Report

Position	Applicant Recommended
BMS PE-Health Teacher	Daniel Connelly
Department/Location: Browning Middle School	Supervisor: William Heubsch

Type of Position	Starting Date	Term
Teacher Assistant	8/19/2020	Academic Year

Recruiting. Date Posted: 4/27/2020 Re-advertised: 6/30/2020 Closing Date: Until Filled

Comments:

No.	Applicants Name (Alphabetical by Last Name)	Date Application Received	Minimum Requirements Met?	Date Interviewed
	Daniel Connelly	6/16/2020	Yes	7/9/2020
	Nick D'Andrea	6/15/2020	Yes	7/9/2020
	Shontee Johnson	7/8/2020	Yes	7/9/2020
	Victor MadPlume	5/4/2020	Yes	7/9/2020

Interview Committee	Title		Name	Title
Egan Black	BMS Assistant Principal			
Bill Huebsch	BMS Principal			
Jennifer Lafromboise- Wagner	BHS Principal			

Recommendation:

Daniel Connelly has over 22 years of work experience in our district, coaching and teaching physical activities to various grade levels from grades 4-12. He has a positive, take charge attitude and has built strong relationships with many parents and students in our community. Daniel is currently completing his P.E. Endorsement and has applied for emergency certification. Daniel has an AAS in Health and Physical Fitness and will complete his BS in Elementary Ed in May 2021.

Pre-Employment Requirements	Date Initiated	Completed? (Y)es (N)o	Results Received (Negative = OK)
Drug test	On File	Yes	Negative
State & Federal Criminal background check	On File	Yes	Negative
Tribal Background check	On File	Yes	Negative

Salary: $37,879.00 prorated to $29,777.00 Placement: BA/0 Contract Days: 187 prorated for 147 days

Prepared by: John E. Salois Date 7/21/2020 Approved by: _____ Date:_____

Browning Public Schools
Board Agenda Request
Meeting to Be Held: July 29, 2020

Recognition: ☐ Students ☐ Staff ☐ Parents

Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report

Action: ☐ Resignations ☒ Hiring ☐ Contract Service Agreements

☐ Travel Out-of-State ☐ Travel In State ☐ Approvals

☐ Termination ☐ Legal Matters ☐ Other:

This action request pertains to ☐ Elementary (only) ☒ High School/District Wide

---

Date: 6/22/20

To: Corrina Guardipee-Hall
Superintendent

From: John Salois
Title: Human Resource Director

Subject: Rehire: Assistant Track Coach 2020-2021 Sport Season

Description: Everett Armstrong, Activities Director, recommend rehiring the following Assistant Track Coach for the 2020/2021 sport season:

- Danielle Augare, Assistant Track Coach (Exp. 1)

Financial Impact: $2,105.00

Funding Source: 226 60 720 3592 120

Attachment(s): None

Superintendent Action: ☐ Approved ☐ Denied ☐ Deferred Initial & date: _____

Comments: _____

_____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to:_____

Browning Public Schools
Board Agenda Request
Meeting To Be Held: July 29, 2020

Recognition: ☐ Students ☐ Staff ☐ Parents

Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report

Action: ☐ Resignations ☒ Hiring ☐ Contract Service Agreements

☐ Travel Out-of-State ☐ Travel In State ☐ Approvals

☐ Termination ☐ Legal Matters ☐ Other:

This action request pertains to ☐ Elementary (only) ☒ High School/District Wide

---

Date: 7/21/2020

To: Corrina Guardipee-Hall
Superintendent of Schools

From: John E Salois
Title: Director of Human Resources

Subject: Hiring: BHS Head Girls Basketball Coach 2020-2021 Sport Season

Description: Everett Armstrong, Activities Director, is recommending the following hire for the 2020-2021 sport season:

- Daryl Croff, Head Girls Basketball Coach (exp. 2)

Financial Impact: Per Extra-Curricular Salary Schedule: $3578.00 (Experience will transfer between positions, except Assistant to Head Coach in the same sport or activity within the same school)

Attachment(s): Hiring Selection Report

Superintendent Action: ☐ Approved ☐ Denied ☐ Deferred Initial & date: _____

Comments: _____

_____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

Human Resources Department

Browning Public Schools
Hiring Selection Report

Position	Applicant Recommended
BHS Assistant Girls Basketball Coach	**Daryl Croff**
Department/Location	Supervisor
BHS	Everett Armstrong

Type of Position	Starting Date	Term
Coach	11/19/2020	Season

Recruiting Date Posted: 6/1/2020 Closing Date: Until Filled

Comment:

No.	Applicants Name (Alphabetical by Last Name)	Date Application Received	Minimum Requirements Met?	Date Interviewed
	Louis Barlese	6/17/2020	Yes	6/24/2020
	Leo BullChild	6/4/2020	Yes	6/24/2020
	Daryl Croff	6/8/2020	Yes	6/24/2020
	Cameron McCormick	6/2/2020	Yes	6/24/2020
	Terry Whitcomb	6/15/2020	Yes	6/24/2020

Interview Committee	Title		Name	Title
Robert Hall	BNAS			
Everett Armstrong	Director of Student Activities			
Earl Tail	Napi AD			

Recommendation: The committee recommends Daryl Croff. He has extensive experience from elementary through high school as a basketball coach. He has demonstrated knowledge of the sport, and rapport with his players.

Pre-Employment Requirements	Date Initiated	Completed? (Y)es (N)o	Results Received (Negative = OK)
Drug test	On File	Yes	Ok
State & Federal Criminal background check	On File	Yes	Ok
Tribal Background check	On File	Yes	OK

Salary: $3,4578.00 Placement: Exp 2 Contract Days: Season

Prepared by: John E. Salois Date 12/10/2019 Approved by: _____ Date:_____

Browning Public Schools
Board Agenda Request
Meeting to Be Held: 7/29/2020

Recognition: ☐ Students ☐ Staff ☐ Parents

Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report

Action: ☐ Resignation ☐ Hiring ☒ Contract Service Agreements

☐ Travel Out-of-State ☐ Travel In State ☐ Approvals

☐ Termination ☐ Legal Matters ☐ Other:

This action request pertains to ☐ Elementary (only) ☒ High School/District Wide

---

Date: 7/21/2020

To: Corrina Guardipee-Hall
Superintendent of Schools

From: John E Salois
Title: Human Resource Director

Subject: Contract Service Agreement: Substitute Workshops 2020-2021 SY

Description: Contract Service Agreement for Colleen Wilson to conduct Substitute Training workshops five (5) times throughout the school year beginning September 13, 2020. Training will consist of 2 hours per month x 5 trainings for the school year consisting of preparing, presenting, recording, editing, and finalizing of workshops.

Financial Impact: $210.00 (not to exceed)

Funding Source (Budget/grant, etc.): HR 25% 226-90-160-2316-150 / 75%126-90-160-2316-150

Attachment(s): CSA

Approval: Superintendent's Office/Finance/Personnel as applicable (Initial) _____

Comments: _____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

Browning Public Schools
CONTRACT SERVICE AGREEMENT
(406) 338-2715 • (406) 338-2708

Date: July 29, 2020 **Board Approval:** _____

Contractor: Colleen Wilson **Phone:** _____

Address: PO Box 386 Cut Bank MT 59427
P.O. Box or Street Address City State Zip

Type of Project/Service (be specific): Contractor will provide the preparation, presenting, editing, and finalizing of (1) Substitute Teaching workshops from September 13, 2018 through March 13, 2019 to utilize the throughout the school year for potential classroom substitutes. Contractors will submit a time sheet to the Human Resources Director.

Contracted Dates: August 2020 through April 2021

Rate per hour/per day: $21.00 Per hr. X 10 hours	=	$210.00
Per Diem/per day: _____ x _____ # of Days	=	N/A
Mileage: _____ miles @ _____ per mile	=	N/A
Other costs (explain): Not to exceed $210.00	=	N/A
Total Project Cost	=	$210.00

Contract to be paid from:
25% 226-90-160-2316-150
75% 126-90-160-2316-150

Independent Contractor:
☐ Submit invoice on completion
☐ Other _____

Employee:
☒ Submit timesheet through payroll

The above terms and conditions constitute an agreement by and between the contractor and the Browning Public Schools for the contractor to render services, as indicated. In the event of non-completion of services or other unforeseen problems, this agreement shall be changed accordingly.

_____ John E Salois
Contractor's Signature **Principal/Supervisor**

_____ _____
SSN/Federal ID Number/EIN **Superintendent**

An Independent Contractor must provide Browning Public Schools with a Federal ID Number, State Contractor License or sign an Independent Contractor's Exemption Application Affidavit waiving their rights under the Worker's Compensation Insurance and Unemployment Insurance for employees.

White – Contractor **Yellow – Business Office**

Browning Public Schools
Board Agenda Request
Meeting to Be Held: 7/29/2020

Recognition: ☐ Students ☐ Staff ☐ Parents

Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report

Action: ☐ Resignation ☐ Hiring ☒ Contract Service Agreements

☐ Travel Out-of-State ☐ Travel In State ☐ Approvals

☐ Termination ☐ Legal Matters ☐ Other:

This action request pertains to ☐ Elementary (only) ☒ High School/District Wide

---

Date: 7/21/2020

To: Corrina Guardipee-Hall
Superintendent of Schools

From: John E Salois
Title: Human Resource Director

Subject: Contract Service Agreement: Substitute Workshops 2020-2021 SY

Description: Contract Service Agreement for Mabel Running Fisher to conduct Substitute Training workshops five (5) times throughout the school year beginning September 13, 2020. Training will consist of 2 hours per month x 5 trainings for the school year consisting of preparing, presenting, recording, editing, and finalizing of workshops.

Financial Impact: $210.00 (not to exceed)

Funding Source (Budget/grant, etc.): HR 25% 226-90-160-2316-150 / 75%126-90-160-2316-150

Attachment(s): CSA

Approval: Superintendent's Office/Finance/Personnel as applicable (Initial) _____

Comments: _____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

Browning Public Schools
CONTRACT SERVICE AGREEMENT
(406) 338-2715 • (406) 338-2708

Date: July 29, 2020 **Board Approval:** _____

Contractor: Mabel Running Fisher **Phone:** _____

Address: PO Box 1631 Browning MT 59417
P.O. Box or Street Address City State Zip

Type of Project/Service (be specific): Contractor will provide the preparation, presenting, editing, and finalizing of (1) Substitute Teaching workshops from September 13, 2018 through March 13, 2019 to utilize the throughout the school year for potential classroom substitutes. Contractors will submit a time sheet to the Human Resources Director.

Contracted Dates: August 2020 through April 2021

Rate per hour/per day: $21.00 Per hr. X 10 hours		=	$210.00
Per Diem/per day: _____ x _____ # of Days		=	N/A
Mileage: _____ miles @ _____ per mile		=	N/A
Other costs (explain): Not to exceed $210.00		=	N/A
	Total Project Cost	=	$210.00

Contract to be paid from:
25% 226-90-160-2316-150
75% 126-90-160-2316-150

Independent Contractor:
☐ Submit invoice on completion
☐ Other _____

Employee:
☒ Submit timesheet through payroll

The above terms and conditions constitute an agreement by and between the contractor and the Browning Public Schools for the contractor to render services, as indicated. In the event of non-completion of services or other unforeseen problems, this agreement shall be changed accordingly.

_____ John E Salois
Contractor's Signature **Principal/Supervisor**

_____ _____
SSN/Federal ID Number/EIN **Superintendent**

An Independent Contractor must provide Browning Public Schools with a Federal ID Number, State Contractor License or sign an Independent Contractor's Exemption Application Affidavit waiving their rights under the Worker's Compensation Insurance and Unemployment Insurance for employees.

White – Contractor **Yellow – Business Office**

Browning Public Schools
Board Agenda Request
Meeting to Be Held: July 29, 2020

Recognition: ☐ Students ☐ Staff ☐ Parents

Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report

Action: ☐ Resignation ☐ Hiring ☒ Contract Service Agreements

☐ Travel Out-of-State ☒ Travel In State ☐ Approvals

☐ Termination ☐ Legal Matters ☐ Other:

This action request pertains to ☐ Elementary (only) ☒ High School/District Wide

Date: 7/21/20

To: **Corrina Hall Guardipee**
Superintendent

From: Everett Armstrong
Title: Athletic Director

Subject: Stipend for Browning Schools Coaching Clinic 2020-2021

Description: Browning Schools Coaches will receive a stipend to attend a mandatory coaches clinic through MHSA and NFHS which include Fundamentals of Coaching core course, Concussion in Sports course, Sport-Specific on-line rules clinic, Trauma Informed, and COVID19 Safety. During the clinic, coaches will be required to complete each course online, collaborate and exchange different ideas and strategies safety for our student/athletes for the year, plan practice/game schedules, strategize what needs to be taught at lower grades for BMS/Napi Coaches, and develop a comradery with each other. As per Temporary Compensation Schedule for Certified Staff professional development. Below is a list of coaches:

Name	Sport	Budget
Kayla Jeckell	Volleyball	226 60 720 3595 150
Jerry Racine	Football	226 60 720 3586 150
Zebah Burdeau	Football	226 60 720 3586 150
Michael Burns	Football	226 60 720 3586 150
Roy McNabb	Cross Country/Track	226 60 720 3584 150 / 226 60 720 3592 150
Ross DeRoche	Cross Country	226 60 720 3584 150
Shayleah Tatsey	Cross Country	226 60 720 3584 150
Brian Harrell	Golf/Softball	226 60 720 3587 150 / 226 60 720 3589 150
Earl Tail	Golf	226 60 720 3587 150
Shawn Tyanna Bullshoe	Speech & Debate	226 60 720 3472 150
Brook Hoyt	Speech & Debate	226 60 720 3472 150
Casey McDonald	Wrestling	226 60 720 3596 150
Daryl Croff	GBB	226 60 720 3581 150
Dan Connelly	BBB	226 60 720 3580 150
Maurice Red Horn	BBB	226 60 720 3580 150
Theodore Connelly	BBB	226 60 720 3580 150
Jim Vaile	Softball	226 60 720 3589 150
Robert Miller	Track	226 60 720 3592 150
Danielle Augare	Track	226 60 720 3592 150
Leo Bullchild	Track	226 60 720 3592 150

Financial Impact: $8,000.00

Attachment(s): Sample CSA

Browning Public Schools
CONTRACT SERVICE AGREEMENT
(406) 338-2715 • (406) 338-32708

Date: July 27, 2020 **Board Approval:** _____

Contractor: Sample CSA **Phone:** _____

Address: P.O. Box Browning MT 59417
P.O. Box or Street Address City State Zip

Type of Project/Service (be specific): coaches will be required to complete each course online, collaborate and exchange different ideas and strategies safety for our student/athletes for the year, plan practice/game schedules, strategize what needs to be taught at lower grades for BMS/Napi Coaches, strategize and develop a what will be taught at the lower grades.

Contracted Dates: 8/3/20 - 8/6/20

Rate per hour/per day: _____	=	_____
Per Diem/per day: $100.00 per day x 4 # of Days	=	$ 400.00
Mileage: _____ miles @ _____ per mile	=	N/A
Other costs (explain): Not to Exceed $400.00	=	_____
Total Project Cost	=	**$400.00**

Contract to be paid from:
See List

Independent Contractor:
☐ Submit invoice on completion
☐ Other _____

Employee:
☒ Submit timesheet through payroll

The above terms and conditions constitute an agreement by and between the contractor and the Browning Public Schools for the contractor to render services, as indicated. In the event of non-completion of services or other unforeseen problems, this agreement shall be changed accordingly.

_____ Everett Armstrong
Contractors Signature **Principal/Supervisor**

_____ _____
SSN/Federal ID Number/EIN **Superintendent**

An Independent Contractor must provide Browning Public Schools with a Federal ID Number, State Contractor License or sign an Independent Contractor's Exemption Application Affidavit waiving their rights under the Worker's Compensation Insurance and Unemployment Insurance for employees.

White – Contractor Yellow – Business Office

Browning Public Schools
Board Agenda Request
Meeting to Be Held: 7/29/2020

Recognition: ☐ Students ☐ Staff ☐ Parents
Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report
Action: ☐ Resignation ☐ Hiring ☒ Contract Service Agreements
☐ Travel Out-of-State ☐ Travel In State ☐ Approvals
☐ Termination ☐ Legal Matters ☐ Other:
This action request pertains to ☐ Elementary (only) ☒ High School/District Wide

Date: 7/21/20

To: **Corrina Guardipee-Hall**
Superintendent

From: John E Salois
Title: Human Resources Director

Subject: CSA for District COVID-19 Plan data collection and plan development 2020-2021

Description: Contract Service Agreement for Jason Krane to gather and collate data for the District COVID-19 plan for 2020-2021 Academic year.

- Jason Krane, not to exceed 60 hours $33.06 x 60 = $1,984.00 (+ fringe)

Financial Impact: $1,984.00 (+Fringe)

Funding Source (Budget/grant, etc.): 115.90.494.2213.150.120

Attachment(s): Contract Service Agreement

Approval: Superintendent's Office/Finance/Personnel as applicable (Initial) _____

Comments: _____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

Browning Public Schools
CONTRACT SERVICE AGREEMENT
(406) 338-2715 • (406) 338-3200

Date: July 29, 2020 **Board Approval:** _____

Contractor: Jason Krane **Phone:** _____

Address: Box 352 East Glacier Park MT 59434
P.O. Box or Street Address City State Zip

Type of Project/Service (be specific): Contractor will gather and collate data for the District COVID-19 plan for 2020-2021 Academic year. Will develop plan documents for distribution to District employees and community members. Contractor will submit a timesheet for hours worked.

Contracted Dates: 7/23/2020-7/29/2020

Rate per hour/per day: 60 hours x $33.06 per hour (Not to exceed total)	=	$1,984.00
Per Diem/per day: _____ x _____ # of Days	=	N/A
Mileage: _____miles @ _____ per mile	=	N/A
Other costs (explain): _____	=	N/A
Total Project Cost	=	$1,984.00

Contract to be paid from:
115.90.494.2213.150.120

Independent Contractor:
☐ Submit invoice on completion
☐ Other _____
Employee:
☒ Submit timesheet through payroll

The above terms and conditions constitute an agreement by and between the contractor and the Browning Public Schools for the contractor to render services, as indicated. In the event of non-completion of services or other unforeseen problems, this agreement shall be changed accordingly.

_____ Corrina Guardipee-Hall
Contractor's Signature **Principal/Supervisor**

_____ _____
SSN/Federal ID Number/EIN **Superintendent**

An Independent Contractor must provide Browning Public Schools with a Federal ID Number, State Contractor License or sign an Independent Contractor's Exemption Application Affidavit waiving their rights under the Worker's Compensation Insurance and Unemployment Insurance for employees.

White – Contractor **Yellow – Business Office**

Browning Public Schools
Board Agenda Request
Meeting To Be Held: 7/29/2020

Recognition: ☐ Students ☐ Staff ☐ Parents
Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report
Action: ☐ Resignation ☐ Hiring ☐ Contract Service Agreements
☐ Travel Out-of-State ☐ Travel In State ☒ Approvals
☐ Termination ☐ Legal Matters ☐ Other:
This action request pertains to ☒ Elementary (only) ☐ High School/District Wide

Date: 7/21/2020

To: **Corrina Guardipee-Hall**
Superintendent

From: John Salois
Title: Director, Human Resources

Subject: Extended Duties to Complete Student Rosters for BES 2020-2021

Description: Sheila Hall, Principal BES is requesting an Extended Contract for Dawn Magee-Cobell, to create class rosters for 2020-2021 AY for Browning Elementary August 3-7, 2020 not to exceed 40 hours .

Justification: Need rosters set up for each classroom teacher.

Financial Impact: $1,658.00 ($41.46 x 40 hrs plus 18% Fringe)

Funding Source (Budget/grant, etc.): 126.20.120.2410.120

Attachment(s): na

Approval: Superintendent's Office/Finance/Personnel as applicable (Initial) _____

Comments: _____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

Browning Public Schools
Board Agenda Request
Meeting To Be Held: 7/29/2020

Recognition: ☐ Students ☐ Staff ☐ Parents
Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report
Action: ☐ Resignation ☐ Hiring ☐ Contract Service Agreements
☐ Travel Out-of-State ☐ Travel In State ☒ Approvals
☐ Termination ☐ Legal Matters ☐ Other:
This action request pertains to ☒ Elementary (only) ☐ High School/District Wide

Date: 7/20/2020

To: **Corrina Guardipee-Hall**
Superintendent

From: William Heusbch
Title: Principal, Browning Middle School

Subject: Extended Contract: Prepare Technology Needs for BMS Students 2020-2021

Description: Request an additional Extended Contract for Certified Teacher, Rodolfo Rivas, to inventory and clear students iPad passcodes for continued use at BMS for 2020-2021 school year between July 30-August 14, 2020 not to exceed 20 hours.

Financial Impact: $922.00 ($46.08 x 20 hrs plus fringe)

Funding Source (Budget/grant, etc.): 126-50-130-2410-120

Attachment(s): na

Approval: Superintendent's Office/Finance/Personnel as applicable (Initial) _____

Comments: _____

_____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

Browning Public Schools
Board Agenda Request
Meeting To Be Held: 7/29/2020

Recognition: ☐ Students ☐ Staff ☐ Parents

Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report

Action: ☐ Resignation ☐ Hiring ☐ Contract Service Agreements

☐ Travel Out-of-State ☐ Travel In State ☒ Approvals

☐ Termination ☐ Legal Matters ☐ Other:

This action request pertains to ☒ Elementary (only) ☐ High School/District Wide

---

Date: 7/20/2020

To: **Corrina Guardipee-Hall**
Superintendent

From: William Heusbch
Title: Principal, Browning Middle School

Subject: **Extended Contract: Prepare Technology Needs for BMS Students 2020-2021**

Description: Request an additional Extended Contract for Certified Teacher, Julie Hayes to inventory and clear students iPad passcodes for continued use at BMS for 2020-2021 school year between July 30-August 14, 2020 not to exceed 20 hours.

Financial Impact: $985.60 ($49.28 x 20 plus fringe)

Funding Source (Budget/grant, etc.): 126.50.126.5130.120

Attachment(s): na

Approval: Superintendent's Office/Finance/Personnel as applicable (Initial) _____

Comments: _____

_____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

Browning Public Schools
Board Agenda Request
Meeting To Be Held: 7/29/2020

Recognition: ☐ Students ☐ Staff ☐ Parents

Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report

Action: ☐ Resignation ☐ Hiring ☐ Contract Service Agreements

☐ Travel Out-of-State ☐ Travel In State ☒ Approvals

☐ Termination ☐ Legal Matters ☐ Other:

This action request pertains to ☒ Elementary (only) ☐ High School/District Wide

Date: 7/21/2020

To: **Corrina Guardipee-Hall**
Superintendent

From: John Salois
Title: Director, Human Resources

Subject: **Leadership Week and Instructional Planning 2020-2021**

Description: Dennis Juneau, Assistant Superintendent, is requesting Extended Contracts for the following Certified Teachers to participate in Leadership Week July 27-31, 2020 for up to 40 hours.

Employee Name	Hourly Rate	up to 40 hours	Budget
Chase Nevarez	$ 28.93	$ 1,158.00	**115.90.494.2213.150.120**
Andrea Evans	$ 46.08	$ 1,843.00	**115.90.494.2213.150.120**
Darcy Skunkcap	$ 49.28	$ 1,971.200	**115.90.494.2213.150.120**

Financial Impact: $4,972.00 (plus 18% fringe)

Funding Source (Budget/grant, etc.): Title I Schoolwide

Approval: Superintendent's Office/Finance/Personnel as applicable (Initial) _____

Comments: _____

_____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

Browning Public Schools
Board Agenda Request
Meeting to Be Held: 7/29/2020

Recognition:	☐ Students	☐ Staff	☐ Parents
Information:	☐ Building Report	☐ Old Business	☐ Superintendent's Report
Action:	☐ Resignation	☐ Hiring	☐ Contract Service Agreements
	☐ Travel Out-of-State	☐ Travel In State	☒ Approvals
	☐ Termination	☐ Legal Matters	☐ Other:
	This action request pertains to	☒ Elementary (only)	☐ High School/District Wide

---

Date: 7/21/2020

To: **Corrina Guardipee Hall**
Superintendent

From: John Salois
Title: Human Resources Director

Subject: Lane Change request for certified teacher, Racquel LittlePlume

Description: Recommending a horizonal lane change movement for 2020-2021AY for Racquel LittlePlume. She has submitted documents to the Superintendent prior to the April 1, 2018 deadline as per the certified master contract and provided official transcripts indicating credits earned.

Now	**Was**
$52,533.00 (MA/5)	$50,284.00 (BA+20/5)

Financial Impact: $2,249.00

Funding Source (Budget/grant, etc.): Impact Aid

Attachment(s): Contract Modification

Approval: Superintendent's Office/Finance/Personnel as applicable (Initial) _____

Comments: _____

_____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

Browning Public Schools
SCHOOL DISTRICT NO. 9

MODIFICATION
EMPLOYMENT CONTRACT (2020-2021)
(Salary)

THIS MODIFICATION is incorporated by this reference into that certain Employment Contract dated April 29, 2020, between **Racquel LittlePlume** ("Employee") and the Board of Trustees, Glacier County School District No. 9, Browning, Montana ("School District").

The Employee's salary is incremented as follows:

	Salary	
Now	$52,533.00	MA/5
Was	$50,284.00	BA+20/5

.

All other terms, conditions, and provisions of the 2020-2021 Employment Contract remain unchanged.

IN WITNESS WHEREOF, the parties hereto cause this agreement to be duly signed in original and copy this 29th day of July, 2020.

EMPLOYEE

By:_____

SSN: _____

SCHOOL DISTRICT NO. 9

By:_____
Chair, Board of Trustees

ATTEST:

By:_____
District Clerk
P. O. Box 610
129 First Avenue S. E.
Browning, MT 59417
Tel: 406-338-2715/FAX: 406-338-3200

Browning Public Schools
Board Agenda Request
Meeting To Be Held: July 29, 2020

Recognition: ☐ Students ☐ Staff ☐ Parents

Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report

Action: ☐ Resignation ☐ Hiring ☐ Contract Service Agreements

☐ Travel Out-of-State ☐ Travel In State ☒ Approvals

☐ Termination ☐ Legal Matters ☐ Other:

This action request pertains to ☒ Elementary (only) ☐ High School/District Wide

---

Date: July 20, 2020

To: **Corrina Guardipee-Hall**
Superintendent

From: Dennis Juneau
Title: Assistant Superintendent

Subject: Instructional Consultant for MCLSDP Grant 2020-2021

Description: The following Instructional Consultant is being requested for the MCLSDP Grant: KW/Vina: Marci Parks-Side By Side Consulting for the 2020-2021 school year. The MCLSDP Grant will pay for the consulting fees of $2,500/day x 1 day/month to provide PD, training, support, guidance, and leadership in implementing the instructional framework.

Financial Impact: $17,500.00

Funding Source (Budget/grant, etc.): 115.10.423.2213.320.651 (MCLSDP Grant)

Attachment(s): Agreement

Approval: Superintendent's Office/Finance/Personnel as applicable (Initial) _____

Comments: _____

_____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

SIDE-BY-SIDE EDUCATIONAL CONSULTING, INC.
AGREEMENT FOR CONSULTING SERVICES

THIS AGREEMENT FOR CONSULTING SERVICES ("Agreement") is effective as of August 1, 2020 (the "Effective Date") by and between Browning School District located in Browning, Montana (the "District"), and Side-by-Side Educational Consulting, Inc., a Montana Corporation ("Consultant").

BACKGROUND

A. The Consultant has expertise in the Field of curriculum and instruction, evidence-based literacy practices as defined in the Every Student Succeeds Act (ESSA), the Montana Common Core Standards, and the Montana Comprehensive Literacy School Development Project (MCLSDP). Within the Field, the Consultant will provide support for the MCLSDP which includes, but is not limited to: (1) professional development that leads to significant and improved changes in literacy achievement and educator effectiveness; (2) high quality professional development aligned to the Montana Literacy Plan and Multl-Tiered Systems of Support (MTSS); (3) implementation of targeted strategies that close achievement gaps across all student subgroups; (4) implementation of culturally responsive curriculum, instruction, and assessment; (5) implementation of effective literacy practices across all content areas; (6) development of a comprehensive assessment system with data-based decision making for MTSS; (7) facilitation of on-site school visits, including job-embedded coaching techniques for classroom application; (8) building and implementing instructional frameworks; (9) conducting instructional walkthroughs to monitor current implementation and determine next steps for change; and (10) meeting with the School Leadership Team to support teachers and administrators in action planning for continuous improvement.

B. The District is a subgrantee under the Montana Comprehensive Literacy School Development Project ("Grant") administered by Montana's Office of Public Instruction ("OPI").

C. Pursuant to Grant requirements, the District desires to obtain services of Consultant, and Consultant wishes to provide such services in the Field, all on the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the foregoing recitals, the mutual promises contained herein, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

AGREEMENT

1. Consultant: Side-by-Side Educational Consulting, Inc., a Montana-based corporation approved by the OPI as part of its administration of the MCLSDP grant.

2. Field: Implementation of evidence-based literacy practices across all content areas as connected to the state and district MCLSDP grant application, Montana Common Core Standards for English Language Arts and technical subjects, evidence-based literacy practices as defined in ESSA, job-embedded coaching techniques for classroom application, the Montana Literacy Plan, and practices to improve academic achievement for all students, particularly disadvantaged students in high poverty schools.

3. Services: The services to be provided by Consultant pursuant to Grant requirements (the "Services"), and the dates for the performance of such Services, are described on Exhibit A hereto.

    a. In the era of the COVID-19 pandemic, on-site contracted days may be changed to virtual support at the request of either the District or Consultant, as desired by either party or if indicated by the public health guidance in the district, county, or state of service.

4. Fees: The fees to be paid by the District to Consultant for the Services (the "Fees") are set forth in Exhibit A, attached hereto. Except for the reimbursable expenses specifically described in Section 5 below, the **fees are inclusive of all of Consultant's expenses for Services**. Eight (8) hours virtual support shall be equivalent to one (1) billable on-site service day. Consultant's invoices for Services will be sent to the address and billing contact set forth in Exhibit A. Payment for Fees shall be made to Consultant within forty-five (45) days of the invoice date.

   a. The District shall select at the beginning of this agreement from two payment options as indicated in Exhibit A and attached hereto:

      i. PAYMENT OPTION #1: For the specific school year, the fees will be paid IN ADVANCE to the Consultant by the District for services contained within this agreement, including Exhibit A. In the event the number of days of services for the school year are not fulfilled by the Consultant, as outlined in Exhibit A, Consultant agrees to reimburse District within thirty (30) days of the last day of services for the school year the amount for the number of days services were not performed. Specifically, reimbursement from Consultant to the District shall be calculated based upon the calculation of services contained in Exhibit A of this agreement.

      ii. PAYMENT OPTION #2: For the specific school year, fees will be paid on a monthly basis to the Consultant by the District for services contained within this agreement, including Exhibit A. Invoices will be submitted at the beginning of each month and the District will pay in full on each invoices on a monthly basis for the services rendered pursuant to this agreement, as in outlined above in Section 4.

      iii. *Selection by the District shall be indicated in written form by **initialing and dating** the chosen payment option in Exhibit A.*

5. Reimbursable Expenses: In addition to the Fees set forth on Exhibit A, the District shall reimburse Consultant from Grant funds for all non-refundable travel expenses incurred by Consultant in the event that the District cancels or requests the rescheduling of the Services. Such reimbursable expenses shall be invoiced and paid in accordance with Section 4 above.

6. Copying Costs: Consultant shall send copies of training materials (if applicable) to the District at least one week prior to the commencement of the Services. The District shall be responsible for providing the required number of copies, at the District's sole expense, for purposes of receiving Services.

7. Insurance Coverage. Consultant shall maintain throughout the Term, at Consultant's expense, insurance coverage that includes business liability insurance and worker's compensation insurance. Consultant shall provide the District with copies of certificates evidencing such insurance coverage upon request.

8. Confidential Information: In the event that the District discloses any tangible confidential information to Consultant, it shall be clearly identified, in writing, as "confidential" (all information so identified, "Confidential Information"). Consultant agrees to hold all Confidential Information disclosed to Consultant by the District in confidence, and Consultant shall neither disclose nor use the Confidential Information for any purpose other than providing the Services as contemplated herein. Upon the termination or expiration of the Term, Consultant agrees to return or destroy all Confidential Information supplied to Consultant by the District.

9. No Solicitation of Consultant's Employees and/or Consultants: Except after discussion with and the written approval of Consultant, during the Term and for twelve (12) months after the expiration or termination thereof, the District shall not solicit or initiate contact or communications with the employees or independent contractors of Consultant for the purpose of hiring or causing a third party to hire such persons, or cause or attempt to cause an employee or contractor of Consultant to terminate his, her or its employment or engagement with Consultant. The District agrees that a breach of its obligations under this Section 8 could not reasonably or adequately be compensated in damages in an action at law and that Consultant shall be entitled to injunctive relief, which may include, but shall not be limited to, restraining the District from engaging in any acts that would breach this Section 8. However, the injunctive relief conferred by this Section 8 is not intended to be exclusive of any other remedy that may be available to Consultant, and it shall be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity.

10. Relationship of the Parties: In performing Services, pursuant to this Agreement, Consultant and its agents, employees, and independent contractors, are not employees of the District. Accordingly, although the District may provide input regarding the general nature of the work to be performed and the goals to be met, the details, direction, and control of performing such work and meeting such goals shall be provided by Consultant and the Montana Office of Public Instruction pursuant to Grant requirements.

11. Term and Termination: The term of this Agreement (the "Term") shall be from the Effective Date until the date that the Services are completed, or until otherwise terminated in accordance with the terms of this Agreement. Subject to the provisions of Section 12 below, either party may terminate this Agreement at any time, for any or no reason, upon written notice delivered to the other party. Upon expiration or termination of this Agreement, the District shall pay Consultant (in accordance with the invoicing and payment procedures set forth in Section 3 and Section 4 above) all Fees owed for all work performed and shall reimburse Consultant for all reimbursable expenses incurred (in accordance with the procedures set forth in Section 3, Section 4, and Section 5 above) as of the date of such expiration or termination.

12. Liquidated Damages for Untimely Terminations:

    a. If the District presents Consultant less than thirty (30) days prior written notice of the District's election to terminate this Agreement, the District shall pay Consultant, as liquidated damages and not as a penalty, the sum of One Thousand Dollars ($1,000) per day for each day and/or partial day of Services thereby cancelled.

    b. If Consultant gives the District less than thirty (30) days prior written notice of Consultant's election to terminate this Agreement (for any reason other than the personal illness of Carrie L. Cole or any other individual that Consultant has scheduled to perform the Services on its behalf), Consultant shall pay the District, as liquidated damages and not as a penalty, the sum of One Thousand Dollars ($1,000); however, Consultant shall not be liable for liquidated damages under the termination of this agreement if termination is due to an emergency, such as, but not limited to personal illness, family illness, and/or natural disasters.

13. Severability: Should any valid federal or state law or final determination of any administrative agency or court of competent jurisdiction invalidate or otherwise affect any provision of this Agreement, the provision or provisions so affected shall be conformed automatically and to the extent possible to the law or determination in question, and in all events the remaining provisions of this Agreement shall continue in full force and effect.

14. Video Recording: Subject to compliance with the District's policies, a demonstration lesson for teaching and learning provided by Consultant hereunder (if any) may be recorded by the District in a video format, and a copy of the resulting video shall be provided to Consultant free-of-charge. Any videotape or DVD of the demonstration lesson shall not be distributed to any third party without the prior written consent of both parties.

15. Governing Law: This Agreement has been entered into under the laws of the State of Montana and the parties hereto agree that it shall be interpreted and all disputes arising hereunder shall be resolved in accordance with Montana law. The parties acknowledge and agree that the provisions of this Section 14 are reasonable because Consultant is a Montana Corporation, Consultant has significant operations in Montana, and Consultant has a need for consistency in the interpretation of its contracts with independent contractors, and, therefore, Montana has a substantial relationship to the District's engagement by Consultant pursuant to this Agreement, and Montana has a material interest in the determination and resolution of any issues or disputes arising under this Agreement. This Agreement has been entered into and has been executed by Consultant in Montana following its execution by the District. Exclusive jurisdiction and venue for any dispute arising hereunder shall be with the state or federal courts located in the County of Lincoln, State of Montana.

16. Amendments. Any amendment or modification to this Agreement shall be valid only in writing and signed by both parties.

17. Notices: Any notice, request, demand or other communication hereunder shall be in writing and shall be deemed to be duly given (i) when personally delivered to Consultant or to the District, as the case may be, (ii) three (3) days after deposit with the U.S. Postal Service, certified mail, return receipt requested, with postage prepaid, or (iii) two (2) days after deposit with a reputable overnight delivery service, delivery fees prepaid. Such notices shall be addressed as follows:

    a. If to Consultant:
    Side-by-Side Educational Consulting, Inc.
    322 Cottonwood Lane
    Libby, MT 59923
    Attn: Carrie L. Cole

    b. If to the District:
    To the address for notices set forth on the signature page of this Agreement.

    Each party may specify a different address for notices by giving notice of such changed address to the other party in accordance with this Section 16.

18. Entire Agreement. This Agreement constitutes the entire agreement between the parties respecting the Services, and there are no representations, warranties or commitments which may be relied upon by either party except as expressly set forth in this Agreement. This Agreement supersedes all prior or contemporaneous agreements, commitments, representations, writings, and discussions between the parties, whether oral or written. This Agreement may be amended only by an instrument in writing executed by both of the parties hereto.

19. Acknowledgments. The District expressly acknowledges that it has read the terms of this Agreement, has had the opportunity to discuss those terms with its own legal counsel, and understands that this is a legally binding contract.

20. Assignment. This Agreement shall be binding on and shall inure to the benefit of the parties' respective successors and permitted assigns. Neither party shall assign its rights or obligations under this Agreement without the prior written consent of the other party, which consent shall not be unreasonably conditioned, withheld or delayed. Notwithstanding the foregoing, Consultant may engage one or more subcontractors to perform the Services contemplated herein.

21. Mediation of Disputes. In the event of a dispute relating to the parties' performance hereunder or the interpretation of this Agreement, prior to instituting any legal action other than injunctive relief, the parties agree to mediate in good faith before a mutually selected, neutral third party. Notwithstanding the foregoing, neither party shall have any obligation to mediate under this Section 20 for more than forty-five (45) days after the date that a dispute first arose.

IN WITNESS WHEREOF, the parties have duly executed this Agreement as of the Effective Date.

Consultant

SIDE-BY-SIDE EDUCATIONAL CONSULTING, INC.

By: Carrie L. Cole

Title: President

Signature: _____

Date: _____

Address for Notices:
Side-by-Side Educational Consulting
ATTN: Carrie Cole
322 Cottonwood Lane LIBBY, MT 59923

Program - Browning School District

(KW Bergan and Vina Chattin Schools)

By: _____

Title: _____

Signature: _____

Date: _____

Address for Notices:

_____

_____

_____

Primary Contact Person for Invoicing:
Name: _____
Email: _____
Phone: _____

EXHIBIT A

Browning School District (KW Bergan and Vina Chattin Schools)
August 1, 2020 – June 30, 2021

DATE	PROFESSIONAL DEVELOPMENT SERVICES	PRESENTER
1 consulting day per month x 7 months = 7 days per school year	The Consultant, in conjunction with the School Leadership Team, will serve as an on-site support person for the Montana Comprehensive Literacy School Development Project (MCLSDP). This support shall include, but is not limited to, implementation of evidence-based literacy practices across all content areas as connected to the state and district MCLSDP grant application, Montana Common Core Standards for English Language Arts and technical subjects, evidence-based literacy practices, and practices to improve academic achievement for all students, particularly disadvantaged students in high poverty schools. In the era of the COVID-19 pandemic, on-site contracted days may be changed to virtual support at the request of either the District or Consultant, as desired by either party or if indicated by the public health guidance in the district, county, or state of service. Eight (8) hours virtual support shall be equivalent to one (1) billable on-site service day.	**MARCI PARKS**
PAYMENT SCHEDULE (CHOOSE ***ONE*** OPTION)	**FEE TERMS AS OUTLINED IN SECTION 4 OF AGREEMENT** (CHOOSE ***ONE*** OPTION)	
Payment Option #1 Initial _____ Date _____	For the specified school year of this agreement, the fees will be paid ***IN ADVANCE*** to Consultant by the District for services contained within this agreement, including Exhibit A. In the event the number of days of services for the school year are not fulfilled by the Consultant, as outlined below in Expenditure of Exhibit A, Consultant agrees to reimburse District within thirty (30) days of the last day of services for the school year the amount for the number of days services were not performed. Selection of this option by the District shall be indicated in written form by initialing and dating the chosen payment option in Section 4 of the agreement. In the event the number of days of services for the school year are not fulfilled by the Consultant, as outlined in Exhibit A, Consultant agrees to reimburse District within thirty (30) days of the last day of services for the school year the amount for the number of days services were not performed.	
	OR	
Payment Option #2 Initial _____ Date _____	For the specific school year, fees will be paid on a ***MONTHLY BASIS*** to Consultant by the District for services contained within this agreement, including Exhibit A. Invoices will be submitted at the beginning of each month and the District will pay in full on each invoice on a monthly basis for the services rendered pursuant to this agreement, as in outlined above in Section 4. Selection of this option by the District shall be indicated in written form by initialing and dating the chosen payment option in Section 4 of the agreement.	
TOTAL EXPENDITURE		
Services for Consultant for 7 days @ $2,500.00 per day = $17,500.00. All expenses included, as outlined in Section 4, Section 5, and Section 6 of this agreement. For a total of $17,500.00 per school year, as outlined in the starting date and ending date of this agreement.		

Browning Public Schools
Board Agenda Request
Meeting To Be Held: July 29, 2020

Recognition: ☐ Students ☐ Staff ☐ Parents

Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report

Action: ☐ Resignation ☐ Hiring ☐ Contract Service Agreements

☐ Travel Out-of-State ☐ Travel In State ☒ Approvals

☐ Termination ☐ Legal Matters ☐ Other:

This action request pertains to ☒ Elementary (only) ☐ High School/District Wide

---

Date: July 21, 2020

To: **Corrina Guardipee-Hall**
Superintendent

From: Dennis Juneau
Title: Assistant Superintendent

Subject: Instructional Consultant for MCLSDP Grant 2020-2021 school year

Description: Wendy Farone, Instructional Consultant with Transformative Reading Teacher Group, is being requested to meet the requirements of the MCLSDP Grant for Browning Elementary 2020-2021 school year. The MCLSDP Grant will pay for the consulting fees of $2,500/day, 1 days/month for 7 months for a total of $17,500 to provide PD, training, support, guidance, and leadership in implementing the instructional framework.

Financial Impact: $17,500.00

Funding Source (Budget/grant, etc.): MCLSDP Grant

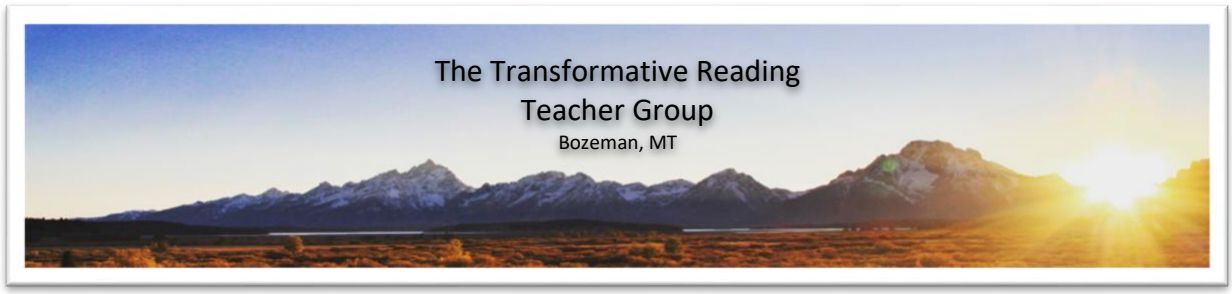
Attachment(s): Agreement

Approval: Superintendent's Office/Finance/Personnel as applicable (Initial) _____

Comments: _____

_____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____



Memorandum of Understanding

Browning School District

And

The Transformative Reading Teacher Group

This Memorandum of Understanding (MOU) sets the terms and understanding between Browning School District and The Transformative Reading Teacher Group (TRTG) to meet requirements of the Montana MCLSDP Grant under the direction of the Montana Office of Public Instruction (MT OPI).

Browning School District is participating in the grant as a grant recipient. This grant requires educational professional development to assist in improving learning outcomes for students in the classrooms of Browning School District in accordance with the MCLSDP guidelines. TRTG is a grant approved consultant provider.

Purpose

The purpose of the relationship between Browning School District and TRTG is to establish instructional protocols that can improve learning outcomes for MCLSDP classrooms at Browning Elementary School.

For the academic year of 2020-21, TRTG will provide Browning Elementary School with seven days (7 days) of consulting by Wendy Farone. Visits are recommended as 2/3-day units if they are on-site between August 2020 and June 2021. If on-site visits are not possible due to unforeseen and foreseen circumstances (like COVID) and travel, other arrangements for supports will be made with OPI consultation and guidance.

If consulting is done virtually, the allocation of consultant time for supporting work will be determined by the Browning School and Wendy Farone in order to meet the needs of Browning Elementary School. This time is billed by the hour at the same daily rate. Consultants are

expected to work a minimum of eight (8) contact hours for each billed day. This time may include, leadership meetings, coaching with teachers, grade level team meetings, data meetings, professional training / webinars, reviewing of curriculum, writing of walk through protocols, and any other task that Browning Elementary School and Wendy Farone deem appropriate for the MCLSDP grant work.

Funding

Though this MOU is not a commitment of funds, the agreed daily compensation to TRTG from Browning School District is $2,500 per consulting/training day for the one (7) on-site PD days during the 2020-21 School Year.

The total cost for this consultation (on-site or virtually) for school year 2020-21 is $17,500. Browning Elementary School will receive funds from MT OPI through the MCLSDP Grant as a grantee for payment of TRTG services.

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from Browning School District or TRTG. This MOU shall become effective upon signature by the authorized officials from Browning School District and TRTG and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Browning School District and TRTG, this MOU shall end on June 30, 2021.

Contact Information for Browning School District

Contacts:	Sheila Hall, Browning Elementary Principal Dennis Juneau, Assistant Superintendent / Director of Instruction
Email:	sheilah@bps.k12.mt.us DennisJ@bps.k12.mt.us
Phone:	(406) 338-2715

Financial Contact	Crystal Tailfeathers
Email:	crystalt@bps.k12.mt.us
Phone:	406-338-2715 ext. 4207

The Transformative Reading Teacher Group

Contact:	Danielle Thompson, PhD CCC-SLP *Lead Consultant and President*
Email:	DanielleMThompson@gmail.com
Phone:	406-548-1963
Mailing Address:	348 Stafford Ave Bozeman, MT 59718

MCLSDP Grant Contact for Browning School District Dennis Juneau, Assistant Superintendent / Director of Instruction	Date

Danielle M. Thompson, TRTG President	Date

Browning Public Schools
Board Agenda Request
Meeting To Be Held: July 29, 2020

Recognition: ☐ Students ☐ Staff ☐ Parents

Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report

Action: ☐ Resignation ☐ Hiring ☐ Contract Service Agreements

☐ Travel Out-of-State ☐ Travel In State ☒ Approvals

☐ Termination ☐ Legal Matters ☐ Other:

This action request pertains to ☒ Elementary (only) ☐ High School/District Wide

---

Date: July 21, 2020

To: **Corrina Guardipee-Hall**
Superintendent

From: Dennis Juneau
Title: Assistant Superintendent

Subject: Instructional Consultant for MCLSDP Grant 2020-2021 school year

Description: The following Instructional Consultant is being requested to fulfill the requirements of the MCLSDP Grant. Napi Elementary and Instructional Coaches request Debbie Hunsaker-Strive Consultant for the 2020-2021 school year. The MCLSDP Grant will pay for the consulting fees of $2,500/day, 3 days/month for 7 months for a total of $52,500 to provide PD, training, support, guidance, and leadership in implementing the instructional framework for Napi Elementary and new district instructional coaches. 14 days will be to provide training for coaches; 7 days will be to provide PD for Napi.

Financial Impact: $52,500.00

Funding Source (Budget/grant, etc.): MCLSDP Grant 115.40.423.2213.320.651

Attachment(s): Agreement

Approval: Superintendent's Office/Finance/Personnel as applicable (Initial) _____

Comments: _____

_____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

DISTRICT/SCHOOL AGREEMENT FOR CONSULTING SERVICES

THIS AGREEMENT FOR CONSULTING SERVICES ("Agreement") is effective as of August 15, 2020 (the "Effective Date") continuing through June 30, 2021 by and between **Browning Public Schools** located in Browning, MT, (the "District"), and STRIVE Consulting, LLC, located in East Helena, MT ("Consultant").

BACKGROUND

A. 1. Consultant has expertise in the field of curriculum and instruction and Response to Intervention ("RtI") processes in elementary schools, particularly in the area of literacy (collectively, the "Field"). In particular, the Field includes, but is not limited to, supporting the leadership team; effective RtI implementation; support to school administration in the area of RtI and instructional walk-through processes; phonemic awareness, phonics, vocabulary, comprehension and fluency instruction; effective instructional techniques; analyzing data in order to inform instruction and intervention services, professional development offerings for teachers, coaches, and administrators, and instructional planning; increasing scaffolding to reach all students (challenging and supportive); lesson modeling; classroom observations and feedback; facilitation of on-site school visits; and "next step" RtI implementation goals.

B. The District desires to obtain services of Consultant, and Consultant wishes to provide such services in the Field, all on the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the foregoing recitals, the mutual promises contained herein, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

AGREEMENT

1. a. Services. The services to be provided by Consultant to the District hereunder (the "Services"), and the dates for the performance of such Services, are described on Exhibit A hereto.

b. Unexpected Circumstances – Any on-site contracted days shall be changed by the request of either the District or Consultant to virtual support if desired by either party or indicated by public health guidance in the district, county, or state of service. Eight (8) hours virtual support will be equivalent to one (1) billable on-site service day.

2. Fees. The fees to be paid by the District to Consultant for the Services (the "Fees") are set forth on Exhibit A hereto. Except for the reimbursable expenses specifically described in Section 3 below, the **Fees are inclusive of all of Consultant's expenses for Services**. Consultant's invoices for Services will be sent to the address and billing contact set forth on Exhibit A. Payment for Fees shall be made to Consultant within thirty days (30) days of the invoice date.

3. Copying Costs. Consultant shall send copies of training materials (if applicable) to the District at least one week prior to the commencement of the Services. The District shall be responsible for providing the required number of copies, at the District's sole expense, for purposes of receiving training Services.

4. Confidential Information. In the event that the District discloses any tangible confidential information to Consultant, it shall be clearly identified, in writing, as "confidential" (all information so identified, "Confidential Information"). Consultant agrees to hold all Confidential Information disclosed to Consultant by the District in confidence, and Consultant shall neither disclose nor use the Confidential Information for any purpose other than providing the Services as contemplated herein. Upon the termination or expiration of the Term, Consultant agrees to return or destroy all Confidential Information supplied to Consultant by the District.

5. No Solicitation of Consultant's Employees or Consultants. Except after discussion with and the written approval of Consultant, during the Term and for twelve (12) months after the expiration or termination thereof, the District shall not solicit or initiate contact or communications with the employees or contractors of Consultant for the purpose of hiring or causing a third party to hire such persons, or cause or attempt to cause an employee or contractor of Consultant to terminate his, her or its employment or engagement with Consultant. The District agrees that a breach of its obligations under this

Section 5 could not reasonably or adequately be compensated in damages in an action at law and that Consultant shall be entitled to injunctive relief, which may include, but shall not be limited to, restraining the District from engaging in any acts that would breach this Section 5. However, the injunctive relief conferred by this Section 5 is not intended to be exclusive of any other remedy that may be available to Consultant, and it shall be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity.

6. Relationship of the Parties. In performing Services for the District pursuant to this Agreement, Consultant shall be acting in the capacity of an independent contractor to the District and not as an employee of the District. Accordingly, although the District may specify the general nature of the work to be performed and the goals to be met, the details of performing such work and meeting such goals shall be determined by Consultant.

7. Term and Termination. The term of this Agreement (the "Term") shall be from the Effective Date until the date that the Services are completed, or until otherwise terminated in accordance with the terms of this Agreement. Subject to the provisions of Section 8 below, either party may terminate this Agreement at any time, for any or no reason, upon written notice delivered to the other party. Upon expiration or termination of this Agreement, the District shall pay Consultant (in accordance with the invoicing and payment procedures set forth in Section 2 above) all Fees owed for all work performed and shall reimburse Consultant for all reimbursable expenses incurred (in accordance with the procedures set forth in Section 3 above) as of the date of such expiration or termination.

8. Liquidated Damages for Untimely Terminations.

If the District gives Consultant less than fifteen (15) days' prior written notice of the District's election to terminate this Agreement, the District shall pay Consultant, as liquidated damages and not as a penalty, the sum of One Thousand Dollars ($1,000) of Services thereby cancelled.

9. Severability. Should any valid federal or state law or final determination of any administrative agency or court of competent jurisdiction invalidate or otherwise affect any provision of this Agreement, the provision or provisions so affected shall be conformed automatically and to the extent possible to the law or determination in question, and in all events the remaining provisions of this Agreement shall continue in full force and effect.

10. Video Recording. Subject to compliance with the District's policies, the demonstration lesson for teaching and learning provided by Consultant hereunder (if any) may be recorded by the District in a video format, and a copy of the resulting videotape/DVD shall be provided to Consultant free-of-charge. Any videotape or DVD of the demonstration lesson shall not be distributed to any third party without the prior written consent of both parties.

11. Governing Law. This Agreement has been entered into under the laws of the State of Montana and the parties hereto agree that it shall be interpreted and all disputes arising hereunder shall be resolved in accordance with Montana law. The parties acknowledge and agree that the provisions of this Section 11 are reasonable because Consultant is a Montana Company, Consultant has significant operations in Montana, and Consultant has a need for consistency in the interpretation of its contracts with independent contractors, and, therefore, Montana has a substantial relationship to the District's engagement by Consultant pursuant to this Agreement, and Montana has a material interest in the determination and resolution of any issues or disputes arising under this Agreement. This Agreement has been entered into and has been executed by Consultant in Montana following its execution by the District. Exclusive jurisdiction and venue for any dispute arising hereunder shall be with the state or federal courts located in the County of Lewis and Clark, State of Montana

12. Amendments. Any amendment or modification to this Agreement shall be valid only in writing and signed by both parties.

13. Notices. Any notice, request, demand or other communication hereunder shall be in writing and shall be deemed to be duly given (i) when personally delivered to Consultant or to the District, as the case may be, (ii) three (3) days after deposit with the U.S. Postal Service, certified mail, return receipt requested, with postage prepaid, or (iii) two (2) days after deposit with a reputable overnight delivery service, delivery fees prepaid. Such notices shall be addressed as follows:

If to Consultant:

STRIVE Consulting LLC
3919 Remington
East Helena, MT 59635
Attn.: Debbie Hunsaker

If to the District:

Browning Public Schools
P.O. Box 610
Browning, MT 59417-0610
dennisj@bps.k12.mt.us

To the address for notices set forth on the signature page of this Agreement.

Each party may specify a different address for notices by giving notice of such changed address to the other party in accordance with this Section 13.

14. Entire Agreement. This Agreement constitutes the entire agreement between the parties respecting the Services, and there are no representations, warranties or commitments which may be relied upon by either party except as expressly set forth in this Agreement. This Agreement supersedes all prior or contemporaneous agreements, commitments, representations, writings, and discussions between the parties, whether oral or written. This Agreement may be amended only by an instrument in writing executed by both of the parties hereto.

15. Acknowledgments. The District expressly acknowledges that it has read the terms of this Agreement, has had the opportunity to discuss those terms with its own legal counsel, and understands that this is a legally binding contract.

16. Assignment. This Agreement shall be binding on and shall inure to the benefit of the parties' respective successors and permitted assigns. Neither party shall assign its rights or obligations under this Agreement without the prior written consent of the other party, which consent shall not be unreasonably conditioned, withheld or delayed. Notwithstanding the foregoing, Consultant may engage one or more subcontractors to perform the Services contemplated herein.

17. Mediation of Disputes. In the event of a dispute relating to the parties' performance hereunder or the interpretation of this Agreement, prior to instituting any legal action other than injunctive relief, the parties agree to mediate in good faith before a mutually selected, neutral third party. Notwithstanding the foregoing, neither party shall have any obligation to mediate under this Section 17 for more than forty-five (45) days after the date that a dispute first arose.

IN WITNESS WHEREOF, the parties have duly executed this Agreement as of the Effective Date.

Consultant:
STRIVE Consulting LLC

By: Debbie Hunsaker

Name: Debbie Hunsaker

Title: Owner

District/School:
Browning Public Schools

By: Dennis Juneau (Jul 22, 2020 13:02 MDT)

Name: Dennis Juneau

Title: Assistant Superintendent

Exhibit A : Browning Public Schools 2020-2021			
Unexpected Circumstances (i.e. Covid-19) – Any on-site contracted days shall be changed by the request of either the District or Consultant to virtual support if desired by either party or indicated by public health guidance in the district, county, or state of service. Eight (8) hours virtual support will be equivalent to one (1) billable on-site service day.			
Date	**Professional Development**	**Amount Per Day**	**Consultant**
21 Days Total 2020-2021 School Year **<u>Coaching</u>** 2 Days Per Month - TBD August 2020 September 2020 October 2020 January 2021 February 2021 March 2021 April 2021	**Book: *Coach's Handbook*** - Free **On-site professional development** (inclusive of all expenses, as well as a one-hour conference call to determine needs and set agenda) **Off-site on-line meetings (i.e., zoom, go to meeting)** As needed with coaches before and after on-site visits (inclusive of all materials. Including rights to use within the District, including PowerPoint slides, and aligned participant activities) **Technical Assistance** –Leadership team training –Teacher training/administrator training –Development of a model District/school-wide RtI forms and processes –Effective instructional techniques –Peer Coaching Model –Support of leadership team in meeting goals –Classroom modeling of effective instructional techniques –Grade level meeting model –Data Analysis-using data for differentiated instruction –In-class Side-by-Side Coaching –Evaluation of RtI Implementation- Tiers I-III	$2,500 **21 days**	Debbie Hunsaker
<u>Napi Support</u> 1 day Per Month – TBD August 2020 September 2020 October 2020 January 2021 February 2021 March 2021 April 2021			
***Please invoice consulting fees to STRIVE EIN 81-2237138**	**Totals:** **Professional Development** **$52,500.00** **Resource Purchase** **$0.00** **Contract Total:** **$52,500.00**		

STRIVE Initials _____ Dated 7/22/2020

DISTRICT Initials _____ Dated Jul 22, 2020

Dennis Juneau (Jul 22, 2020 13:02 MDT)

STRIVE Contract BrowningPS.PD2020.2021

Final Audit Report 2020-07-22

Created:	2020-07-22
By:	Piper Lynch (strivingreadersadm@yahoo.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAAY2oW_6wp8VYb4D6-fb0yyFF2jlrvoSlZ

"STRIVE Contract BrowningPS.PD2020.2021" History

Document created by Piper Lynch (strivingreadersadm@yahoo.com)
2020-07-22 - 4:09:33 PM GMT- IP address: 69.145.120.44

Document emailed to Dennis Juneau (dennisj@bps.k12.mt.us) for signature
2020-07-22 - 4:10:32 PM GMT

Email viewed by Dennis Juneau (dennisj@bps.k12.mt.us)
2020-07-22 - 4:40:33 PM GMT- IP address: 66.249.84.83

Document e-signed by Dennis Juneau (dennisj@bps.k12.mt.us)
Signature Date: 2020-07-22 - 7:02:41 PM GMT - Time Source: server- IP address: 216.220.16.145

Signed document emailed to Piper Lynch (strivingreadersadm@yahoo.com) and Dennis Juneau (dennisj@bps.k12.mt.us)
2020-07-22 - 7:02:41 PM GMT

D|A DAVIDSON
FIXED INCOME CAPITAL MARKETS
D.A. Davidson & Co. member SIPC

July 23, 2020

Stacy Edwards, Business Manager/District Clerk
Browning Elementary School
P.O. Box 610
129 1st Avenue East
Browning, MT 59417

Re: $3,955,000 School District No. 9 (Browning), Glacier County, Montana, Impact Aid Revenue Bonds, Series 2020

Dear Stacy,

The above referenced Bond issue for the Browning Elementary School District (the "District") was successfully closed on July 15, 2020, and the District is in receipt of the proceeds from the sale of Bonds. In that regard, I am requesting that you please remit to D.A. Davidson & Co. the amount due of $55,370.00 for Placement Agent fees. Please direct payment to D.A. Davidson & Co. as follows:

D.A. Davidson & Co.
Attn: Crystal Vogl
8 Third Street North
Great Falls, MT 59401

The other costs of issuance for which you will receive separate invoices include: Dorsey & Whitney LLP (as Bond Counsel) and U.S. Bank National Association (as Trustee/Dissemination Agent). Please reference the costs of issuance detailed in the Sources and Uses of Funds schedule.

Thank you again for retaining D.A. Davidson as the Placement Agent in the issuance of the Bonds. We greatly enjoyed working with you and the other officials of the District on this financing. If you have any questions please do not hesitate to call me at (406) 556-6965.

Sincerely yours,

Bridget R. Ekstrom

Bridget R. Ekstrom
Senior Vice President, Public Finance Banker

Enclosures

Invoice No. 20 257 0801 1

D|A DAVIDSON
FIXED INCOME CAPITAL MARKETS
D.A. Davidson & Co. member SIPC

P.O. Box 5015
Great Falls, MT 59403
(406) 727-4200 fax (406) 791-7315

INVOICE

Client

Stacy Edwards, Business Manager/District Clerk
Browning Elementary School
P.O. Box 610
129 1st Avenue East
Browning MT 59417

Date	7/23/2020
Order No.	
Banker	Bridget Ekstrom
Phone	(406) 556-6965

$3,955,000 School District No. 9 (Browning), Glacier County, Montana
Impact Aid Revenue Bonds, Series 2020

Description	Unit Price	TOTAL
Placement Agent Fees		$55,370.00
	SubTotal	$55,370.00
	TOTAL	$55,370.00

Please direct payment to:
Crystal Vogl
D.A. Davidson & Co.
8 Third Street North
Great Falls, MT 59401

Office Use Only 20 257 0801 1

SOURCES AND USES OF FUNDS

SCHOOL DISTRICT NO. 9 (BROWNING)
GLACIER COUNTY, MONTANA
IMPACT AID REVENUE SCHOOL BUILDING BONDS, SERIES 2020
Private Placement with First Bank of Montana, Division of Glacier Bank
Any Day Par Call
FINAL PRICING

Dated Date	07/15/2020
Delivery Date	07/15/2020

Sources:	
Bond Proceeds:	
Par Amount	3,955,000.00
	3,955,000.00

Uses:	
Project Fund Deposits:	
Project Fund	3,842,880.00
Cost of Issuance:	
Placement Agent	55,370.00
Trustee	1,750.00
Bond Counsel	55,000.00
	112,120.00
	3,955,000.00

DORSEY
always ahead

DAN SEMMENS
semmens.dan@dorsey.com

July 20, 2020

Ms. Stacy Edwards
District Clerk
Browning Public Schools
P.O. Box 610
Browning, MT 59417

Re: $3,955,000 Impact Aid Revenue School Building Bonds, Series 2020
School District No. 9 (Browning), Glacier County

Dear Stacy:

Enclosed please find our statement for services as bond counsel on the above-referenced matter.

We were happy to be of assistance to the District on this bond issue. If you have any questions, please do not hesitate to call.

We will separately forward a complete transcript of proceedings to you.

Very truly yours,

Dan Semmens

DPS/te

Enclosures

125 Bank Street | Suite 600 | Missoula, MT | 59802-4407 | **T** 406.721.6025 | **F** 406.543.0863 | dorsey.com

DORSEY
DORSEY & WHITNEY LLP

MISSOULA OFFICE
406-721-6025

(Tax Identification No. 41-0223337)

STATEMENT OF ACCOUNT FOR PROFESSIONAL SERVICES

Invoice No. 3595149

Client: 475613-00005

Ms. Stacy Edwards
District Clerk
Browning Public Schools
P.O. Box 610
Browning, MT 59417

For Legal Services Rendered Through July 15, 2020

Re: $3,955,000 Impact Aid Revenue School Building Bonds, Series 2020
School District No. 9 (Browning), Glacier County

For legal services rendered by us as bond counsel in connection with the issuance of the above-referenced Bonds, including telephone conversations and correspondence with representatives of the District, D.A. Davidson & Co., as placement agent, First Bank of Montana, as purchaser, and U.S. Bank National Association, as trustee, preparation of and guidance regarding election proceedings, examination of transcript of proceedings, preparation of indenture of trust; preparation of resolutions and closing documents, drafting and coordination of printing of Bonds, preparation and filing of IRS Form 8038-G and rendering approving legal opinion.

Total For Services and Disbursements	$55,000.00
Total this Statement	$55,000.00

REMITTANCE

For your convenience, please remit payment to the address below or we offer the option of remitting payment electronically by wire transfer. If you have any questions regarding this information, please contact the lawyer you are working with on this project or Dorsey's Accounts Receivable Department at 1-800-861-0760. Thank you.

Mailing Instructions:
Dorsey & Whitney LLP
P.O. Box 1680
Minneapolis, MN 55480-1680

Wire Instructions:
U.S. Bank National Association
800 Nicollet Mall
Minneapolis, MN 55402

(This account is only for Wire/ACH payments)
ABA Routing Number: 091000022
Account Number: 1047-8339-8282
Swift Code: USBKUS44IMT

Please make reference to the invoice number

Service charges are based on rates established by Dorsey & Whitney. A schedule of those rates has been provided and is available upon request. Disbursements and service charges, which either have not been received or processed, will appear on a later statement.

ALL INVOICES ARE DUE 30 DAYS FROM DATE OF INVOICE UNLESS OTHERWISE EXPRESSLY AGREED BY DORSEY & WHITNEY

03522

DORSEY & WHITNEY LLP

MISSOULA OFFICE
406-721-6025

(Tax Identification No. 41-0223337)

STATEMENT OF ACCOUNT FOR PROFESSIONAL SERVICES

Invoice No. 3595149

Client: 475613-00005

Ms. Stacy Edwards
District Clerk
Browning Public Schools
P.O. Box 610
Browning, MT 59417

For Legal Services Rendered Through July 15, 2020

Re: $3,955,000 Impact Aid Revenue School Building Bonds, Series 2020
School District No. 9 (Browning), Glacier County

Total For Services and Disbursements	$55,000.00
Total this Statement	$55,000.00

Service charges are based on rates established by Dorsey & Whitney. A schedule of those rates has been provided and is available upon request. Disbursements and service charges, which either have not been received or processed, will appear on a later statement.

ALL INVOICES ARE DUE 30 DAYS FROM DATE OF INVOICE UNLESS OTHERWISE EXPRESSLY AGREED BY DORSEY & WHITNEY

Browning Public Schools
Board Agenda Request
Meeting to Be Held: 7/29/20

Recognition: ☐ Students ☐ Staff ☐ Parents

Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report

Action: ☐ Resignation ☐ Hiring ☐ Contract Service Agreements
☐ Travel Out-of-State ☐ Travel In State ☒ Approvals
☐ Termination ☐ Legal Matters ☐ Other:

This action request pertains to ☐ Elementary (only) ☒ High School/District Wide

---

Date: 7/21/20

To: **Corrina Guardipee-Hall**
Superintendent

From: John. Salois
Title: Director of Human Resources

Subject: Extended Contract: Academic Planning for 2020-2021 AY

Description: Corrina Guardipee-Hall is requesting an Extended Contract for Matthew Johnson, Director of Alternative Education to work on education plans for 2020-2021 Academic Year (AY), July 21-23, 2020.

Financial Impact: $2,067.00 ($51.68 x 40 hour, Not to Exceed)

Funding Source: 226.75.150.1700.120

Attachment(s): none

Superintendent Action: ☐ Approved ☐ Denied ☐ Deferred Initial & date: _____

Comments: _____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to:_____

Browning Public Schools
Board Agenda Request
Meeting To Be Held: July 28, 2020

Recognition: ☐ Students ☐ Staff ☐ Parents

Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report

Action: ☐ Resignation ☐ Hiring ☐ Contract Service Agreements

☐ Travel Out-of-State ☐ Travel In State ☐ Approvals

☐ Termination ☐ Legal Matters ☐ Other:

This action request pertains to ☐ Elementary (only) ☒ High School/District Wide

---

Date: July 14, 2020

To: **Corrina Guardipee-Hall**
Superintendent

From: Dennis Juneau
Title: Assistant Superintendent

Subject: Instructional Consultant for MCLSDP Grant 2020-2021

Description: The following Instructional Consultant is being requested for the MCLSDP Grant: Browning High School: Jennifer Renaud-Coach Up Consulting for the 2020-2021 school year. The MCLSDP Grant will pay for the consulting fees of $2,500/day, 1 day/month for 7 months for a total of $17,500 to provide PD, training, support, guidance, and leadership in implementing the instructional framework

Financial Impact: $17,500.00

Funding Source (Budget/grant, etc.): MCLSDP Grant.

Attachment(s): Agreement

Approval: Superintendent's Office/Finance/Personnel as applicable (Initial) _____

Comments: _____

_____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

Coach Up! Consulting
DISTRICT/SCHOOL AGREEMENT FOR CONSULTING SERVICES

THIS AGREEMENT FOR CONSULTING SERVICES ("Agreement") is effective as of July 24, 2020 (the "Effective Date") by and between **Browning Public Schools** located in Browning, MT, (the "District"), and Coach Up! Consulting, located in Fountain, CO ("Consultant").

BACKGROUND

A. 1. Consultant has expertise in the field of curriculum and instruction processes in elementary school, middle, and secondary schools, particularly in the area of literacy (collectively, the "Field"). In particular, the Field includes, but is not limited to, effective implementation of a core reading program and intervention programs; effective MTSS and RtI implementation; support to school administration in the area of literacy instruction and instructional walk-through processes; phonemic awareness, phonics, vocabulary, comprehension and fluency instruction; effective instructional techniques including student engagement; analyzing data in order to inform instruction and intervention services, professional development offerings for teachers, coaches, and administrators, and instructional planning; increasing scaffolding to reach all students (challenging and supportive); lesson modeling; classroom observations and feedback; and facilitation of on-site school visits..

B. The District desires to obtain services of Consultant, and Consultant wishes to provide such services in the Field, all on the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the foregoing recitals, the mutual promises contained herein, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

AGREEMENT

1. Services. The services to be provided by Consultant to the District hereunder (the "Services"), and the dates for the performance of such Services, are described on Exhibit A hereto.

2. Fees. The fees to be paid by the District to Consultant for the Services (the "Fees") are set forth on Exhibit A hereto. Except for the reimbursable expenses specifically described in Section 3 below, the **Fees are inclusive of all of Consultant's expenses for Services**. Consultant's invoices for Services will be sent to the address and billing contact set forth on Exhibit A. Payment for Fees shall be made to Consultant within forty-five (45) days of the invoice date.

3. Copying Costs. Consultant shall send copies of training materials (if applicable) to the District at least one week prior to the commencement of the Services. The District shall be responsible for providing the required number of copies, at the District's sole expense, for purposes of receiving training Services.

4. Confidential Information. In the event that the District discloses any tangible confidential information to Consultant, it shall be clearly identified, in writing, as "confidential" (all information so identified, "Confidential Information"). Consultant agrees to hold all Confidential Information disclosed to Consultant by the District in confidence, and Consultant shall neither disclose nor use the Confidential Information for any purpose other than providing the Services as contemplated herein. Upon the termination or expiration of the Term, Consultant agrees to return or destroy all Confidential Information supplied to Consultant by the District.

5. No Solicitation of Consultant's Employees or Consultants. Except after discussion with and the written approval of Consultant, during the Term and for twelve (12) months after the expiration or termination thereof, the District shall not solicit or initiate contact or communications with the employees or contractors of Consultant for the purpose of hiring or causing a third party to hire such persons, or cause or attempt to cause an employee or contractor of Consultant to terminate his, her or its employment or engagement with Consultant. The District agrees that a breach of its obligations under this Section 6 could not reasonably or adequately be compensated in damages in an action at law and that

Consultant shall be entitled to injunctive relief, which may include, but shall not be limited to, restraining the District from engaging in any acts that would breach this Section 5. However, the injunctive relief conferred by this Section 5 is not intended to be exclusive of any other remedy that may be available to Consultant, and it shall be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity.

6. Relationship of the Parties. In performing Services for the District pursuant to this Agreement, Consultant shall be acting in the capacity of an independent contractor to the District and not as an employee of the District. Accordingly, although the District may specify the general nature of the work to be performed and the goals to be met, the details of performing such work and meeting such goals shall be determined by Consultant.

7. Term and Termination. The term of this Agreement (the "Term") shall be from the Effective Date until the date that the Services are completed, or until otherwise terminated in accordance with the terms of this Agreement. Subject to the provisions of Section 9 below, either party may terminate this Agreement at any time, for any or no reason, upon written notice delivered to the other party. Upon expiration or termination of this Agreement, the District shall pay Consultant (in accordance with the invoicing and payment procedures set forth in Section 2 above) all Fees owed for all work performed and shall reimburse Consultant for all reimbursable expenses incurred (in accordance with the procedures set forth in Section 3 above) as of the date of such expiration or termination.

8. Liquidated Damages for Untimely Terminations.

(a) If the District gives Consultant less than fifteen (15) days' prior written notice of the District's election to terminate this Agreement, the District shall pay Consultant, as liquidated damages and not as a penalty, the sum of One Thousand Dollars ($1,000) of Services thereby cancelled.

(b) If Consultant gives the District less than fifteen (15) days' prior written notice of Consultant's election to terminate this Agreement (for any reason other than the personal illness of Brenda Wright-Nardo or any other individual that Consultant had scheduled to perform the Services on its behalf), Consultant shall pay the District, as liquidated damages and not as a penalty, the sum of One Thousand Dollars ($1,000).

9. Severability. Should any valid federal or state law or final determination of any administrative agency or court of competent jurisdiction invalidate or otherwise affect any provision of this Agreement, the provision or provisions so affected shall be conformed automatically and to the extent possible to the law or determination in question, and in all events the remaining provisions of this Agreement shall continue in full force and effect.

10. Video Recording. Subject to compliance with the District's policies, the demonstration lesson for teaching and learning provided by Consultant hereunder (if any) may be recorded by the District in a video format, and a copy of the resulting videotape/DVD shall be provided to Consultant free-of-charge. Any videotape or DVD of the demonstration lesson shall not be distributed to any third party without the prior written consent of both parties.

11. Governing Law. It is the intention of the Parties to this Agreement that this Agreement and the performance under this Agreement, and all suits and special proceedings under this Agreement, be construed in accordance with and governed, to the exclusion of the law of any other forum, by the laws of the State of Colorado, without regard to the jurisdiction in which any action or special proceeding may be instituted.

12. Amendments. Any amendment or modification to this Agreement shall be valid only in writing and signed by both parties.

13. Notices. Any notice, request, demand or other communication hereunder shall be in writing and shall be deemed to be duly given (i) when personally delivered to Consultant or to the District, as the case may be, (ii) three (3) days after deposit with the U.S. Postal Service, certified mail, return receipt requested, with postage prepaid, or (iii) two (2) days

after deposit with a reputable overnight delivery service, delivery fees prepaid. Such notices shall be addressed as follows:

If to the Consultant:
Coach Up! Consulting
7737 Stockton Dr.
Fountain, CO 80817
Attn.: Brenda Wright-Nardo

If to the District:
Browning Public Schools
PO Box 610
Browning, MT 59417
Attn: Dennis Juneau
To the address for notices set forth on the signature page of this Agreement.

Each party may specify a different address for notices by giving notice of such changed address to the other party in accordance with this Section 14.

14. Entire Agreement. This Agreement constitutes the entire agreement between the parties respecting the Services, and there are no representations, warranties or commitments which may be relied upon by either party except as expressly set forth in this Agreement. This Agreement supersedes all prior or contemporaneous agreements, commitments, representations, writings, and discussions between the parties, whether oral or written. This Agreement may be amended only by an instrument in writing executed by both of the parties hereto.

15. Acknowledgments. The District expressly acknowledges that it has read the terms of this Agreement, has had the opportunity to discuss those terms with its own legal counsel, and understands that this is a legally binding contract.

16. Assignment. This Agreement shall be binding on and shall inure to the benefit of the parties' respective successors and permitted assigns. Neither party shall assign its rights or obligations under this Agreement without the prior written consent of the other party, which consent shall not be unreasonably conditioned, withheld or delayed. Notwithstanding the foregoing, Consultant may engage one or more subcontractors to perform the Services contemplated herein.

17. Mediation of Disputes. In the event of a dispute relating to the parties' performance hereunder or the interpretation of this Agreement, prior to instituting any legal action other than injunctive relief, the parties agree to mediate in good faith before a mutually selected, neutral third party. Notwithstanding the foregoing, neither party shall have any obligation to mediate under this Section 17 for more than forty-five (45) days after the date that a dispute first arose.

IN WITNESS WHEREOF, the parties have duly executed this Agreement as of the Effective Date.

Consultant:

Coach Up! Consulting
By:
Name:
Title:

_____

signature

District/School:

Browning Public Schools
PO Box 610
Browning, MT 59417

By:
Name:
Title:

_____

signature

District's address for notices:

Attn.:

EXHIBIT C: Browning Public Schools 2020-2021			
Date	**Professional Development**	**Amount Per Day**	**Consultant**
7 Site Visits - 1 day per month for 7 months *Exact dates to be determined in agreement with both consultant and district	**Technical Assistance may include but not limited to:** –Coach training/administrator/leadership team training –Support of leadership team in meeting grant goals –Effective instructional techniques –Classroom modeling of effective instructional techniques –Peer Coaching Model –Grade level/department meeting model –Data Analysis-using data for differentiated instruction –In class side-by-side coaching –Professional Development: 5 components of Reading –Professional Development: Scientifically Based Reading Research (SBRR) –Professional Development: Reading program implementation –Evaluation of implementation: Tiers I, II, III	$2,500 per day x 7	Shelly Renaud
Total		**$17,500**	

**Due to continually changing circumstances, contract days may be fulfilled in person, virtually, or by using a hybrid model. The consultant and the school will work together to determine the best approach.

Browning Public Schools
Board Agenda Request
Meeting To Be Held: 7/29/2020

Recognition: ☐ Students ☐ Staff ☐ Parents
Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report
Action: ☐ Resignation ☐ Hiring ☐ Contract Service Agreements
☐ Travel Out-of-State ☐ Travel In State ☒ Approvals
☐ Termination ☐ Legal Matters ☐ Other:
This action request pertains to ☐ Elementary (only) ☒ High School/District Wide

Date: 7/21/2020

To: **Corrina Guardipee-Hall**
Superintendent

From: Dennis Juneau
Title: Assistant Superintendent

Subject: **Leadership Instructional Planning 2020-2021**

Description: Extended Contract request for all grade level Instructional Coaches for Leadership Instructional planning in conjunction with building administrators to plan for upcoming school year.

Justification: To participate in leadership instructional planning week August 3-7 & 12, 2020 for up to 48 hours.

Financial Impact: $25,348.80 (+18% fringe)

Funding Source (Budget/grant, etc.): Title I Schoolwide

Attachment(s): Spreadsheet

Approval: Superintendent's Office/Finance/Personnel as applicable (Initial) _____

Comments: _____

_____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

Employee Name	Hourly Rate	Up to 48 Hours	Budget
Nicole Whitney	$32.01	$1,536.48	115.90.494.2213.150.120
Brandy Bremner	$46.95	$2,253.60	115.90.494.2213.150.120
Arlene Wippert	$49.25	$2,364.00	115.90.494.2213.150.120
Kylie Black	$28.95	$1,389.60	115.90.494.2213.150.120
Genevieve Bragg	$46.08	$2,211.84	115.90.494.2213.150.120
Tracy Momberg	$46.95	$2,253.60	115.90.494.2213.150.120
Andrea Evans	$46.08	$2,211.84	115.90.494.2213.150.120
Violet Sinclair-Boggs	$49.28	$2,365.44	115.90.494.2213.150.120
Jason Krane	$33.06	$1,586.88	115.90.494.2213.150.120
Darcy Skunkcap	$49.28	$2,365.44	115.90.494.2213.150.120
Joann Powell	$50.26	$2,412.48	115.90.494.2213.150.120
Edi Wagner	$49.95	$2,397.60	115.90.494.2213.150.120

Browning Public Schools
Board Agenda Request
Meeting to Be Held: 7/29/20

Recognition: ☐ Students ☐ Staff ☐ Parents

Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report

Action: ☐ Resignation ☐ Hiring ☐ Contract Service Agreements

☐ Travel Out-of-State ☐ Travel In State ☒ Approvals

☐ Termination ☐ Legal Matters ☐ Other:

This action request pertains to ☐ Elementary (only) ☒ High School/District Wide

---

Date: 7/21/20

To **Corrina Guardipee-Hall**
Superintendent

From: Billie Jo Juneau
Title: Curriculum &Assessment

Subject: Extended Contracts: SBE, IEFA Summer Committee Work 2020-2021

Description: Extended Contracts for staff representing each campus collaborate together to complete frameworks that include state standards and alignment from grade to grade.

Financial Impact: $14,214.37 (plus fringe)

Funding Source (Budget/grant, etc.): 115.90.494.2213.150.120 (Title 1)

Attachment(s): See list

Approval: Superintendent's Office/Finance/Personnel as applicable (Initial) _____

Comments: _____

_____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

NAME	HOURS	AMOUNT
Shayalea Tatsey	30.95 X 48	$1,485.60
Lea Whitford	40.88 X 48	$1,962.24
Kevin Kicking Woman	37.76 X 48	$1,812.48
Caroline Zuback	39.72 X 48	$1,906.56
Art Westwolf	40.28 X 48	$1,933.44
Shawnee Momberg	33.82 X 48	$1,623.36
Zebah Burdeau	27.55 X 48	$1,322.40
Robert Miller	$47.89 x 48	$2,298.72
		$14,214.37
	Fringe	$2,558.59
	Total	$16,772.96

Browning Public Schools
Board Agenda Request
Meeting To Be Held: July 29, 2020

Recognition:	☐ Students	☐ Staff	☐ Parents
Information:	☐ Building Report	☐ Old Business	☐ Superintendent's Report
Action:	☐ Resignation	☐ Hiring	☐ Contract Service Agreements
	☐ Travel Out-of-State	☐ Travel In State	☒ Approvals
	☐ Termination	☐ Legal Matters	☐ Other:
	This action request pertains to	☐ Elementary (only)	☒ High School/District Wide

Date: July 21, 2020

To: **Corrina Guardipee Hall**
Superintendent of School

From: **John E. Salois**
Human Resources Director

Subject: Substitute Eligibility Roster 2020-2021

Description: The substitute list is generated from our Personnel Management System and shows all eligible substitute teachers and temporary substitutes.

To provide substitutes for our schools, Substitute Workshop Facilitators will conduct Substitute Teaching workshops Ms. Wilson will facilitate future trainings/sub workshops to be used throughout the school year. Trainings will consist of preparing, presenting, recording, editing, and finalizing workshops Right to Know Workshops for Custodian and Food Service substitutes, Food Handlers Workshop for Food Service Workers and assistant in obtaining CDLs for Bus Drivers are also provided. Those who complete the training, paperwork, background check, drug & alcohol testing are added to the list. Some who sign up, however, choose not to substitute or find regular jobs. In order to maintain the list, the Human Resources Department has sent notices to all who were on the list requesting they return the notice if they wished to continue on our substitute list. The attached list indicates those that have returned the notice requesting to remain on the substitute list. We will be updating our list from time to time as new substitutes become eligible. Substitutes are paid according to the Temporary Compensation Plan. Adopted by the Board of Trustees.

Funding Source (Budget/grant, etc.): Salaries, benefits, and payroll costs to be charged against budgets for respective building/department/program/grant as applicable.

Attachment(s): 2020-2021 Substitute/Temporary List
New to list:

Approval: Superintendent's Office/Finance/Personnel as applicable (Initial) _____

Comments: _____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

#	Last Name	First Name	Phone #	Approved Subbing Location
1	Little Dog	Timothy	450-8573	Security Patrol
2	McEvers	Caroline	845-2244	Extra-Curricular Activities
3	Tall Whiteman	Jaysen	845-3166	Extra-Curricular Activities

Browning Public Schools
Board Agenda Request
Meeting To Be Held: 7/14/20

Recognition: ☐ Students ☐ Staff ☐ Parents

Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report

Action: ☐ Resignation ☐ Hiring. ☐ Contract Service Agreements

☐ Travel Out-of-State ☐ Travel In State ☒ Approvals

☐ Termination ☐ Legal Matters ☐ Other:

This action request pertains to ☐ Elementary (only) ☒ High School/District Wide

Date: 7/7/20

To: **Board of Trustees**
Browning Public Schools

From: Corrina Guardipee-Hall
Title: Superintendent

Subject: **2020-2021 BPS Staff and Student Handbooks**

Description: Browning Public Schools Staff and Student Handbooks for the 2020-2021 school year: District Wide Staff and Student HB and HB addendums for KW Vina, Browning Elementary, Napi Elementary, Browning Middle School, Browning High School, Babb Elementary and Buffalo Hide Academy.

Financial Impact: $N/A

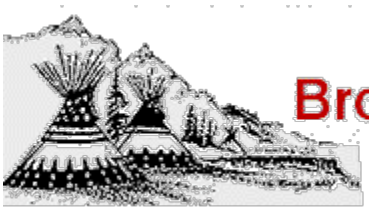
Attachment(s): Attachments

Approval: Superintendent's Office/Finance/Personnel as applicable (Initial)

Comments: _____

_____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____



School District #9, Glacier County, Montana

Browning Public Schools

P.O. Box 610
Browning, MT 59417

Staff Handbook Receipt Form

2020-2021

I acknowledge that I have received and read a copy of the Browning Public Schools Staff Handbook. I understand that the policies and practices contained in the handbook govern school procedures and staff expectations for Browning Public Schools. I understand that all staff will be held accountable for reading and abiding by the handbook.

Staff Member's Signature _____

Date _____

Table of Contents

PREFACE 4
- **DISTRICT OFFICE HOURS** 4

BROWNING PUBLIC SCHOOLS ORGANIZATION 4
- **BOARD OF TRUSTEES:** 4
- **DISTRICT ADMINISTRATION** 4

DISTRICT MISSION STATEMENT 5

DISTRICT VISION STATEMENT 5
- EQUAL EDUCATION AND NON-DISCRIMINATION 5
- **PROFESSIONAL ETHICS** 5

PROFESSIONALISM 6
- **PROFESSIONAL EDUCATORS OF MONTANA CODE OF ETHICS IS REQUIRED BY ALL DISTRICT STAFF** 6
- **ACCEPTABLE USE OF ELECTRONIC NETWORK (BPS POLICY # 3612)** 6
- **COMMUNICATION WITHIN THE SCHOOL** 8
  - MONTHLY NEWSLETTERS/PARENT LETTERS 8
  - REPORTING STUDENT PROGRESS 8
  - PARENT TEACHER CONFERENCES 9
- **CONFIDENTIALITY** 9
- **PROFESSIONAL WORK** 9
- **HARASSMENT/BULLYING/INTIMIDATION (BPS POLICY # 5015)** 9
- **PROFESSIONAL DRESS** 10
- **QUALIFICATIONS OF STAFF** 10
- **SCHOOL FUNDS/FINANCES** 11
  - PURCHASING 11
  - FUND RAISING/MONEY COLLECTION 11
  - SAFEKEEPING OF MONEY 12
- **SUPERVISION OF STUDENTS** 12
  - STUDENT SAFETY AND SCHOOL LIABILITY 12
  - CORPORAL PUNISHMENT 12
  - STAFF DUTIES 13
- **STAFF ATTENDANCE** 13
  - TARDINESS 14
  - LEAVE/SUBSTITUTES 14
- **SUBSTITUTE PACKETS** 14
  - FAMILY MEDICAL LEAVE ACT 15
  - CLOCKING IN AND OUT 15

CLASSROOM MANAGEMENT 15
- **SCHOOLWIDE AND CLASSROOM MANAGEMENT PLAN** 15
  - IMPLEMENTING A MANAGEMENT PLAN 16
  - CONSISTENCY AND FOLLOW-THROUGH OF THE BEHAVIOR MANAGEMENT PLAN 16
  - POSITIVE RECOGNITION 16
  - PARENT INVOLVEMENT IN THE BEHAVIOR MANAGEMENT PLAN 17
  - OFFICE REFERRALS 17
  - SEVERE/EXTREME DISCIPLINE INCIDENTS 17

RECORD KEEPING 17
STUDENT RECORDS 17
STUDENT DATA 17
CLASS RECORD BOOK 18
WRITING ASSESSMENT SCORES AND BLUEBOOK 18
OTHER RECORDS 18
CURRICULUM MATERIALS 18
LESSON PLANS 18
PACING MAPS, BENCHMARKS AND STANDARDS 18
POSTING INSTRUCTIONAL AGENDA 19
TEXTBOOKS/INSTRUCTIONAL DEVICES 19
FERPA 19
504 PLAN 19
EDUCATION OF HOMELESS CHILDREN 20
PARTICIPATING IN CHILD STUDY TEAMS (CST/IEP) 20

STAFF INFORMATION 20
ALCOHOL AND DRUG USE IN THE WORKPLACE 20
ASSEMBLIES 21
BREAKFAST/LUNCH INFORMATION 21
BUILDING VISITORS/GUESTS 21
CERTIFIED AND CLASSIFIED PERSONNEL HOURS 21
WEEKLY SCHEDULE 21
FAIR LABOR STANDARDS ACT 22
CHILD ABUSE AND NEGLECT 22
CLASSROOM PHONES, CELLULAR PHONES, E-MAIL, AND FAX 23
CLASSROOM SECURITY 23
CLUB ADVISORS/SPONSORS 23
COMMUNITY USE OF DISTRICT BUILDING 23
COMPLAINTS 23
STUDENT/PARENT COMPLAINTS 24
STAFF COMPLAINTS 24
COMPUTER/TECHNOLOGY USE 24
ELECTRONIC COMMUNICATION 24
USE OF DISTRICT E-MAIL AND TECHNOLOGY 25
COPYRIGHT 25
DISMISSAL OF CLASSES 25
DISTRICT POLICIES, MASTER CONTRACT, AND LABOR AGREEMENT 25
EMERGENCY CLOSURES 25
EMERGENCY PROCEDURES AND DISASTER PLANS 25
FIELD TRIPS 26
GIFTS AND SOLICITATIONS 26
GRIEVANCES 26
GUEST SPEAKERS 26
HEALTH INFORMATION 27
ADMINISTRATION OF MEDICATION 27
ACCIDENTS 27
COMMUNICABLE DISEASE/BLOOD BORNE PATHOGENS/INFECTION CONTROL PROCEDURES 27

INVENTORY 28
KEYS AND ALARM CODES 28
MAINTENANCE SERVICE 28
MOVING CLASS/HOLDING CLASS OUTDOORS 28
PARTICIPATING IN POLITICAL ACTIVITIES 28
PAYROLL 28
PERSONNEL RECORDS 29
RELEASE OF GENERAL STAFF INFORMATION 29
SMOKING AND TOBACCO USE 29
STAFF EVALUATION 29
STAFF MEETINGS/WEDNESDAY PROFESSIONAL DEVELOPMENT 30
SUPPLIES 30
TEACHING ABOUT RELIGION 30
VOLUNTEERS 30
VIDEO SURVEILLANCE 30
APPENDIX A – ASBESTOS NOTICE 31
APPENDIX B – FERPA NOTICE 32
APPENDIX C: STAFF ACCEPTABLE USE POLICY 33

PREFACE

The material covered within this staff handbook is intended as a method of communicating to employees regarding general district information, rules, and regulations and is not intended to either enlarge or diminish any Board policy, administrative regulation, or negotiated agreement. Material contained herein may, therefore, be superseded by such Board policy, administrative regulation, negotiated agreement, or changes in state or federal law. Any information contained in this staff handbook is subject to unilateral revision or elimination, from time to time, without notice.

No information in this document shall be viewed as an offer, expressed or implied, or as a guarantee of any employment of any duration.

No handbook can contain policies to cover every conceivable situation. The administration also assumes that all staff members will exercise intelligent discretionary judgment when applying district and building policies.

DISTRICT OFFICE HOURS

Monday through Friday 8:00 A.M. to 5:00 P.M.

BROWNING PUBLIC SCHOOLS ORGANIZATION

BOARD OF TRUSTEES:

- Donna Yellow Owl -Chairperson
- Wendy Bremner-Vice Chairperson
- Mistee RidesAtTheDoor -Board of Trustees
- James Evans-Board of Trustees
- Brenda Croff-Board of Trustees
- Kristy Salway Bull Shoe-Board of Trustees
- Brian Gallup– Board of Trustees
- Rae TallWhiteMan-Armstrong – Board of Trustees

DISTRICT ADMINISTRATION

- Corrina Guardipee-Hall - Superintendent of Browning Public Schools
- John E Salois – Human Resources Director
- Dennis Juneau – Assistant Superintendent/Director of Instruction
- Stacy Edwards – Director of Finance
- Everett Holm – Director of Technology
- Lynne Keenan – Director of Food Service
- Everett Armstrong – Activities Director
- Nikki Hannon – Parent Community Outreach Director
- Maureen Stott – Director of Special Services
- Reid Reagan – Director of Maintenance
- Teri DeRoche – Director of Transportation
- Matthew Johnson – Director of Alternative Education
- Billie Jo Juneau – Director of Curriculum-Assessment

District Mission Statement

Browning Public Schools works with all stakeholders – families, students, staff, trustees and community – to provide a high quality, culturally diverse education for all our children using guidance, teaching, and support through collaboration and communication.

District Vision Statement

- Browning Public Schools is a safe environment that teaches personal and community wellness and provides support and strategies for overcoming adversity.
- In Browning Public Schools, we are free to teach and learn successfully. We instill and develop respect and pride for self, family, school, community, our environment and all cultures through service to others.
- We model hard work and personal accountability through humility and dedication – demonstrating that these values are the responsibility of all.
- We cultivate and nurture strong partnerships with the community to build citizens who have a sense of place, respect for Mother Earth, and an understanding of the rights and responsibilities of, and to, all people in all communities.

EQUAL EDUCATION AND NON-DISCRIMINATION

Browning Public Schools, District #9 is committed to nondiscrimination in the provision of all educational services. As equal educational opportunity is a fundamental right under both the Montana and United States Constitutions, it is the policy of this District to provide a learning environment free of discrimination. All students shall have opportunities to participate in the general curriculum and co-curricular activities. This includes physical facility access, a climate of tolerance and respect for each individual and reasonable accommodation.

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

Discrimination in education because of sex, race, color, creed, religion, national origin, age, physical or mental handicap, political belief, marital or parental status, sexual orientation, or gender identity and expression is prohibited unless based upon reasonable grounds as provided by law. The District is committed to taking the appropriate and feasible remedial action necessary to eliminate existing discrimination and its effects.

Inquiries regarding sexual harassment/intimidation should be directed to the Browning Public Schools Title IX Coordinator and in the case of discrimination based on a suspected or known disability, the Browning Public Schools 504 Coordinator contacted.

(Reference: Policy #3210)

Professional Ethics

ALL School staff will work together to create a learning environment that is free from distractions, personal concerns, and biases. Teachers will enter their classroom sites prepared to teach. Family and family concerns will not be allowed to interrupt or influence the school environment except in emergency situations. (Reference: Policy # 5150)

Students should always be dealt with in a respectful manner regardless of their behavior. Adults must model conflict resolution techniques with students as well as with other adults. The adults must de-escalate the situation, take steps to assure that the child or children are safe, and send the appropriate message to

maintain high behavior expectations. We know that students make mistakes, and those mistakes must be used as learning opportunities to help the students make better choices. **Yelling at or berating a child is extremely harmful, unprofessional, and will not be tolerated**. *Place hands on students only* within guidelines of the **School Laws of Montana Manual, 20-4-302.**

PROFESSIONALISM

PROFESSIONAL EDUCATORS OF MONTANA CODE OF ETHICS IS REQUIRED BY **ALL DISTRICT STAFF**

Professional educators recognize and accept their responsibility to create learning environments to help all students reach their full potential. They understand the trust and confidence placed in them by students, families, colleagues, and the community. To achieve their professional purpose, educators strive to maintain the highest ethical standards. The Professional Educators of Montana Code of Ethics sets out these fundamental principles which guide their behavior and will be used to judge their actions.

Principle I. Commitment to Students and Families. The ethical educator:

A. Makes the well-being of students the foundation of all decisions and actions.
B. Promotes a spirit of inquiry, creativity, and high expectations.
C. Assures just and equitable treatment of every student.
D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical or illegal practice of any person.
E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
F. Respects the roles, responsibilities and rights, of students, parents and guardians.
G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.

Principle II. Commitment to the Profession. The ethical educator:

A. Fulfills professional obligations with diligence and integrity.
B. Demonstrates continued professional growth, collaboration and accountability.
C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
D. Contributes to the development of the profession's body of knowledge.
E. Manages information, including data, with honesty.
F. Teaches without distortion, bias, or prejudice.
G. Represents professional qualifications accurately.

Principle III. Commitment to the Community. The ethical educator:

A. Models the principles of citizenship in a democratic society.
B. Understands and respects diversity.
C. Protects the civil and human rights of students and colleagues.
D. Assumes responsibility for personal actions.
E. Demonstrates good stewardship of public resources.
F. Exemplifies a positive, active role in school-community relations.
G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.

Adopted by the Certification Standards and Practices Advisory Council January 27, 2012

ACCEPTABLE USE OF ELECTRONIC NETWORK (BPS POLICY # 3612)

GENERAL

Internet access and interconnected computer systems are available to the District's students and faculty. Electronic networks, including the Internet, are a part of the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

In order for the District to be able to continue to make its computer network and Internet access available, all students and staff must take responsibility for appropriate and lawful use of this access. Staff and students utilizing school-provided Internet access are responsible for good behavior on-line. The same general rules for behavior apply to staff and students' use of District-provided computer systems. Staff and students must understand that one's misuse of the network and Internet access may jeopardize the ability of all staff and students to enjoy such access. While the District's teachers and other staff will make reasonable efforts to

supervise use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access. (see Appendix C)

Ultimately, however, it is the responsibility of each teacher in his/her classroom to monitor acceptable use of technology by students.

Curriculum

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

The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Uses

1. **Educational Purposes Only.** All use of the District's electronic network must be: (1) in support of education and/or research, and in furtherance of the District's stated educational goals; or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any materials that are stored, transmitted, or received via the District's electronic network or District computers. The District reserves the right to monitor, inspect, copy, review, and store, at any time and without prior notice, any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage.
2. **Unacceptable Uses of Network.** The following are considered unacceptable uses and constitute a violation of this policy:
    A. Uses that violate the law or encourage others to violate the law, including, but not limited to, transmitting offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by the District's student discipline policy; viewing, transmitting, or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.
    B. Uses that cause harm to others or damage to their property, including, but not limited to, engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating, or otherwise using his/her access to the network or the Internet; uploading a worm, virus, other harmful form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to other computers, networks, or other information.
    C. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet.
    D. Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. Students and others should not give information to others, including credit card numbers and social security numbers.
    E. Students are prohibited from joining chat rooms, unless it is a teacher-sponsored activity.

Warranties/Indemnification

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

Violations

If any user violates this policy, the student's access will be denied, if not already provided, or withdrawn and he/she may be subject to additional disciplinary action. The system administrator and/or the building principal will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with his/her/their decision being final. (Reference: Policy #3612)

Communication within the School

Communication is the key to working together as a team. Dialogue must take place among all staff members. If you have a concern, do not hesitate to discuss it with a team leader or building administrator. It is important that you keep administration informed of the non-routine happenings. If you've had a problem, please let administration know the situation before we hear it from someone outside of the school. Remember, information concerning individual student behavior, grades, attendance, or family issues is on a "need to know" basis and should not be shared among staff members.

BPS staff members are never to make negative or disparaging comments about other staff members in the presence of students. This type of behavior is highly inappropriate, unethical and in direct contravention of the duties and responsibilities of a professional educator. Any staff member determined to have engaged in such conduct will be subject to discipline. If you have issues or concerns regarding your peers or management, you are obligated to raise and discuss those concerns through appropriate channels, and in a professional and ethical manner. Such issues and concerns are NOT to be discussed BY ANYONE within earshot of students, and any instances of such discussions should be reported immediately to the administration.

Communication with the Home/Community

The importance of regular communication with the home/community cannot be overemphasized. We have an obligation to initiate such communication. When a student is having a problem, perhaps it can be solved by a note or email or phone call home. By the same token, perhaps contact with the parents/guardians to praise student work or effort could be the reason that a student begins to succeed. Positive contacts will certainly be quite beneficial in building relationships with the home/community.

Written communications home with children's families and other agencies will be previewed by the building principal. If the principal or assistant principal is unavailable, consult the administrative designee, grade level team leader, or counselor. Teachers shall utilize the monthly parent contact form as documentation.

Monthly Newsletters/Parent Letters

Beginning the first month of school and thereafter, each grade level department will be expected to create a newsletter article or parent letter that is sent to the principal to be put in the school newsletter. This communication should focus on the subject matter, academic expectations, and classroom management procedures. Newsletter circulations should include school board members, and other buildings or programs. Each teacher needs to develop a class syllabus. Each class's syllabus will include: an introduction of and welcome by the teacher, classroom behavior management plan, work expectations, grading process, homework expectations, and teacher contact information.

Reporting Student Progress

On-going evaluation of student progress is essential both for the academic development of student and for the information of students and parents. All students should be evaluated regularly by teachers in a professional manner consistent with the needs and ability of each student. Student's progress will be reported reflecting the child's skills and development in comparison with same age peers, the District curriculum objectives, and individual student growth. Teachers must update student progress reports in infinite campus consistently according to building policy.

TEACHER EVALUATION OF STUDENT PROGRESS

All teachers are responsible for the on-going professional evaluation of students *in* their charge for the day or any portion of the day. Evaluation will be based on multiple measures, which may include paper pencil tasks, student performance, and/or demonstration of content mastery relative to stated curriculum or individual goals.

PARENT REPORTS

Teachers must provide parents/families with information on their student's progress at least once quarterly. This report may include noted strengths of the student, concerns, general information about curriculum or extracurricular eligibility status when applicable.
(Reference: Policy #3015)

PARENT TEACHER CONFERENCES

Parent/Teacher conferences shall be scheduled; please reference calendar as to time and date of conferences. If a parent is unable to attend the conferences, he or she may reschedule to meet during school hours. The teacher will be expected to complete all the hours required for parent/teacher conferences. This time is invaluable for informing parents of student grades, behavior, and any concerns you may have. However, parent contact should be made several times before conferences arrive. To best meet the needs of the students in your classroom it is vital the parent is brought into the learning process as frequently as possible. The parents can be powerful allies to assist with their child's success and bring about positive progress in your classroom.

CONFIDENTIALITY

Maintaining confidentiality is not only a legal issue, but also a professional obligation. *Information concerning students, students' families, student behavior and individual needs will be confidential.* Confidential information will be exchanged on a "need to know" basis in a private setting.

PROFESSIONAL WORK

Teachers will be expected to participate in activities outside of their regular contracted hours in the areas of curriculum development, family literacy nights, open house, etc. This time shall not include supervision at athletic events.

HARASSMENT/BULLYING/INTIMIDATION (BPS POLICY # 5015)

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

1. "Third parties" include but are not limited to coaches, school volunteers, parents, school visitors, service contractors or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District, and others not directly subject to District events.
2. "District" includes District facilities, District premises, and non-District property if the employee is at any District-sponsored, District-approved, or District-related activity or function, such as field trips or athletic events, where the employee is engaged in District business.

3. "Harassment, intimidation, or bullying" means any act that substantially interferes with an employee's opportunities or work performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, or on school-provided transportation or anywhere such conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member or an interference with school purposes or an educational function that has the effect of:

- Physically harming an employee or damaging an employee's property;
- Knowingly placing an employee in reasonable fear of physical harm to the employee or damage to the employee's property; or
- Creating a hostile working environment.

4. "Electronic communication device" means any mode of electronic communication, including but not limited to computers, cell phones/smart phones, or the internet.

Reporting

All complaints about behavior that may violate district policy #5015 shall be promptly investigated. Any employee or third party who has knowledge of conduct in violation of this policy or feels he/she has been a victim of harassment, intimidation, or bullying in violation of this policy is encouraged to immediately report his/her concerns to the building principal or the District Administrator, who have overall responsibility for such investigations. Complaints against the building principal shall be filed with the Superintendent. Complaints against the Superintendent or District Administrator shall be filed with the Board.
The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken.

Responsibilities

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

Consequences

Staff whose behavior is found to be in violation of BPS Policy # 5015 will be subject to discipline up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the District Administrator or the Board.
Individuals may also be referred to law enforcement officials.

Retaliation and Reprisal

Retaliation is prohibited against any person who reports or is thought to have reported a violation, files a complaint, or otherwise participates in an investigation or inquiry. Such retaliation shall be considered a serious violation of Board policy, whether or not a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.
(Reference: Policy #5015)

Professional Dress

Dress/Attire should be appropriate to one's professional standing as a school staff member. Staff members function as role models for students at all times, so clothing should be neat, clean, in repair and make a symbolic statement regarding the staff person's status as a role model in the community. Except for "casual dress days" or other exceptions as defined below, staff members may not wear blue jeans, t-shirts with logos, or sweat pants.
Fridays, or shortened schedule days before breaks, shall consist of "casual dress" appropriate to celebrate spirit days. Casual dress consists of blue jeans and t-shirts or sweatshirts with school spirit logos (Browning Sports Mascots).
Exceptions- PE staff: t-shirts may be worn; however, t-shirts with cut-off sleeves are not appropriate. Trunks or warm up/sweat pants may also be worn while the class is in gym area. While classes are in health sections, appropriate clothing will apply as described above.
Shop/Auto/Welding teachers, custodians, maintenance personnel, warehouse workers, transportation workers, cooks/assistant cooks and teacher assistants may wear appropriate clothing for safety purposes. Clothing should be neat, clean, in repair and make a symbolic statement regarding the staff person's status as a role model in the community
The wearing of sweat attire, pajamas/sleepwear, costumes, hats, shades, and shoes may be worn on pre-determined days that promote a particular theme, such as *Spirit Week* or *Red Ribbon Week*. (Reference: Policy #5150)

Qualifications of Staff

Browning School District is committed to hiring qualified teachers, creating professional development opportunities and requiring professional development that results in teachers and all staff having skills that address the needs of the students served by Browning Public Schools. All teachers will be certified by the State of Montana to teach in the area assigned. Employees will be hired on merit, without preference to age, sex, residence or relationship to other employees of Browning Public Schools, District #9. Preference will be given to those candidates whose qualifications will assist the school district in providing a sound academic program based on strong instructional practices. The Superintendent of Browning Schools will make staff assignments.

Browning School District #9 staff development requirements for all certified staff include training in Prevention Strategies, Blackfeet Studies, Bully Prevention programs and Writing Assessment/Process Training.

- ***Bully Prevention Training:*** Before any teacher is offered his/her second (2nd) teaching contract in School District #9, he/she must have documented 8 hours of district in-service. Proof of completion must be provided to the superintendent by March 1st, prior to the second contractual year or the teacher will be recommended for non-renewal. Training will be offered at a minimum prior to school in the fall and once during the school year.

- ***Blackfeet Language/Studies****:* Before any teacher is offered his/her fourth (4th) teaching contract in the District, he/she must have earned a minimum of six (6) quarter credits (four (4) semester hours) or have completed a program of (90) in-service hours in the area of Indian Studies, or a combination of the two, or have completed a program in this area which meets the approval of the District. Proof of completion of this requirement must be provided to the superintendent by April 1st of the third (3rd) contract year. If this is not done, the teacher will be recommended for non-renewal.

- ***Historical Trauma/Trauma Informed, Youth Mental Health First Aid:*** Beginning with the 2020-2021 school year, before any new teacher is offered his/her fourth teaching contract in School District #9, he/she must have documented 6 hours of training in Historical Trauma/Trauma Informed, Youth Mental Health First Aid. Certified staff already in the district will have until June 2021 to complete the requirement. The district will develop a six-hour curriculum and offer the training at least 3 times per year. Proof of completion must be provided to Superintendent/designee by April 1 of each contract year.

A provisionally certified teacher shall have obtained a standard teaching certificate by March 1st of the third contract year prior to the offering of a fourth-year teaching contract.

(Reference: Policy #5004)

School Funds/Finances

Although most staff members do not regularly deal with school funds, every employee at some point will likely have an opportunity to be involved in some aspect of school finance. Whether a staff member is fund raising, buying supplies, or using a purchase order on a trip, it is of the utmost importance that financial matters be dealt with in a professional manner. All employees who may handle money should read the Business Office SOPs for further explanation of student activity finance. Below are guidelines that all School District #9 employees must follow when dealing with financial matters.

Purchasing

Staff must complete a district requisition and have it signed by the principal before any order is placed using school funds. The staff member will be financially responsible for any items ordered without following the before mentioned process. Petty cash is available for emergency purchases, but such purchases must be approved by the building principal before the purchase can be made.

Fund Raising/Money Collection

Any class or school-sponsored organization desiring to do fund-raising must first clear the project through the sponsor, the school principal, and superintendent's office. Funds raised by each organization must be maintained in the school activity fund. No collections of any type for any purpose may be made by the students without the approval of the principal. Students who collect money must turn in all collections to the club sponsor before the end of each day. Students/parents will be responsible for all merchandise and funds collected. All fund-raising projects will be limited according to the principal's discretion.
All monies derived from the activities or formation of any student organization shall be deposited in the Browning School Student Activity Fund. Deposits and expenditures shall be made only in accordance with

the procedures outlined the Student and Extra-Curricular Funds Policy and shall require prior Board approval as stipulated by MCA 20-9-504 Extra Curricular fund for pupil functions.
All equipment, supplies and other materials purchased from funds raised and/or derived from fund raising activities shall be the ownership of the District.
Please use the Board Policy #3533R form to request permission for fund raising activities. (Reference: Policies #3530, 3533/R)

Safekeeping of Money

- Employees are not to hold money over-night in their desks.
- Employees that get money brought in for various school activities, book orders, etc. must take the money to the office to be placed in the school safe.
- All money collection from all sources will be turned into the designated activities person or secretary with an actual money count. The person turning the money in and the person receiving the money must sign the receipts. Money from all activities (fund raising: raffles, bake sales, etc.) must be turned into the Administration Office Manager, within 24 hours excluding Friday, Saturday, and holidays. No money of any amount shall be kept in the building as petty cash. Weekend receipts are due on the ensuing Monday by noon. Please call and set up a time to bring in the deposits. The deposits will then be taken to the bank for the following day.

Supervision of Students

Teachers and paraprofessionals (staff) are responsible for supervision of students throughout the school day. Teachers are to be in or near their assigned classroom area before school starts and after dismissal. All teachers/paraprofessionals will be present outside their classroom during all passing times and shall assist with assuring that students get to class in a timely manner.
Students must be supervised at all times; a teacher must never leave his or her classroom unattended when students are present. In the event of an emergency, please ask a paraprofessional, teacher, or office staff member to watch your class. Report any incidents that warrant notice to the administration for their awareness.

Student Safety and School Liability

Staff Members are not permitted to:

- Take students from the school during the school day without the express written permission of parent(s) or legal guardian(s) and the approval of building administrator.
- Remove students from other classrooms or school areas without an office approval.
- Send students off campus on unsupervised errands.
- Take students from the school property to the staff members' home for after-school or overnight activities unless the parents have given express written permission which has been approved by the building administration.
- Loan students a personal vehicle or allow students to drive the staff member's vehicle.
- Drive (transport) students to or from school.
- Loan or give students money or personal items.

Any deviations from this policy for emergency or other reasons must be immediately reported to the building administrator. Any exceptions must be approved ahead of time by the building-level administration.
Students are not allowed to leave the school grounds during the normal scheduled school day hours without permission from their parents and the building administrator, unless an open campus policy, approved by the Board of Trustees, exists. The welfare and safety of Browning students are paramount and are the responsibility of all school staff. Including crossing guard duty: MCA § 20-1-214.
When assigned to a specific duty area, it is your obligation as a BPS staff member to be at that area the entire assigned time, and to monitor students for safety. Failure to properly supervise will result in appropriate disciplinary consequences

Corporal Punishment

No person who is employed or engaged by the District may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include, and district personnel are permitted to use,

reasonable force as needed to maintain safety for other students, school personnel, or other persons, for the purpose of self-defense. (Reference: Policy #3200 and MCA § 20-4-302)

Staff Duties

The campus area must be supervised and safety measures enforced. All staff shall help with supervision at all times.

Be aware of situations of excessive behavior either in play or during transitional movement. Address any inappropriate behavior immediately, assess the situation, and decide on the appropriate course of action. Do not dismiss any incident as minor in nature; all situations of questionable behavior should be addressed and dealt with by all staff. Administrators must be informed of circumstances such as bullying, sexual harassment or attempts to physically fight.

- Report all unsafe equipment or conditions to the office.
- Teach, model, and supervise appropriate transition hallway behavior that will not disrupt other classes.
- Meet and greet students at the door as they enter the classroom.
- Fighting or altercations should be dealt with immediately; summon assistance when attempting to deal with fights in progress; for your own safety, avoid getting between students who are fighting; seek to disperse the crowd while noting any students adding to the situation.

All students have a right to an education free from threats of harassment, intimidation or physical harm. Students who engage in activity that interferes with other students attending Browning Public Schools and causes a sense of fear or apprehension shall have some or all of the following interventions or consequences: counseling, detention, suspension, and/or referral to law enforcement. The student's parents/guardians will be notified and will be included in the overall attempt to deal with students who are bullying, harassing, or assaulting others.

When assigned to a specific duty area, it is your obligation as a BPS staff member to be at that area the entire assigned time, and to monitor students for appropriate behavior. Failure to properly supervise will result in appropriate disciplinary consequences.

Please refer to your school's student handbook for specific information regarding disciplinary procedures and measures.

Staff Attendance

(Reference: Administrative Standard Operating Procedures, IV-Operations. Classified Labor Agreement and Certified Master Contract.)

It is the responsibility of each member of the staff to monitor his or her available leave and to be aware of limitations to leave as defined in the negotiated agreements and state law. *Unexcused Leave Without Pay* will be denied by the principal. The procedure listed below is to be followed in instances of *Unexcused Leave Without Pay*:

First Occurrence:	Employee will receive a verbal warning from the principal.
Second Occurrence:	Employee will receive written warning, placed in employee's personnel file.
Third Occurrence:	Written reprimand with copies sent to the employee's personnel file.
Fourth Occurrence:	Suspension for three days without pay.
Fifth Occurrence:	Recommendation for termination.

Employees are employed to directly and/or indirectly provide educational opportunities to all children of the community, and that the fullest educational opportunity can only be accomplished if employees do not take leave without pay.

Unapproved leave without pay is time away from work without authorization from both the immediate supervisor and the Superintendent or Designee. Leave without pay will be considered insubordination and will be subject to discipline.

TARDINESS

Staff members are expected to be at work and clocked in on time. Employees who have a pattern of being late may enter into the progressive discipline process.

LEAVE/SUBSTITUTES

In the event that a staff member may have to take some time off for personal reasons or for emergency situations, he or she should be aware that a desired substitute may not be available. Staff members who take leave must notify the building/program supervisor as soon as possible within the guidelines of the Master Contract (Certified) or Labor Agreement (Classified). In cases of emergency or illness, the staff member must call as soon as possible before 7:30 A.M. for certified and a half hour before sign in time for classified. Each staff member must call his or her immediate supervisor and state his or her reason for the needed absence. If a staff member is able only to reach the answering machine, he or she shall leave a message and then call back between 7:00 and 7:30 A.M. to assure that the message was received. **It is every staff person's responsibility to report a need for leave directly to his or her supervisor.**

A substitute packet is to be provided by each classroom teacher to prepare for unexpected absences. The substitute packet shall be placed in the lesson plan book, and a copy shall be made available to the principal or assistant principal by the second week of the school year.

SUBSTITUTE PACKETS

A substitute packet must be submitted to your supervisor by the second Friday in September. This packet is a contingency for extreme emergencies when you are unable to send full lessons and will contain the following:

- A seating chart and list of names.
- A daily/weekly schedule including when support people are in the classroom.
- Emergency assignments following curriculum expectations that may work at any time of the year in each subject area scheduled for that day. Such assignments must include specific names of textbooks necessary and any other resources needed.
- Copies of the current lesson plans.
- The substitute evaluation form, along with instructions for use.
- Emergency evacuation plans and red/green cards.
- A copy of the classroom behavior management plan
- A note that explains that movies are not allowed unless specified in the lesson plans and approved by the administration.

A substitute file for each paraprofessional will include a schedule, classroom duties, expectations, and other duty information.

To Help Your Substitute Teacher:

- Leave specific lesson plans-make activities especially interesting. Sub packets are required.
- Leave a time schedule with lessons plans. Include special activities, such as library, P.E. duties, etc.
- Place markers in texts to be used.
- Don't ask substitutes to introduce new concepts or render a test that may require your clarification for the testing matter.
- Leave the class roll book and seating chart in a conspicuous place and ensure that you receive it back.
- Be sure that the emergency crisis evacuation plan and emergency flip chart, and buddy room phone number contact list are readily accessible and identified specifically near the door or desk.
- Include a copy of the *substitute guidelines* below:

Substitute Guidelines:

- Keep a written account of all behavior in the classroom
- Take attendance the first 10 minutes of class and send a list of absent students to the attendance clerk or building secretary.

- Keep students in the classroom during the entire class period, and do not let students in the hallway for any reason. Contact the office for advisement.
- Do not allow students to use the classroom phone or teacher's computer.
- Keep students out of teacher desk and other areas, because such areas may contain confidential information.
- In the event of an emergency evacuation: follow Emergency Crisis Plan, utilize **RED** and **GREEN** placards as part of the protocol procedures.
- Do not allow students from other classrooms to enter or loiter about while substituting in a particular classroom for that day.
- Adhere to the teacher's lesson plan and keep the students engaged in learning.
- Avoid sitting idle at the teacher's desk or computer for extended lengths of time.
- Move about the room checking on students' behavior and work completion.
- Remain in the building during the plan time (If a substitute needs to leave during the day, he/she must let the building secretary know.)
- Do not place hands on students except in situations where a fight is happening or about to take place. Specific interpretation can be referenced in the **School Laws of Montana Manual, 20-4-302.**
- Use appropriate, professional language and tone of voice.

Family Medical Leave Act

Browning Public Schools are required to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care, or child birth;
- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious medical condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.
- For qualifying exigencies related to the foreign deployment of a military member who is the employee's spouse, child, or parent.

For more information contact the Human Resources Director at 338-2715, Ext. 4281.

Clocking In and Out

All staff members are required to clock in upon arrival to school and out at the end of the day without exception. Classified staff members are required to clock in and out for lunch and breaks. When staff members leave the building for lunch (certified) or school business they are to sign out and back in on the destination sheet, documenting the destination and the time they left and returned.
In the event that an employee has trouble logging in/out on the time clock, the administrator or secretary must be notified immediately.

Classroom Management

The strength of any classroom management plan is the consistent presentation of quality instruction effectively utilizing maximum time on task. This consistency creates a strong stable learning environment designed to ensure success for all students. A structured, consistent discipline plan is the key in such a learning environment and must be utilized in each classroom site. Behavioral expectations will be clearly stated, followed and posted. Specific classroom procedures and routines will be written in a positive manner and will include recognition/consequences for rule compliance and rule infractions.

Schoolwide and Classroom Management Plan

A classroom management plan will consist of at least these three components:

- A set of expectations for classroom behavior.
- A scale of specific consequences for not observing the expectations.
- Positive incentives to reinforce behavior when students follow the expectations.

Implementing a Management Plan

Once the teacher has decided upon the general classroom rules, the positive recognition when the rules are followed, and the consequences when the rules are followed, the classroom behavior plan is complete. The teacher is required to submit this behavior plan to the building principal.

The management plan will work effectively in the classroom if the information is taught to the students. One should view the teaching of behavior in the same light as one would view the teaching of academics. This lesson should take place the first day of school. Also, the teacher must display a behavior plan that is easily seen from anywhere in the classroom.

The following proactive measures must be completed by the teacher:

- Share the classroom behavior plan with parents and the principal at the beginning of the school year. A detailed letter explaining the plan must be sent to parents. The teacher may consider including a parent signature portion which could be returned by the students.
- Deal with a behavior problem immediately when it arises. The parents and principal must not be involved prematurely. The student must have the opportunity to correct his or her behavior through the intervention strategies offered by the teacher.
- Compile factual documentation of a student's behavior, including all intervention strategies completed. Anecdotal records must include:
    - Student's name and class.
    - Date, time, and place of the incident.
    - Description of the problem in factual, observable terms.
    - Actions taken by the teacher to correct the problem.
- Establish positive relationships with parents before problems arise through positive phone calls and notes.
- Contact parents according to the steps of the Behavior Management Plan.
- Prepare an outline before speaking to the parent about a student's problem. Include a description of the situation, what previous steps or interventions have been attempted, what transpired due to the situation, and what role you would like the parent to play in addressing the situation.
- Ask for principal involvement when counseling with hostile parents.

Consistency and Follow-through of the Behavior Management Plan

CONSISTENCY AND POSITIVE FOLLOW THROUGH CAN ONLY HAPPEN WITH A PLAN.

Procedures within the school day must be rehearsed until they become routine to the students. This procedural foundation creates the structure for a strong learning environment.

It is expected that the teacher will handle his or her own discipline, as much as possible, by working with the student and following a predetermined plan to address negative and disruptive behavior. If the behavior progresses, the staff member must consistently contact parents or guardians to assist in working with the student before he or she is referred to the office.

Students should never be placed in the hallway or other area of the school unsupervised as a consequence. Options may include a timeout in another teacher's classroom (buddy room) and/or an immediate parent phone call.

If problems arise with a student or students, staff members shall consult with the principal or counselor to develop solutions that will deal with the situation. Staff members must not allow any inappropriate behaviors to weaken the effectiveness of the learning environment. In some situations, a teacher/principal/student conference may be arranged to find solutions in a cooperative manner.

When dealing with students, staff member shall make every effort to be positive. Every employee of Browning Public Schools is a professional and is responsible for maintaining a positive, respectful learning environment. Staff members shall be firm, fair, consistent and considerate of the students.

Positive Recognition

Positive recognition is an issue of fairness, respect and loyalty. When a teacher recognizes students only for their inappropriate behavior, the thought conveyed to the students is one of disrespect. The message is the teacher is not on the side of the students, and, in turn, the students will surely return the sentiment. When a

teacher balances firm and fair consequences with recognition of appropriate student behavior, self-respect is raised and a positive classroom environment is created.

Effective methods for creating a positive classroom environment include: individual student praise, notes to students and parents, individual rewards, class wide rewards, electronic communication and/or telephone calls to parents.

Parent Involvement in the Behavior Management Plan

Each teacher shall involve the parents as soon as the situation warrants, and keep them informed of new information on their child's behavior, either positive or negative. Each teacher must remember to give the student a chance to change behavior before parents are involved except in cases of severe behavior misconduct.

Office Referrals

A student should be sent to the office **only** after all resources for dealing with misbehavior have been exhausted and the parents have been actively involved. Appropriate steps utilizing the behavior management plan must be documented in the classroom behavior log and on the office referral form. In such cases, the office will follow the student handbook procedure in addressing the behavior with appropriate consequences. When students are sent to the office, they must be escorted. At no time should a student be in the hallway without supervision. A teacher must either send a referral with the student or immediately contact the office with an explanation of why the student is at the office, or the student will be sent immediately back to class with no action taken by the administrator. Administrators/office personnel may utilize the ISS/calming room to hold the student until a referral is received and the administrator has time to meet with the student. Students may only be placed in the ISS/calming room by administrators or office personnel. **Only those office referrals that are filled out correctly will be honored by the administration.** If the referral is not filled out correctly, the student will be sent back to class.

Severe/Extreme Discipline Incidents

Fighting, overt defiance, stopping the class from functioning, vandalism or theft, or other extreme misbehavior - Send directly to the principal.

Record Keeping

Student Records

Cumulative Records: All information contained in cumulative folders is of a confidential nature and is to be used for professional purposes only. These folders will be kept in the cumulative-records room and will be signed out only to those with a need to know by the secretary.
Cumulative and permanent student records may indicate only that a student has a **modified curriculum** to address student needs. Information related to a specific disability or the service provided may not be permanently recorded in files other than in confidential files.
Report Cards: Report cards will be handed out or mailed at the end of each quarter. Mid-term reports are required in addition to regular communication with parents concerning their child's progress. Each teacher is responsible for assuring that the grades on the report card are accurate.
Personal Files: Parents or legal guardians may view their child's personal files. In the event that they request a copy of their child's files, the request should be submitted in writing to the building administration team. The original file contents shall remain as originals and not leave the confines of the building. The parents/legal guardians shall be provided with a copy of their child's file.

Student Data

All teachers will be responsible for keeping accurate and up-to-date data, and for providing the data as needed to the administration.

Class Record Book

All teachers will record grades using the electronic grade book program. Teachers are responsible for recording their grades on a weekly basis, and posting those grades for viewing on the parent portal every Friday by noon for eligibility reasons (as applicable). Teachers may also be required to keep a hard copy of the grades either by printing a report each week and keeping it in a binder. Any grades or evaluative judgment should be recorded along with a brief description of the grading scale (required at end of year with teacher checkout process).

Other record keeping may be required for the adopted District curriculums.

Writing Assessment Scores and Bluebook

BPS students participate in writing assessment as directed by the District. The writing assessments shall be used by teachers for the purpose of increasing a student's writing skills by reviewing the writing assessment and setting goals. Teachers are responsible for assuring the final writing assessments are placed in cumulative folders. The writing assessment scores are used for instructional, curriculum and program effectiveness as well as to provide specific information about each student's writing strengths and weaknesses.

Other Records

Any other records and forms designed by the County Superintendent of Schools or the State Department of Public Instruction shall be used or compiled as directed.

Curriculum Materials

Teachers will need to check out curriculum materials for district adopted curriculum programs. It is each teacher's responsibility to assure that these materials are taken care of and accounted for throughout the year. Teachers are ultimately responsible for curriculum materials and technology used in their classrooms, and materials are to be returned in good working condition. Teachers may be fined for damaged (excluding reasonable wear and tear), lost, or stolen curriculum or technology items.

Lesson Plans

All teachers are responsible for providing lesson plans to the building principal on a weekly basis, or in some cases course, unit, and lesson organizers will take the place of weekly lesson plans. **Lesson plans or organizers must be based on the adopted curriculum** and show a progression through the curriculum building on skills throughout the year to accomplish the stated objectives and learner outcomes. Building specific handbooks provide further information on required lesson plans.

Pacing Maps, Benchmarks and Standards

Content standards describe the broad goals that individual students should attain. The content standards organize knowledge presented in the form of benchmarks. Benchmarks are statements of information and skills written for each specific grade level and specifically describe *what students should know and be able to do* at each grade level. Pacing maps (in the form of planning grids) provide teachers with the opportunity to focus on the curriculum taught over the course of the year. Focusing on "what is the knowledge" provides the planning to remain centered on essential learning, district standards and benchmarks, and meaningful connections between core curriculum areas.

The process for developing pacing maps is ongoing. Each school year teachers will look at the curriculum they are responsible for teaching. District standards and benchmarks, guides and manuals, textbooks and resource materials act as the primary focus. Planning begins as curriculum themes emerge, topics are restructured, and skills and concepts are aligned to develop interdisciplinary learning units.

Posting Instructional Agenda

To clearly communicate what is currently being taught and what is expected of students to learn, up to date objectives must be clearly posted in the classroom for the students, parents, and the administration. The objectives should state what the student would know or learn upon completion of the unit and how the lesson is STANDARDS based. Objectives (often stated as "I can…" statements or essential questions) are necessary and should be maintained for instructional purposes. A large visible daily agenda and class schedule must be posted at the front of the classroom on or near the right side of the whiteboard.

Textbooks/Instructional Devices

Textbooks/instructional devices for academic use will be checked out to students; teacher discretion on checkout format may vary and will be decided in consultation with the media specialist. All textbooks/instructional devices that are checked out directly to the teacher must be accounted for as part of teacher checkout. In the case of lost, stolen or damaged books/instructional devices, the teacher must provide a letter of explanation regarding the status of damaged or missing materials. *District Board Policy will apply in cases of damaged or lost/stolen school property; fees and fines will be assessed.*

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over eighteen (18) years of age ("eligible students") certain rights with respect to the student's education records. Please refer to Appendix B for specific FERPA information.

504 Plan

It is the policy of Browning Public Schools District #9 to be in compliance with the Section 504 of the Rehabilitation Act of 1973 which states:
"No otherwise qualified individual with handicaps in the United States …shall solely for the reasons of her/his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance under any program or activity conducted by any Executive agency or by the United States Postal Service" (29 USC 794)
Section 504 of the Rehabilitation Act was adopted by Congress in 1973 and predates the civil right legislation most educators are most familiar with, the Individual with Disabilities Education Act (IDEA). For many years Section 504's main focus has been in the area of employment for individuals' handicaps and for members of minorities. However, the Office for Civil Rights (OCR), charged with enforcement of Section 504, has become active in the field of education of handicapped individuals. Advocacy organizations and the legal system have focused on Section 504's requirements to insure the education system provides the full range of special accommodations and services necessary for students with special needs to participate in and benefit from public education programs and activities.

Included in the U.S. Department of Education regulations for Section 504 is the requirement that handicapped students be provided with a free appropriate public education in the least restrictive environment. These regulations require identification, evaluation, provision of appropriate services, and procedural safeguards in every public school in the United States.
Section 504 is broader reaching legislation than IDEA and prohibits discrimination against handicapped persons, including parents, students, and staff members, by school districts receiving federal financial assistance. This includes all programs or activities of the school district receiving funds, regardless of whether the specific program or activity involved is a direct recipient of federal funds.
Browning Public School District #9 receives Federal financial assistance and therefore must comply with provisions of this act. To be in compliance with this act, Browning Public School District #9 must:

1. Not discriminate against qualified handicapped persons in all aspects of school district employment solely on the basis of handicap.
2. Ensure that facilities, programs, and activities of a school district are accessible, useable and open to qualified handicapped persons.
3. Ensure a free appropriate public education is provided each qualified handicapped person at the elementary and secondary levels, including non-academic services and activities.

4. Prohibit exclusion of any qualified handicapped person solely on the basis of handicap from participation in any pre-school education or day care program or activity or any adult education or vocational program or activities offered by a school district.
5. Provide each qualified handicapped person the same health welfare or other social services as the school district provides other persons.

Education of Homeless Children

Each child of a homeless individual and each homeless child has equal access to the same free, appropriate public education as provided to other students. The trustees must assign and admit a child who is homeless to a school in the District regardless of residence and irrespective of whether the homeless child is able to produce records normally required for enrollment. The trustees may not require an out-of-District attendance agreement and tuition for a homeless child.
The federal government's legal definition of homelessness based on the McKinney-Vento Homeless Education Assistance Act is anyone who:

- Is lacking a regular, fixed and adequate nighttime residence (substandard housing).
- Is sharing housing due to economic struggles (double-up).
- Is living in a shelter, hotel or motel.
- Is living in a public place not designed for sleeping (cars, parks).
- Is an unaccompanied youth, a child or youth awaiting foster care placement.
- Is a child or youth placed in foster care.
- Is a child or youth abandoned in a hospital.
- Is a migrant child who qualifies under any of the above.

A complaint regarding the placement or education of a homeless child shall first be presented orally and informally to the District's homeless liaison/coordinator. Thereafter a written complaint must be filed in accordance with the District's Uniform Grievance Procedure.
(Reference: Policy # 3125)

Participating in Child Study Teams (CST/IEP)

Classroom teachers have essential functions in the identification of educationally disabling conditions and development of educational plans to address the student's needs. Classroom teachers are generally the individuals in the school setting who are most likely to know the child best and have the strongest working relationship with the child. Classroom teachers also have specific data regarding the child's performance. Portfolio, anecdotal or assessment data will be provided by the classroom teacher and shared with the team. Data will be shared with the CST in order to determine how the child is functioning compared to the child's classroom peers. Classroom data shall also provide a current level of performance for IEP development. Classroom teachers and principals will participate in meetings (except for rare circumstances when the principal will identify a delegate). *Meetings will be scheduled a week in advance and will occur in a timely manner. These meetings should not be scheduled as to interrupt instructional time during the school day.* However, meetings may occasionally need to take place during instructional time and team participants may need to make necessary arrangements to attend the meetings.

Staff Information

Alcohol and Drug Use in the Workplace

No employee of the District shall unlawfully manufacture, distribute, dispense, possess or use on or in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance, as defined in the schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 CFR 14300. 11 through 1300.15. The Browning Public Schools has formally adopted a *Zero Tolerance* Policy regarding the use and abuse of alcohol and drugs when working with students. Employee conduct found in violation of this policy will result in termination from employment.
(Reference: Policy #5020, 5110, 5228)

Assemblies

Students are required to attend all assemblies unless otherwise specified by the administration. Those students who refuse to attend the assembly are to be referred to the office.
All staff members are assigned to specific supervision duties during assemblies and are expected to be in their assigned areas. Students may be removed from an assembly as deemed necessary by a staff member. Generally, all students should be dealt with directly and/or referred to the office in accordance with established building discipline procedures.

Breakfast/Lunch Information

Per the negotiated agreements, staff members have duty free lunch times as follows:

- Non-Certified Staff: 30-minute lunch
- Certified Staff: as determined by the negotiated agreement

Breakfast and lunch may be purchased from the lunch counter. Employees may either pay for their meals or charge them and have that amount deducted from their paychecks. Employees are expected to pay for all food consumed. Staff members may eat meals during their lunch period but not at other times during their 8-hour day. Employees are to eat breakfast before 8:00 A.M. There will be **no free meals** provided to any staff member except in the case of special occasions as determined by the building principal. Cost for meals will be made available at the beginning of each school year.
Classified staff members are assigned to supervise the lunch recess and are expected to be in the supervisory areas for the entire lunch period. Certified staff members have a duty-free lunch, but may volunteer to work lunch duty and receive a stipend of $18/hour (pro-rated for the actual amount of time worked during lunch). All certified staff members who volunteer to work lunch duty must commit to the duty for at least one semester.

Building Visitors/Guests

All persons entering Browning schools will be considered visitors if they are not employees based at the facility. The front entrance shall be designated as the official entryway in receiving visitors/guests; all other doors/exits are to be locked during the school day. **All visitors, including staff family members, must enter and exit through the front door.**
Upon entering a District #9 school all persons shall:

- Immediately report to the office staff.
- Identify self and state legal name(s) and nature of business and register on the daily log.
- The office staff will assist immediately or inform the building administration if the matter involves further consultation.
- A temporary identification tag/sticker will be issued. When visitors leave the school, they are to sign out on the register log and surrender their identification badge.

Staff members are considered visitors when they enter other Browning school buildings and must check in and out of the main office.

Certified and Classified Personnel Hours

Teachers are to be in school according to the weekly schedule below. Classified and Professional-Technical staff must clock in at each individual's specified time and report to duty at that time, without exception. Certified staff must clock in by 8:00 a.m. and be available in the classroom, except when on hall or outside duty. Teachers must be posted outside of their classroom doors in the hallway before the bell rings to greet students each morning. This practice is vital to starting the students off each day in a positive, structured manner. The building is open to students from 8:00 a.m. to 4:00 p.m., or later as needed due to after-school activities.

Weekly Schedule

- Monday 8:00 a.m. - 4:00 p.m. -
- Tuesday 8:00 a.m. – 4:00 p.m.
- Wednesday 8:00 a.m. – 5:00 p.m. - Extended Day Professional Development
- Thursday 8:00 a.m. – 4:00 p.m.
- Friday 8:00 a.m. – 3:00 p.m. – Early Out

Staff meetings will be scheduled by the principal on a weekly basis.

FAIR LABOR STANDARDS ACT

Regular working hours for all classified staff will be set by the building principal. Classified staff members are not to work before, beyond, or outside their established working hours and are not to work overtime without prior authorization from the building principal.

All time sheets must be a true reflection of all time worked, whether it is more or less than regularly scheduled work hours.

Failure to comply will result in disciplinary action in accordance with applicable provisions of Board policy, administrative regulations, and negotiated agreements.
Overtime is defined as time worked over 40 hours in one week. A week is defined as seven consecutive days covering Sunday through Saturday.

CHILD ABUSE AND NEGLECT

Browning Public Schools' Board of Trustees is committed to contributing to child safety and protecting children from harm. To this end, professionals working with children (teachers, administrators, all staff) are responsible and liable for reporting suspected abuse/neglect (Montana Code Annotated 41-3-201, 1979).
41-3-201, MCA. States:
All school employees and professionals who work with children, when they know or have reasonable cause to suspect, as a result of information they receive in their professional or official capacity, that a child is abused or neglected by anyone regardless of whether the person suspected of causing the abuse or neglect is a parent or other person responsible for the child's welfare, they shall report the matter promptly to the Department of Public Health and Human Services, Child and Family Services Division's
MONTANA'S STATEWIDE TOLL-FREE CHILD ABUSE HOTLINE, (1-866-820-5427)

- Notification of the report of suspected abuse/neglect to the reporting employee's immediate supervisor and the District's Child Protection Team representative is recommended, but not required by law.
- If immediate danger to the child is suspected, call the police department (338-4000).
- If physical signs are apparent or sexual abuse is suggested refer to the school nurse or other medical practitioner immediately.
- The documentation of suspected abuse or neglect should include the following information: observations, conversations, background information, which will include dates and descriptions of instances; the names and addresses of pertinent people involved (e.g. family members, witnesses, etc.) and a signature of the reporting individual.
- Children may be interviewed in the school site by the Federal, State or Tribal officer conducting the investigation of abuse without parent notification of the interview. If considered appropriate by the investigating individual, school staff may attend and participate in the interview of the child.
- **41-3-203, MCA. Immunity from liability**: "Persons in the state of Montana who report suspected child abuse and neglect in good faith are immune from civil liability and/or criminal penalty."
- **41-3-207, MCA. Penalty for Failure to Report**.
  (1) Any person, official, or institution required by law to report known or suspected child abuse or neglect who fails to do so or who prevents another person from reasonably doing so is civilly liable for the damages proximately caused by such failure or prevention.
  (2) Any person or official required by law to report known or suspected child abuse or neglect who purposely or knowingly fails to report known child abuse or neglect or purposely or knowingly prevents another person from doing so is guilty of a misdemeanor.

(Reference: Policy # 2760 and MCA 41-3-101)

Classroom Phones, Cellular Phones, E-Mail, and Fax

Staff may not make or receive calls in the classroom during scheduled instructional time except in cases of extreme emergency. Messages will be taken at the office and be made available to the staff member by the end of the day. Teachers are free to use the classroom phones for local calls. The calls must be school related and occur during their prep or lunch time. Teachers wishing to place long distance calls for school business will go through the office. Any other calls will require the use of a calling card. Use of the fax machine is for school business only. All faxes go through the office manager/secretary. A charge of $1.00/page will be charged for anyone wishing to fax private documents.

Students must never be permitted to use a phone (classroom phone or cell phone) in the classroom. Staff members who allow students to use a phone in their classroom or during school hours will receive appropriate disciplinary consequences.

Cell phones shall be silenced and used only during break times for staff. Student cell phones are not allowed for use during the instructional school day and should be turned off upon entering the building. They are not to be taken into the locker rooms and restrooms. These devices may be confiscated and the duration decided on by the administration, and other disciplinary actions may apply. Any staff member using a phone during instructional time or while supervising students will be reprimanded and the staff discipline procedure will be followed. (Reference: Policy #5630)

Classroom Security

When leaving your classroom or work area during the school day and at the end of the day, staff should lock the door leading to the hallway, and assure that windows and outside doors are locked. The District is not responsible for any personal items that may be lost or stolen. The District encourages all staff members to keep valuable items at home or locked. The District is not responsible for any vandalism. The District encourages all staff members to have personal and/or auto insurance to cover damages.

Club Advisors/Sponsors

At the beginning of each school year, all club advisors/sponsors will submit the organization's goals for the school year to the principal or activities director for approval. At the end of each month, the advisor will provide meeting agendas, sign-in rosters, and a progress summary report. The principal or activities director will provide the documentation to the personnel office for final advisor payment.
Club/Activity sponsors are responsible for supervision of students at all times. Sponsors must not leave until all students have been picked up by appropriate parent/guardian.

Community Use of District Building

School facilities are available to the community for education, civic, cultural, and other uses consistent with the public interest, when such use does not interfere with a school program or school-sponsored activities. Use of school facilities for school purposes has precedence over all other uses. Persons on school premises must abide by the district's conduct rules at all times. Contact the Facilities department at 338-2715 for more information.

Use of Personal Vehicles for District Business

The use of private vehicles for district business, including the transportation of students, is generally discouraged. Staff members should use district owned vehicles whenever possible, scheduling activities and other transportation far enough in advance to avoid any non-emergency use of private vehicles. No staff member may use a private vehicle for district business without permission from their direct supervisor.

Complaints

Student/Parent Complaints

The District recognizes that complaints regarding staff performance, discipline, grades, student progress, and homework assignments will be made by students and parents from time to time. Every effort will be made to ensure that such complaints are handled and resolved informally and as close to their origin as possible. Students, parents, and others with complaints will be encouraged to discuss the complaint directly with the staff member. All such meetings should be held in confidence and not in the presence of others.
If the complaint is not informally resolved, staff should advise the complainant that he/she may submit the matter directly to the building principal or immediate supervisor, as appropriate. The complainant will be provided with necessary formal complaint procedure guidelines in accordance with Board policy 1700.
When a complaint is made directly to the Board as a whole or to an individual Board member, it will be referred to the superintendent for appropriate building administrator follow-up.
All staff members should familiarize themselves with Board policy and applicable provisions of administrative regulations and negotiated agreements regarding the handling of complaints.

Staff Complaints

Staff member complaints contending a violation, misinterpretation, or inappropriate application of district personnel policies and/or administrative regulations should be directed to the building principal/immediate supervisor for informal discussion and resolution.

If the complaint is not resolved informally, formal complaint procedures may be initiated by staff in accordance with Board policy and administrative regulations.

This complaint procedure may not be used to resolve disputes and disagreements related to the provisions of any negotiated agreement.
(Reference: Policy #1700)

Computer/Technology use

All staff (including teachers, teacher assistants, specialists, and secretaries) may not use computers for personal reasons (e-mail, internet, games, etc.) during scheduled instructional or duty time. Computers should only be used during class for instructional purposes related to the scheduled daily lesson.

Electronic Communication

The Browning School District uses electronic resources as powerful and compelling educational tools. While social networking websites, texting, and the like can offer learning opportunities, problems and dangers may result from the use of this technology. The widespread popularity of these technologies has created potential liabilities for educators.

By maintaining professional standards of behavior, potential liabilities may be mitigated. The Professional Educators of Montana Code of Ethics requires District staff to maintain a professional relationship with each student, both in and outside the classroom. The District encourages all staff to read and become familiar with the Code of Ethics.

District staff is advised and expected to maintain professional relationships with students. Staff is further reminded that the same types of relationships, exchanges, interactions, or behavior that would be unacceptable in a non-technological medium are unacceptable in a technological medium, in or out of school. Due to the vastly increased potential audience and the potential blurring of the professional relationship in digital communication, extra caution must be exercised by staff. Violation of professional standards may result in disciplinary action up to and including termination, discharge or nonrenewal of the contract of employment. (Reference policy #5460)

Use of District E-mail and Technology

Browning Public Schools e-mail accounts (G-Mail) are provided by the District for professional use. Your school email use will be monitored by the administration, including monitoring of any personal emails that you send or receive on your account. There is no expectation of privacy when using District email or District technology, on or off school property.

When an employee permanently leaves the district, e-mail access will be ended and the employee's email account will be deleted on the last day of employment.

Copyright

A variety of machines and equipment for reproducing materials to assist staff in carrying out their educational assignments is available to staff in both the school and home setting.

Infringement on copyrighted material, whether prose, poetry, graphic images, music, audio tape, video, or computer-programmed materials, is a serious offense against federal law, a violation of Board policy, and contrary to ethical standards required of staff and students.

All reproduction of copyrighted material shall be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as "fair use" under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form.

The viewing of movies is allowable only as direct instruction. Movies must be directly related to the curriculum and approved by the principal prior to the viewing. All movies must be age-appropriate, and "R" or more strongly rated movies are not allowed. See the library media specialist for more specific copyright information.

Dismissal of Classes

Teachers should never dismiss a class before the established dismissal time. Detaining the entire class after dismissal time is also discouraged. Whenever individual students are detained after class, the teacher is expected to provide the student a note for the student's next class teacher. This will help reduce unnecessary hall traffic, as students reporting to class late will need to account for their tardiness.

District Policies, Master Contract, and Labor Agreement

The District Policy Manual is available for check out from the building principal and is posted on the district website. The Certified Master Contract and Classified Negotiated Labor Agreement are available from the building union representatives and on the school website. Staff members are responsible for becoming familiar with district policies as well as the guidelines within the negotiated agreements.

Emergency Closures

If a weather or other emergency occurs, and/or all roads are closed by 7:00 A.M. by the Montana Highway Patrol and B.I.A. Roads Department, schools will close. Announcements will be made on 96.7 FM - KZIN, 1150 AM - KSEN: 560 AM- KMON; KBWG (Thunder Radio) 107.5, Local TV and KFBB, email, automated phone/text system and the District Facebook page. The District will attempt to make up the missed day on the following Saturday or add the day to the end of the school year. A phone tree will be distributed to all staff for use in the event of delayed openings or school closures. Each staff member shall assure that their personal contact information is updated on the school phone tree.

Emergency Procedures and Disaster Plans

All staff will be provided with a copy of the district's emergency procedures plan, including detailed staff responsibilities in the event of emergencies such as disorderly behavior, unlawful assembly, disturbances at school activities, natural disasters, fire, and illness or injury of a student or staff member.
Copies of the emergency procedures plan will be available in the office. (Reference: Policy #8301)

Field Trips

It is sometimes advantageous to go on field trips in order to provide for concrete experience and an extension of the classroom for our students. Preplanning should include prior discussion with the students in areas of safety, proper behavior, and other expectations. Our community has many resources for the study of history, government, economics, etc. The more our schools are involved in the study of our community, the more effective our schools can be serving the needs of our youth.

- All field trips desired must be submitted prior to the end of September for consideration and approval for the entire year.
- Upon approval, a yearlong trip sheet will be made available to the director of transportation for their records. It is advised to consult with the principal and/or transportation director if there are any changes or adjustments.
- Parental consent forms should be on file with emergency numbers and other vital information. The information on the consent forms should be verified with the school secretary prior to taking the trip. Eating accommodations should be made well in advance to the principal and director of food services.
- All names of the students going on the trip must be submitted to the school nurse at least a week before the trip is to take place so she can plan for administering of medication during the trip.
- School funding is a factor in many cases and may not be available to accommodate all requested field trips.
- Staff members, including the bus driver, are not allowed to bring their children on any school field trip.
- Without prior approval of the administrator, staff members are required to ride the bus to and from the destination with students.
- Parent chaperones are welcome, but their children, other than the student involved in the field trip, are not allowed to attend. Unless the parents are school district employees, they must never be left alone with children other than their own.
- Students must travel to and from the event on transportation provided by the school district. Exceptions are made when parents provide a written request and receive prior approval to transport their students after the event/activity.
- In the event that an unforeseen emergency happens while on field/sports trips, staff members shall follow specified protocol for handling these emergencies in accordance with the Browning Public Schools **"Emergency Procedures Checklist:" Basic Emergency Response** and **Injury** sections. (Reference: Policy #3700, 8132)

Gifts and Solicitations

Staff members are to avoid accepting anything of value offered by another for the purpose of influencing his or her professional judgment. No organization may solicit funds from staff members within the schools, nor may anyone distribute flyers or other materials related to fund drives through the school without building principal approval.

The solicitation of staff by sales people, other staff, or agents during on-duty hours is prohibited without building principal approval. Any solicitation should be reported at once to the building principal.

Grievances

Refer to applicable provisions of certified and/or classified negotiated agreements, or board policy, as appropriate.

Guest Speakers

Guest speakers may be used by teachers from time to time, when such use is consistent with educational goals and with a demonstrable relation to the curricular or co-curricular activity in which the participating students are involved. Teachers are expected to inform the building principal of the date, time, and nature of the presentation whenever such use is planned.

Prior building principal approval is required whenever the guest speaker and/or presentation may be reasonably considered controversial. Teachers must remain in the classroom whenever a guest speaker is present.

Health Information

A school nurse is available to students during school hours. If a child becomes ill during the day the nurse examines the child and determines if the parent should be notified and the child be sent home. Staff members shall not send an ill student to the office without the student first seeing the nurse. The nurse's schedule will be posted in the office as well as the nurse's office. All accidents that happen during the school day must be reported to the office and the nurse. The nurse maintains a health record for each student in the building with parent cooperation. Guidelines for giving medication to students during the school day are below.

Administration of Medication

Montana state law and the Administrative Rules of the Board of Nursing (effective May 27, 1994) allow licensed nurses to delegate specific nursing tasks to unlicensed persons. In the school setting, this allows the school nurse to delegate administration of student medication to specific school personnel. In compliance with State Statute, the Board of Education directs the following protocol to be followed: At the beginning of each school year, the school nurse, in consultation with the building administrator, will delegate to two to three school personnel the administration of student medication. The school nurse will conduct a training session with the delegates for the purpose of providing procedural information on medication administration. This training will include a detailed review of the school medication policy and regulation.

When a student/parent presents with a medication order, the delegate will contact the school nurse to review the prescription, dosage, and scheduling and potential side effects. The school nurse will initiate a supervisory visit on a regular basis or as needed to evaluate the process of delegation of administration of medication and assess the therapeutic outcome of the prescriptive process. Documentation of all results shall be recorded in the individual client file. Documentation will be maintained on all training sessions and supervision.

Accidents

If you or any staff members are injured on the job, report it to the principal as soon as possible and fill out a Report of First Injury form to turn into the principal and business office. This form is available in the office. The accident report form is necessary for Workman's Compensation and the district's insurance to handle any claims properly. Paperwork must be filled out within 24 hours of the accident in order for the claim to be processed.

Student Accident Reports

If a staff member witnesses a student accident, or if a student reports an accident to a staff member, it is the responsibility of the staff member to fill out an accident report form and Proof of Claim form. Accident report forms are available from the school nurse or the front office. The forms must be filled out and returned to the school nurse as quickly as possible.

Communicable Disease/Blood borne Pathogens/Infection Control Procedures

The district provides for the reasonable protection against the risk of exposure to communicable disease to all staff while engaged in the performance of their duties. Protection is provided through immunization and exclusion in accordance with Montana Code Annotated and the Administrative Rules of Montana. Infection control procedures, including provisions for handling and disposing of contaminated fluids, have also been established through Board policy and administrative regulations for staff and student protection. All staff shall comply with measures adopted by the district and with all rules set by the Montana State Health Department and the county health department. Staff members have a responsibility to report to the district when infected with a communicable disease unless otherwise stated by law.

Keys and Alarm Codes

Each staff member is issued a ID/name badge that allows access to the front door near the office and a key to his or her classroom/work areas. ID/name badge is to be worn at all times while on duty. Security of the building is primary. A teacher should be the only person to use his or her keys or alarm code, without exception. When the key is signed for at the beginning of the school year, the staff member is responsible for that key until it is checked in at the end of the school year. Any lost or stolen key (s) will be charged to the responsible staff member for the cost of replacement. **Students must never be given access to staff keys. Keys and ID/name badges must be turned in upon termination or resignation of employment.**

An alarm code is also issued at the beginning of the school year. When a staff member enters the building after hours, the code must be entered within 30 seconds. If the alarm sounds before the code is entered, the staff member must enter the code to disarm the alarm. Then a call must be made to Interstate Alarm at 1-(800)-344-4546 (*follow calling instructions*) to notify them that a district employee triggered and reset the alarm, or the police will be dispatched to the building. It is also recommended that the staff member call the Law Enforcement Office at 338-4000 immediately. (Please! DO NOT CALL 911).

Inventory

Each teacher will be responsible for keeping an inventory of all furniture, technology, and books used in his or her classroom or workspace. Inventory lists will be turned in as part of the check-out procedures at the end of each school year.

Maintenance Service

Although custodians are in the school throughout the day, it is the responsibility of all staff and students to keep the school clean. In a collaborative effort and as part of normal everyday cleaning, each class will pick up the paper on the floor in the classroom, place chairs on desks, and leave the room in an orderly fashion before the custodian enters the room to clean. Teachers should ensure that students tidy the room following special projects that involve paint, glue, paper projects, etc. STUDENTS SHOULD NOT BE ALLOWED TO USE ANY CLEANING SOLVENTS. When cleaning, staff should exercise care and follow safety guidelines with cleaning products.

Request for special cleaning or problems should be made through the office in writing.

In case of emergency, call or send a student to the office.

Moving Class/Holding Class Outdoors

From time to time, teachers may find it necessary to temporarily move a class from their scheduled room or teaching area. Teachers are responsible for ensuring that both the office and students are informed of the change. As holding classes outdoors often presents a distraction to students in the class, as well as to staff and students in other classrooms, teachers are expected to conduct their classes in their scheduled rooms.

From time to time, certain class assignments may be more appropriately conducted outdoors. Prior building principal approval is required for all such activities.

Participating in Political Activities

Staff members may exercise their right to participate fully in affairs of public interest on a local, county, state, and national level, on the same basis as any citizen in public or private employment and within the law.

Staff members may, within the limitations imposed by state and federal laws and regulations, choose any side of a particular issue and support their viewpoints as they desire, by vote, discussion, or persuading others. Such discussion and persuasion, however, may not be carried on during the performance of district duties.

On all controversial issues, staff members are expected to make clear that the viewpoints they represent are personal and are not to be interpreted as the district's official viewpoint.

Staff members are prohibited from using any District facilities, supplies, technology, time, or equipment for purposes of political activities.

Payroll

Employees with payroll concerns or questions should visit with their supervisors in regard to the concerns. The employee may then contact the payroll department if additional information is needed.

Personnel Records

An official personnel file is established for each person employed by the district. A staff member's personnel file may contain such information as applications for employment, references, records relative to compensation, payroll deductions, evaluations, complaints, and written disciplinary actions.
All records containing medical-condition information, such as workers' compensation reports and release/permission to return to work forms, will be kept confidential, in a separate file from personnel records.
All personnel records are considered confidential and not open to public inspection. Access to personnel files is limited to use and inspection only by the following or as otherwise required by law:

- The individual employee. An employee or designee may arrange with the personnel office to inspect the contents of his or her personnel file on any day the personnel office is open for business;
- Others designated in writing by the employee;
- The comptroller or auditor, when such inspection is pertinent to carrying out their respective duties, or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;
- A Board member, when specifically authorized by the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection;
- The superintendent and members of the central administrative staff;
- District administrators and supervisors who currently or prospectively supervise the employee;
- Employees of the personnel office;
- Attorneys for the district or the district's designated representative on matters of district business.

The superintendent may permit persons other than those specified above, to use and to inspect employee records when, in his or her opinion, the person requesting access has a legitimate official purpose. The superintendent will determine, in each case, the appropriateness and extent of such access.
In accordance with federal law, the district is required to release information regarding the professional qualifications and degrees of teachers and the qualifications of aides/paraprofessionals to parents upon request, for any teacher or aide/paraprofessional who is employed by a school receiving Title I funds, and who provides instruction to their child.
Release of personnel records to parties other than those authorized to inspect them will be only upon receipt of a court order.

Release of General Staff Information

A staff member's address and personal phone number will not be released by the District. Such information may be disclosed if a staff member authorizes the district to do so.
The District may also disclose information about a former employee's job performance to a prospective employer, under the following conditions:

- Disclosure of information is upon the request of the prospective employer; or
- Disclosure of information is upon the request of the former staff member;
- The information is related to job performance;
- The disclosure is presumed to be in good faith.

The District will not disclose information that is knowingly false, deliberately misleading, rendered with malicious purpose, or is in violation of the staff member's civil rights.

Smoking and Tobacco Use

In accordance with the NCLB Act and Montana Tobacco Free Schools and Clean Indoor Air Act 2005, all forms of tobacco use are not permitted on school grounds/property as defined in the Acts.
(Reference: Policy #5190)

Staff Evaluation

Evaluation of Certified staff will take place throughout the entire year. Non-tenured staff members are formally evaluated prior to the end of November and prior to the end of February. Tenured staff receives a formal evaluation prior to the end of March. Evaluation will be based on the district assessment tool,

individual teacher's goals for the year and progression with those goals, improvement in student achievement for all students in the classroom, and overall effectiveness of the teaching and learning environment. Classified staff will be evaluated once before the end of each school year.

Staff Meetings/Wednesday Professional Development

Attendance at staff meetings and Wednesday Professional Development is mandatory. Sign in sheets will be utilized to verify employee attendance. Leave must be taken if employees do not attend the meetings.
Weekly staff meetings are scheduled by the building principal to meet the needs of each individual building. Sign-in sheets will be utilized during these meetings. Requests for agenda items should be submitted in writing to the principal. The principal will determine which items will be placed on the agenda.
During staff meetings and professional development, it is expected that staff members will respect the presenter through giving him/her their full attention. Do not bring homework, cell phones, or other items that will distract from the presentation.

Supplies

In the spring of each year, inventory of textbooks and supplies necessary for the following school year should be requisitioned as part of the building budgeting process. The new supplies will arrive in the fall of the year in order to for each teacher to be prepared for the first day of school.

Teaching About Religion

Religious education is the responsibility of the home and religious institutions. Public schools are obligated to maintain neutrality in all such matters.
However, as religion influences many areas of education, such as literature and history, its role in civilization may be taught when consistent with curriculum and teaching assignment. In such instances, teachers may provide information and opportunity for students to study the forms of various religions.
Teachers may not advocate, openly or covertly or by subtlety, a particular religion or religious belief.

Volunteers

School District #9 welcomes and encourages volunteers in the school setting. However, we also place the highest of priorities on the safety and well-being of our students and staff members. Adult volunteers in a school setting are governed by a number of school board policies. BPS Policy # 5121 – Scope of Personnel Policies and #5122 – Fingerprints and Criminal Background Investigations are the policies that govern volunteerism in the schools. When Policy #5122 does not apply, the volunteer must be accompanied by the classroom teacher at all times. The teacher does not leave the volunteer alone to supervise students.
Every building administrator must approve a teacher's request for a volunteer. Teachers are highly encouraged to utilize the Board approved consultant list when seeking cultural consultants for their classroom.

Video Surveillance

The Board authorizes the use of video cameras, which may include audio, on District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.
The District shall notify staff and students through student/parent and staff handbooks that video surveillance may occur in District property. Students or staff in violation of Board policies, administrative regulations, building rules, or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies.
Video recordings may become a part of student's educational record or a staff member's personnel record. The District shall comply with all applicable state and federal laws related to record maintenance and retention. (Reference: Policy #3235)

APPENDIX A – ASBESTOS NOTICE

ANNUAL ASBESTOS NOTIFICATION TO PARENTS, STUDENTS, AND EMPLOYEES OF THE BROWNING PUBLIC SCHOOL DISTRICT

(Required by the Asbestos-Containing Materials in Schools Rule §§ 763.84© and 763.93(g) (4)

Asbestos is a naturally occurring fibrous mineral, which, until about 1980, was commonly used in building construction. Asbestos will not burn, is an excellent insulator, has great tensile strength, is resistant to chemicals, is nonconductor of electricity, and absorbs sound. Examples of *asbestos-containing building material* (*ACBM)* are vinyl floor tile, sprayed-on acoustical ceiling material, pipe and boiler insulation, and roofing felt. As ACBM deteriorates over time, or is disturbed by maintenance, renovation, or demolition activities, it may become friable, i.e., it is capable of being reduced to powder by hand pressure. When ACBM becomes friable, asbestos fibers are released into the air. Inhalation of these airborne, microscopic asbestos fibers has been proven to cause such fatal diseases as lung cancer, mesothelioma (cancer of the lining of the lung or abdominal cavity), and asbestosis (scarring of lung tissues). Uncontrolled asbestos contamination in buildings has been, and remains, a significant environmental and public health issue. In 1986, Congress enacted the *Asbestos Hazard Emergency Response Act (AHERA)* to require public and private, secondary and elementary schools to identify ACBM in their school buildings and take appropriate actions to control the release of asbestos fibers. In 1987, the US Environmental Protection Agency finalized a regulatory program, which enforces the AHERA mandate. These regulations are incorporated within the *Asbestos-Containing materials in Schools Rule* (40 C.F.R. Part 763, Subpart E).

In compliance with the *Asbestos-Containing Materials in Schools Rule,* each Browning school had its school buildings inspected by an asbestos inspector, accredited by the State of Montana. During that inspection, areas of suspect ACBM were identified. The type, condition, and location of this ACBM were noted. Samples were taken of some or all of the suspect ACBM. Laboratory analysis of these samples confirmed the presence or absence of ACBM. Suspect ACBM not sampled and analyzed were assumed to contain asbestos. Confirmed and/or assumed ACBM currently remain in certain locations in our school building(s) Floor *tile – Kitchen, hallway and storage room.*

Upon confirmation of the presence of ACBM, an Asbestos Management Plan was developed for each of the school buildings in the School District by an asbestos management planner, accredited by the State of Montana. The *Asbestos Management Plans shows that there is floor tile that has ACBM but no threat is there for the staff or students. This tile is kept sealed and waxed.* These Plans describe past response actions taken to abate ACBM, as well as response actions planned for the future, including replacing or repairing tile as needed. The Asbestos Management Plans provide information on the periodic monitoring of the condition of ACBM remaining in our school buildings through triennial re-inspections, conducted by accredited asbestos inspectors, and through triennial re-inspections, conducted by accredited asbestos inspectors, and through semiannual surveillance, conducted by trained school maintenance staff.

A copy of the Asbestos Management Plan is available for your review in the School District administration office during regular office hours. Leslie Munro, Director of Facilities, is the designated Asbestos Program Coordinator for the School District. Please direct all inquiries regarding the Asbestos Management Plan(s) to him at telephone 406-338-2715 ext. 203. (Reference: Policy # 9350)

APPENDIX B – FERPA NOTICE

Family Educational Rights and Privacy Act (FERPA)
Annual Notice of Student Education Record Privacy

Parent/Guardian:

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive federal funds.

FERPA gives parents certain rights with respect to their child's education records. When a student reaches the age of 18 or attends a post-secondary school or college, the parent's rights transfer to the student and the student is then an "eligible student" under the law.

Under FERPA, parents and eligible students have the following rights:

1) To inspect and review the student's education records maintained by the school within 45 days of the school's receipt of a written request. The request should identify the record(s) being inspected. The school is not required to provide copies of records and may charge a fee if copies are requested. The following staff person may be contacted to seek access to your child's record:

   Name of Staff: _____ Telephone: _____

   Email Address: _____

   You will be notified of the place and time the record(s) may be available for review.

2) To request that a school correct records believed to be inaccurate or misleading. The request must be in writing and clearly specify: (a) the part of the record requesting to be changed, and (b) why it is inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student has the right to a hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement in the record about the contested information. The school is not required to consider requests for grade or disciplinary decisions, opinions of school officials in the education record, or the child's special education determination. The following staff person may be contacted to request an amendment to your child's record:

   Name of Staff: _____ Telephone: _____

   Email Address: _____

3) To control the disclosure of their child's personally identifiable information from their education record. The school or district must, with certain exceptions, obtain parent written consent prior to the disclosure of personally identifiable information from education records. An exception which permits disclosure without consent is disclosure to school staff with legitimate educational interests, such as a person employed by the district; a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, or therapist); or a parent or student serving on an official committee, such as a grievance or disciplinary committee or assisting another school official; and/or an official of another school district in which a student seeks to enroll. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill a professional responsibility. A school district may also disclose personally identifiable information from education records without prior written consent to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. Student directory information may also be disclosed without prior consent if the categories to be disclosed are designated and parents are given the opportunity to opt out prior to disclosure.

You have the right to file a complaint with the U.S. Department of Education at the following address if you feel the school district has failed to comply with the requirements of FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

00NCLB-I3 (Rev. 02/10 US) © 2010 TransACT Communications, Inc.

APPENDIX C: STAFF ACCEPTABLE USE POLICY

Browning Public Schools
Policy: *Staff Acceptable Use of Technology Agreement*
Regulation: **#5460F**

At Browning School District #9, we believe that technology is a powerful tool to enhance learning, enabling students and staff to access information and collaborate with others across the school, community, and the Internet. We believe that all students, staff and parents must be good digital citizens by following standards of ***acceptable use*** when using either school-owned technology (software, hardware, school network, Internet) or their own personal electronic device for school purposes while employed at Browning School District #9. The declaration below outlines these standards of acceptable use. Once signed, it will act as an agreement between Browning School District # 9 and

_____
Staff member's name (printed)

This declaration must be reviewed and signed by the staff member in order to use *school technology* (including computers, cameras, tablet devices i.e. iPads, etc.) while on or off campus or to use their own *personal electronic devices* while on campus.

Section A: Staff Member Declaration
As a staff member of Browning School District #9, I value having access to technology to support my teaching or support position. I know that along with this privilege goes great responsibility. To demonstrate my commitment and understanding of the level of responsibility that is required, I agree to each of the expectations and guidelines listed below.

- I understand that having access to technology in school is a privilege and that this privilege may be revoked if I fail to fulfill my responsibilities as a user of this technology. I will comply with all the policies and rules pertaining to the use of technology, which the district has established or may establish in the future.
- When connected to the Internet, I will not reveal any information protected under FERPA or other laws and regulations.
- I will take full responsibility for, and respectfully use, the technology available to me in the district. For example, this means I will use proper care if transporting, handling or operating any electronic device (e.g. computer, camera, tablet device, etc.) while in district, whether it belongs to the district, another staff member, a student, or myself.
- I understand that the district uses a content filter on its Internet access, yet I know it is possible that I may encounter inappropriate material. I will immediately close the application(s) that depicts this material and report it to the technology director or their designee.
- I understand that personnel from District Technology have access to information about every web page I visit and files I create on school computers. I further understand that all e-mail communications are archived for an indefinite period of time as well as the district may utilize various electronic monitoring devices and/or software. I am aware that this information may be monitored and viewed by appropriate district personnel for any reason. I understand that this limits privacy as it pertains to the use of the technology that is assigned to me and information that is

stored on school-provided (local and web-based) file storage spaces. I further understand that I will make no attempt to circumvent the district's filtering or monitoring solutions.

- I will not download or install any software, music, movies, or files of any nature unless I have been granted specific permission to do so by district technology and the copyright holder grants permission or proper licensing has been secured.
- I will always log out of the computer when finished using it, or when moving out of sight of the computer. (Any actions done on a computer when YOU are logged in are directly traceable to you.) I will not access or use the account of a student or another staff member. If I notice another student or teacher has not logged out of a computer I am using, I will notify them (if possible) and log out.
- I will use a camera (or any device with a camera, e.g. cell phone, netbook, laptop, etc.) to take photos during school in an appropriate and responsible way both in school and on school supported field trips. School Administration may search my camera/phone/netbook memory if they feel school rules or laws have been violated.
- I will not create, use, display, or store any offensive, obscene, inflammatory or defamatory language or images. I will not use the technology in any way that negatively affects students or other staff members.
- I understand the use of district technology resources for purposes of personal gain (i.e running a business) or for the promotion and/or support of individuals running for political office are prohibited.

Section B: Staff members bringing their own personal electronic device to school

Staff members in the district may bring their own personal electronic devices *(including digital cameras, computers, web-enabled phones or personal devices (e.g. iPads, iPod touches, Kindle Fires, Android Tablets, laptops, etc.)* which may or may not be able to connect to the school wireless network. When at school, all of the above conditions apply to these staff-owned, personal electronic devices, in addition to the following:

- I will only connect to the school wireless network, and NOT to the school's wired network, nor any other (external) wireless network. This includes NOT connecting to 3G/4G or cellular type networks while on school campus. Appropriate permission will be secured through the building administrator and district technology to make Internet resources available through the district filter on a temporary basis.
  This is a condition of the district's e-rate application and jeopardizes a significant funding source to the district should the district be found to provide non-filtered access to students and/or staff.
- The device I am using will have virus protection software that is up-to-date.
- I will turn off all peer-to-peer (music/video/file-sharing) and streaming software services on my device while connected to the school network.
- I understand the security, care and maintenance of my device is my responsibility. I will securely store and charge my device when not in use.
- I understand that the district is not responsible for the loss, theft or damage of my device. I am fully responsible for my property while it is at school. I understand that should I leave my device in the custody of another staff member or student that they are not responsible for the loss, theft or damage of my device.
- I understand that personnel from District/School Administration may access my personal electronic device if there are reasonable grounds to believe that there has been a breach of district rules or law

and that a search of the device would reveal evidence of that breach whether that search does or does not reveal a breach. This may include, but not limited to, audio and video recording, photographs taken on school property that violates the privacy of others, issues regarding bullying, verification that the staff members device is connected to the school network correctly, etc. The staff member further agrees to provide appropriate passwords or log into devices to assist in this section.

- I will follow standards of professional conduct in the use of audio/video recording devices in school.

Browning School District No. 9
Acceptable Use of Technology Agreement and Staff Member Declaration:

This is to certify that _____, has read, understands, and will abide by all the acceptable use requirements on all pages as set forth in this agreement.

I agree that if I fail to keep my commitment to doing those things listed above that I may have my school district network and/or school computer privileges revoked either temporarily or permanently. It is my responsibility as a staff member to meet all conditions of my employment in the event of a revocation of network privileges. I understand that there may be other disciplinary consequences if there has been a breach of school rules, district policies or laws up to and including suspension and/or termination of my employment with Browning School District 9.

_____ _____
Staff member signature Date

Notes:
[1] A personal electronic device includes any of the following that is owned by the staff member: laptop computer, netbook, smart phones, iPads, tablet computers (or other devices with Internet access – e.g. BlackBerry, Cell Phone, iPod Touch, PDA, Nintendo DSI, etc.) This list is meant to only list possible examples and to include devices with similar type capabilities as they come to market.
[2] Sites like creativecommons.org and jamendo.com offer content which can be used legally and for free

I choose to **not accept** this agreement, with the understanding that I will not be allowed computer or Internet access at Browning Public Schools. I will be responsible to find alternative means to satisfactorily perform the duties of my position.

_____ _____
Staff member signature Date

Adopted on: 6/26/13
Revised on:

Browning Public Schools 2020-2021

School District #9, Glacier County, Montana
Browning Public Schools
P.O. Box 610
Browning, MT 59417

Student and Parent Handbook Receipt Form
2020-21

I acknowledge that I have received and read a copy of the Browning Public Schools Student/Parent Handbook). I understand that the policies and practices contained in the handbook govern student behavior and expectations while in attendance of Browning Public Schools. I understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the handbook.

Parent's or Guardian's Signature _____

Date _____

I acknowledge that I have received and read a copy of the Browning Public Schools Student/Parent Handbook. I understand that the policies and practices contained in the handbook govern student behavior and expectations while in attendance of Browning Public Schools.

Student's Signature _____

Date _____

PARENT-STUDENT-SCHOOL COMPACT BROWNING PUBLIC SCHOOLS

Federal guidelines require that all schools receiving Title I funds develop a School-Student-Parent Compact. A compact is an agreement between participants working together for a common goal. Teachers, students and parents all have the responsibility to contribute to the effort to establish an effective climate for learning for our students.

As a school we promise to:

- Show that we respect each child as an individual
- Respect and enhance the unique culture of each child
- Provide high-quality curriculum and instruction in a supportive and effective learning environment
- Provide quality instruction that meets the State's academic achievement standards
- Provide an intellectually stimulating curriculum that reflects and preserves the cultural integrity of the people by demonstrating high expectations of all children
- Communicate with and involve families in the education process by holding parent/teacher conferences at least twice each year
- Foster a positive working relationship with the Browning School, the community and other education agencies

Administration

As a caring, supportive adult I promise to:

- Provide a safe, nurturing home environment conducive to learning
- Have high expectations of my child by making sure he/she is at school, on time everyday
- Encourage a positive attitude toward school
- Be actively involved in my child's education by making sure s/he completes homework
- Communicate regularly with my child's teacher and volunteer in my child's classroom
- Teach my child respect
- Actively promote literacy in my home by monitoring how much television my child is watching
- Encourage my child to 'try hard'
- Have my child do nightly homework
- Provide adequate school supplies for my child

Parent/Caring Adult: _____

As a student, I promise to:

- Show respect for myself other students and all adults
- Attend school regularly and be on time
- To bring my materials to class daily
- Be responsible for my own actions
- Read at home
- Get homework done
- Try hard
- Respect the grounds and property of my school, realizing that I share it with others
- Do my part to make school a safe place

Student: _____

The procedures and guidelines referenced in this handbook can be found in Browning School Board Policies, School Laws of Montana, and other State and Federal Laws.

DISCLOSURE STATEMENT

Browning School may publish the names and pictures of students in the newspaper, hallways, or on the District Web Page.

Regarding student records, federal law **allows** that directory information on my child be released by the District to anyone who requests it unless I object in writing to the release of any or all of this information. This objection must be filed within ten days of the time this handbook was given to my child.

Throughout the year, the District may release directory information regarding student, limited to the following:

*Name
*Address
*Gender
*Birthdate and place
*Periods of attendance in school Recently attended schools
*Photographs
*Weight and height of members of the athletic teams
*Information in relation to school-sponsored activities, organizations, and athletics
*Parent/guardian names and addresses, academic degrees and honors
*Fields of study

The district may publish such information in the newspaper, hallways, district web page and the yearbook. This may include filming of entire classroom activities.

Any parent or guardian of eligible students (age 18 or over) may prohibit the release of any or all of the above information by delivering a written objection to the building principal within thirty (30) days of the date of this notice.

STUDENT RIGHT TO PRIVACY FORM

Release & Disclosure of Private Information

Student Name:		Grade:	
Parent/Guardian Printed Name:			
Parent/Guardian Signature:		Date:	

_____ I request that this student's name, address, and telephone number not be released to ARMED FORCES and MILITARY RECRUITERS, or MILITARY SCHOOLS.

_____ I request that this student's name, address, and telephone number not be released to POST-SECONDARY EDUCATIONAL INSTITUTIONS.

_____ I request that this student's name, address, and telephone number not be released to ANY ORGANIZATION

If you have any questions, please contact Superintendent Corrina L. Guardipee ED. S. or the administration building.

Welcome

We are pleased to welcome you to a new and exciting year at Browning Public School – a year focused on a continuation of building positive community relationships between Browning Schools, students, staff, parents and the community itself. An academic focus this year will be on Standards Based Education resulting in our goal of increased student achievement. We are excited about our programs and the wonderful staff we have to implement them. We want to help ALL of our students continue to enhance their education to ensure they each achieve at their highest potential.

Please read and review this handbook with your student as it contains important new information regarding school policies and procedures. If you have any unanswered questions please contact us at 406-338-2715 or come into the school and talk to us personally. We encourage frequent communication between home and school, as it is important for the success of our students.

Please sign and return the student/parent signature pages to the school acknowledging that you have read the handbook and discussed its contents with your child. It is through working together that we will reach our goal of increased student achievement and building a positive community. Thank you for your cooperation.

Sincerely

Corrina Guardipee Ed. S.
Superintendent

Browning Public School Administrators

BOARD MEMBERS:

- Donna YellowOwl — Chairperson
- Wendy Bremner — Vice Chairperson
- Brian Gallup — Board of Trustees
- Mistee Rides at the Door — Board of Trustees
- Brenda Croff — Board of Trustees
- Kristy Salway-Bull Shoe — Board of Trustees
- James Evans — Board of Trustees
- Rae TallWhiteman-Armstrong — Board of Trustees

BROWNING PUBLIC SCHOOLS DISTRICT ADMINISTRATION:

- Corrina Guardipee ED.S. — Superintendent of Browning Public Schools
- Dennis Juneau — Assistant Superintendent/Director of Instruction
- John Salois — Human Resources Director of Programs
- Billie Jo Juneau — Director of Curriculum and Assessment/Babb Principal
- Everett Holm — Director of Technology
- Stacy Edwards — Director of Finance
- Maureen Stott — Director of Special Education
- Nikki Hannon — Director of Parents, Community Outreach
- Teri DeRoche — Director of Transportation
- Reid Reagan — Director of Maintenance
- Matthew Johnson — Director of Alternative Education
- Cinnamon Crawford (Spokanapi) — Director of Prevention Program
- Toni Tatsey — KW/Vina Elementary Principal
- Rebecca Rappold — KW/Vina Elementary Assistant Principal
- Sheila Hall — Browning Elementary Principal
- Angela Heavy Runner — Browning Elementary Assistant Principal
- Sicily Bird — Napi Elementary Principal
- Jessica Racine — Napi Elementary Assistant Principal
- William Huebsch — Browning Middle School Principal
- Egan Black — Browning Middle School Assistant Principal
- Jennifer LaFromboise-Wagner — Browning High School Principal
- Kari McKay — Browning High School Assistant

Principal

- Vacant Principal — Browning High School Assistant
- Natasha Siliezar Teacher/Principal — Colony School Lead

DISTRICT MISSION STATEMENT

Browning Public Schools works with all stakeholders – families, students, staff, trustees and community – to provide a high quality, culturally diverse education for all our children using guidance, teaching, and support through collaboration and communication.

DISTRICT VISION STATEMENT

- ☐ Browning Public Schools is a safe environment that teaches personal and community wellness and provides support and strategies for overcoming adversity.
- ☐ In Browning Public Schools, we are free to teach and learn successfully. We instill and develop respect and pride for self, family, school, community, our environment and all cultures through service to others.
- ☐ We model hard work and personal accountability through humility and dedication – demonstrating that these values are the responsibility of all.
- ☐ We cultivate and nurture strong partnerships with the community to build citizens who have a sense of place, respect for Mother Earth, and an understanding of the rights and responsibilities of, and to, all people in all communities.

EQUAL EDUCATION AND NON-DISCRIMINATION (BPS #3000)

BPS, District #9 is committed to nondiscrimination in the provision of all educational services. An equal educational opportunity is a fundamental right under both the Montana and United States Constitutions; it is the policy of this District to provide a learning environment free of discrimination. All students have the opportunity to participate in and receive benefits from all programs or activities including, but not limited to, course offerings, graduation requirements, athletics, counseling services, extracurricular and other school-related activities.

Discrimination in education because of sex, race, color, creed, religion, national origin, age, physical or mental handicap, political belief, and marital or parental status is prohibited unless based upon reasonable grounds as provided by law. The District is committed to taking the appropriate and feasible remedial action necessary to eliminate existing discrimination and its effects. **Inquiries regarding discrimination or intimidation should be directed to your child's school Title IX/504 Compliance Officer or the BPS Title IX/504 coordinator 338-2715 ext. 281.**

SCHOOL RECORDS (BPS POLICY #3600, AND #3601)

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over eighteen (18) years of age ("eligible students") certain rights with respect to the student's education records.

SPECIAL EDUCATION RECORDS

In accordance with Board Policy #3601 and Administrative Rule (ARM) 10.55.2003 the Special Education Department will destroy special education/speech-language records of former students and students who have not been served by special education for five years. Parents and/or former students (18 years or older) who wish to review their file or request the permanent file for their personal use or for certain rights which are guaranteed by federal law should contact the Special Education Secretary at 338- 2715 ext 214 within 60 days of written notification.

SPECIAL EDUCATION (BPS POLICY #4435)

School District #9 provides programs designed to meet the academic needs of the special needs students.

The District may occasionally choose to administer or allow the administration of a survey or evaluation that collects
personal information about students. Such surveys will be approved by the Board before the survey is administered. Parents have the right to inspect any survey or evaluation and refuse to allow their child to participate in such a survey or evaluation.

ACADEMIC INFORMATION

REPORT CARDS

Report cards will be issued to the students at the end of every nine (9) week period. At the high school credits will be earned at the end of each semester. Parents will be kept informed during the nine weeks grading period on their child's academic progress. Parents are encouraged to contact the school if they have any questions or concerns about their child's performance in any class. Midterm reports are sent home four times during the school year. Report cards will not be released if any fines are owed to the school for lost or damaged school property, including library fines, textbook fines, uniforms and activity fines.

INDIAN EDUCATION FOR ALL (MCA 20-1-501)

School District #9 requires that parents or guardians personally come to school to enroll their students. Within forty days of enrolling their children in school, parents/legal guardians must present to the school proof of identity of the child enrolled. A birth certificate, an immunization record, and legal land description are required for admission to all Browning Public Schools. In the event a child's parent, guardian, or legal custodian does not present required proof of identity within forty days of enrollment, or if the school district does not receive the school records from the sending school within sixty days of enrollment, the school shall notify the Montana Missing Children Information Program as described in 44-2-503, MCA

CHILD ABUSE REPORTING

ALL Staff members are required by law to report any suspected abuse/assault to **Child Protective Services**

1(866) 820-5437, and will also report the abuse to the counselor and/or building administrators. Police may also be notified. It is the responsibility of the police and Child Protective Services to investigate all allegations. Any report of abuse, by any individual, will remain confidential and it is not the responsibility of the school to notify anyone of such a report.

ENROLLMENT IN BROWNING PUBLIC SCHOOLS

School District #9 requires that parents or guardians personally come to school to enroll their students. Within forty days of enrolling their children in school, parents/legal guardians must present to the school proof of identity of the child enrolled. A birth certificate, and an immunization record are required for admission to all Browning Public Schools. In the event a child's parent, guardian, or legal custodian does not present required proof of identity within forty days of enrollment, or if the school district does not receive the school records from the sending school within sixty days of enrollment, the school shall notify the Montana Missing Children Information Program as described in 44-2-503, MCA.

ATTENDANCE

ATTENDANCE POLICY AND PROCEDURES (BPS POLICIES # 3005, 3010, 3121, 3121R)

Our goal is to have 95% or better attendance at Browning Public Schools. To meet this goal, students should not miss more than nine (9) total days during the school year.

Regular attendance in school promotes student success and positively influences academic achievement. Parents and guardians provide the necessary support for student commitment to attend school regularly and therefore will be informed of each absence. Regular attendance and demonstrating having met course objectives are requirements for receiving credit in any class.

PRIMARY/ELEMENTARY (PreK-5) TARDY RULE: Students are expected to arrive at school on time. Students will be counted tardy to school if they arrive after the school day has begun.

SECONDARY (6-12) CLASS TARDY RULE: *Students are expected to arrive in their assigned class before the bell rings. A student who enters the classroom after the bell has rung may be required to sign the tardy log. Students will receive disciplinary consequences from the school office for excessive tardiness.*

ABSENCE NOTIFICATION BY PARENT/GUARDIAN: A student's parent/guardian (preK-12) must contact the school secretary or attendance clerk on the morning of the absence to verify the reason for the absence. If this is not possible, verification must be given to the attendance office on the day of return.

Absence Notification To Parent/Guardian: Attempts to notify parents or guardians of their child's absence, in the event the child has not been reported absent by the parent, will occur by the end of the school day to assure that parent, guardian, or legal custodian is aware of the child's absence from school (MCA 44-2-507).

TEN DAY ABSENCE RULE: All Browning Public School personnel are responsible for contacting Blackfeet Family Court when a child misses more than ten (10) days of school during a semester.

CLASSIFICATION OF ABSENCES POLICY #3010 REVISIT

The following absences count against the Ten Day Absence Rule:

Illness: This is an absence involving students who stay at home due to an illness; however, they do not have a medical verification slip (A).
Cultural Activities: This is an absence involving students who are excused from school by their parent/guardian to participate in non-school related cultural activities. (**after 3**)
Weather: This absence involves students whose parents feel it is unsafe for their children to come to school due to weather related issues.

The following absences **do not** count against the Ten Day Absence Rule:
School Related: This is an absence involving participation in school sponsored activities away from school. Students under school sponsorship are automatically excused and have full make-up privileges (SR).
Medical Absence: Absences caused by a student's medical or dental treatment or emergency illnesses are considered medical absences. These absences must be verified in writing by an attending physician, physician's assistant, nurse or community health nurse and be provided to the building secretary or attendance clerk (MA).
Special Circumstances: This class of absences are the result of: a death of an extended family member (student's parent, legal guardian, brother, sister, aunt, uncle, and grandparent), or circumstances beyond the control of the student, hospitalization of extended family, other family emergencies. Verified special circumstances will result in excused absences and full make up privileges. Consideration for a special circumstance absence is determined at the discretion of the building administrator (SC).
Cultural Activities: This is an absence involving students who are excused from school by their parent/guardian to participate in non-school related cultural activities (A). (3 a year)
Definition: Absence related to ideas, customs and social behaviors of a society. i.e. ethnic, racial, fold, societal and lifestyle.
Weather: If the District calls off school and/or doesn't run school buses due to road closure or road safety. Parents may need to communicate with school when this is an issue.
Military Recruitment: with documentation, students who attend military recruitment activities. i.e. medical exams, orientation, etc.

The district approved credit recovery program will assign fifty (50) minutes of coursework for each absence over the tenth (10^{th}) absence to be completed at a passing level by attending district approved credit recovery program. Once a student completes the coursework, they will receive the original grade (A-D) that was earned in the class and it will replace the incomplete on their transcripts. A student who earns an "F" in any course, regardless of attendance, must follow the district credit recovery process to earn credit in that course. (High School)

APPEAL PROCESS:

Where the attendance is due to extended illness or circumstances beyond the student's control, an appeal may be filed in accordance with policy 3900.

The appeal must contain:

- A letter from the student stating the reason that they exceeded ten (10) absences.
- A letter from the student's parent(s)/guardian(s).
- Any relevant documentation. Example: Doctor's statements

MAKE UP WORK (BPS POLICY #3010)
The responsibility for checking with their teachers for missed assignments and tests rests with the student. Work can be found in assignment notebooks, online, and on the Parent Portal of Infinite Campus. The student, with the support of the parent/guardian, needs to

obtain all missing work in a timely manner. Teachers will provide makeup work within 24 hours of the request. Work may be made up for medical, special circumstances, or school related absences or if the student is on out of school suspension (OSS). Students will receive two days to make up the classwork for each day absent. Special considerations will be made for those students who have lengthy extended absences as provided through the Office of the building administrator when requested by the parent/guardian.

HOMEWORK POLICY (BPS POLICY #4110)

Homework assignments are meaningful extensions of classroom activity designed to help the student master skills and subject matter as well as develop responsibility and independent study skills. Homework assignments are required at all grade levels, with the frequency and duration of assignments being flexible for teachers and students depending on the developmental appropriateness of the children in each class.

A student's ability to read is strengthened by reading each day at home. Browning Public Schools strongly urges each student to spend time reading for pleasure or for information, in addition to other homework time.

At times, students may struggle in meeting their homework obligations. When students experience difficulties in completing homework assignments, teachers and parents will meet to discover the nature of the student's difficulties. The successful development of students' study habits is an important goal for the school. We know that the collaboration efforts can be effective in helping improve their study skills. Please contact the school with your questions/concerns when you believe your child is experiencing chronic problems.

RETENTION POLICY (BPS POLICY #3020)

Students who are failing two or more core classes or over in attendance may be considered for retention. Parents will be kept informed of possible retention. Interventions tied to other services, such as summer school, tutoring, or alternative placement will be considered for each individual student. Retention of a student will be a cooperative decision made by the student, parents, counselor, and administrator in the best interest of the student.

CHECKING STUDENTS OUT

Only authorized persons who are on a student's check out list may check a student out, and these checkouts must be done in person. When changes in guardianship arise, please contact the office immediately with the proper paperwork to ensure we have the correct checkout information. Students who are checked out are counted absent for the time that they do not attend and these absences count toward student's absence total.

TRANSFER/WITHDRAW: (BPS Policy #3005) Parents are required to provide written verification if a student is transferring or withdrawing.

here the attendance is due to extended illness or circumstances beyond the student's control, an appeal may be filed in accordance with policy 3900.

The appeal must contain:

- A letter from the student stating the reason that they exceeded ten (10) absences.
- A letter from the student's parent(s)/guardian(s).

VIDEO SURVEILLANCE (BPS POLICY #3235)

The District may use video equipment, which may include audio, in schools or on school property to safeguard district property and ensure student, staff, and visitor safety. The District may use the videotapes for appropriate student discipline, and the tapes may become part of the student's permanent record. Video surveillance can include transportation to and from school, field trips, and extracurricular bus trips. Videotapes may be released to the proper legal authorities in compliance with appropriate state and federal laws.

ACCEPTABLE USE OF ELECTRONIC NETWORK (BPS POLICY #3612)

GENERAL

Internet access and interconnected computer systems are available to the District's students and faculty. Electronic networks, including the Internet, are a part of the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

In order for the District to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. Students utilizing school-provided Internet access are responsible for good behavior on-line. The same general rules for behavior apply to students' use of District-provided computer systems. Students must understand that one student's misuse of the network and Internet access may jeopardize the ability of all students to enjoy such access. While the District's teachers and other staff will make reasonable efforts to supervise use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

CURRICULUM

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

The District's electronic network is part of the curriculum and is not a public forum for general use.

ACCEPTABLE USES

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

2. **Unacceptable Uses of Network.** The following are considered unacceptable uses and constitute a violation of this policy:

   A. Uses that violate the law or encourage others to violate the law, including, but not limited to, transmitting offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by the District's student discipline policy; viewing, transmitting, or downloading pornographic

materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.

B. Uses that cause harm to others or damage to their property, including, but not limited to, engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating, or otherwise using his/her access to the network or the Internet; uploading a worm, virus, other harmful form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to other computers, networks, or other information.

C. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet.

D. Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. Students and others should not give information to others, including credit card numbers and social security numbers.

E. Students are prohibited from joining chat rooms, unless it is a teacher-sponsored activity.

INTERNET SAFETY

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

The school will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or other material that is inappropriate for minors. The Superintendent or designee shall enforce the use of such filtering devices.

The term "harmful to minors" is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]), as meaning any picture, image, graphic image file, or other visual depiction that:

- taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
- taken as a whole lack serious literary, artistic, political, or scientific value as to minors.

Filtering should only be viewed as one of a number of techniques used to manage student's access to the Internet and encourage acceptable usage. It should not be viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors. Filtering should be used in conjunction with:

Educating students to be "Net-smart";

- Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
- Using "Acceptable Use Agreements";
- Using behavior management practices for which Internet access privileges can be earned or lost;
- Appropriate supervision, in person and/or electronically.

The system administrator and/or building administrator may monitor student Internet access. Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students age 18 and older.

CONFIDENTIALITY OF STUDENT INFORMATION

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

INTERNET ACCESS CONDUCT AGREEMENTS

Each student and his/her parent(s)/legal guardian(s) will be required to sign and return to the school at the beginning of each school year the Internet Access Conduct Agreement prior to having access to the District's computer system and/or Internet Service.

WARRANTIES/INDEMNIFICATION

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

VIOLATIONS

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

Student Rights and Responsibilities

As a student in the School District it is expected that you will want to take full advantage of your right to an education. You come to school with a positive attitude to learn and to take part in school activities. An important part of your education is the right to make decisions and the responsibility to accept the results of these choices. To make you aware of your rights and responsibilities as a student this Bill of Students' Rights and Responsibilities has been established. No student shall be deprived of the right to an equal educational opportunity in whole or in part by the Browning School District without due process.

Each student is expected to contribute to creating and maintaining a sound learning environment. Students shall behave in a safe and orderly manner. Student behavior will be respectful toward adults and other students. Students will engage in instructional task focus while in the school setting.

Students have an obligation to avoid engaging in behavior that detracts from the learning environment of others.

Every student has the right:

- To be free from discrimination, sexual harassment, harassment, bullying or menacing
- To learn in a safe healthy environment
- To have his/her property safe and protected
- To be treated fairly
- To know what teachers and parents expect of him/her
- To present his/her side of any story
- To be respected as an individual
- To have an opportunity to attend school and classes regularly

Every student has the responsibility:

- To respect others
- To be honest and always tell the truth
- To obey the rules of the school
- To complete and do his/her best on all schoolwork
- To treat school property with respect
- To attend school daily and arrive on time
- To use the District network/technology in an appropriate manner for educational purposes only

A student shall not:

- Disrupt school or display any behavior which is disruptive to the orderly process of classroom instruction. ("Disrupt school" shall mean use of profanity, force, noise, coercion, intimidation or other disorderly conduct on school premises, going to and from school, while riding on any school transportation, or attending or participating in any school sponsored activity while within the jurisdiction and/or supervision of the school.)
- Exhibit hostile, physical or verbal action against another individual.
- *Engage in any behavior that would be considered sexual harassment.*
- **Engage in any behavior that would be considered, harassment, bullying or menacing (including the use of social media)**
- Fight, push, pinch, bite, rough-house, or kick others.
- Uses profane, obscene, indecent, immoral or offensive language and/or gestures.
- Cheat, plagiarize, lie, or forge any documents.
- Defy the reasonable request or direction of school personnel.
- Damage, destroy or steal property belonging to the school or others.
- Be in possession of dangerous chemicals, i.e.; mace, pepper spray.

FINES FOR BOOKS AND EQUIPMENT (BPS POLICIES #3535 AND 4300P)

In the case of unusual wear and tear, willful destruction, or the loss of a book, uniform, or other school property, students will be charged the cost of the book or item. Lost, overdue, and unpaid fines will make a student ineligible to participate in extra-curricular activities according to district policy, including sports, clubs, and incentive field trips or activities. Fines follow a student throughout his/her school career, and may result in the withholding of grades or diploma. Students may work off fines by doing community service.

LOST AND FOUND

All students are asked to please turn in any belongings that are found to the office so that they may be returned to the rightful owner. Articles turned-in will be stored in the lost and found for a period not to exceed 30 calendar days. Students should report to the office when they are missing personal or school belongings. The District and each individual school are not responsible for any lost or stolen items.

SCHOOL LOCKERS

In the schools where lockers are available, each student will be assigned a locker. Combinations will be distributed. Students should keep their lockers locked at all times. Students may not move to another locker without permission from the office.

Only school locks may be used; other locks will be removed. The school is not liable for any items lost or stolen from a locker. Any money or other valuables should be kept in the student's personal possession while at school.

The District and the Board of Trustees reserve the right to search any locker at any time, without the student's knowledge and/or presence.

Students are not allowed to share lockers or give out their locker combinations. Problems with the lock or mechanical operation of the lock are to be reported to the office immediately. Each student must take care of his/her assigned locker and will be billed for any repairs or cleaning needed at the end of the year. Students will be responsible for whatever is in their assigned

TELEPHONE USE AND MESSAGES

Students may use school phones only in cases of emergency. Please have your student make necessary transportation arrangements before leaving home in the morning.

Personal telephone calls will not be transferred to classrooms, but messages will be delivered at the end of the school day. In case of emergencies the building administrator will immediately deliver messages.

Please call the office with any changes in your child's after-school destination before 2:00 p.m. Monday through Thursday and 1:00 p.m. Fridays and early holiday dismissals. Messages for changes in your child's dismissal plan will not be taken after 2:00 p.m. on regular school days and 1:00 p.m. on early-out days. The office personnel get busy later in the day and we cannot guarantee that messages that come in after that time will be delivered before school dismisses. Thank you for your cooperation.

VISITORS TO THE SCHOOL

As a matter of safety, any person entering a district school building will be considered a visitor to our campus. This includes school district employees on official school business when entering a different school, family or guests of staff, parents/guardians, and community members. Upon entering the school, visitors must report to the office and state your name, business, and register on the building visitor log. If the visitor's presence is approved, the visitor will be issued a temporary name tag for a specified length of time. Upon leaving the school, visitors must check out through the attendance office.

Parents/guardians who would like to sit in on their child's classes must notify the building administrator at least one day prior to the observation.

Students are only allowed on the campus of the school they attend and are not allowed to be on the school grounds of any other school in the district except in cases of official school business. If students are caught on another campus during school hours without permission or in the company of their parent/guardian will be subject to disciplinary action.

EMERGENCY MEDICAL TREATMENT (BPS POLICY #3417)

Schools are responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student while under the care and supervision of the school, but that further medical attention is the responsibility of the parent or guardians. Additionally, each parent or guardian shall be requested to provide an emergency telephone number where the parent or designee of the parent can be reached.

When a student is injured, staff shall provide immediate care and attention until relieved by a nurse, doctor or other qualified caregiver. The building administrator or designated staff should immediately contact the parent so that the parent can arrange for care or treatment of the injured.

In the event that the parent cannot be reached and in the judgment of the building administrator or person in charge and immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. When the parent is located, he/she may elect to continue the treatment or make other arrangements.

SCHOOL INSURANCE

BPS Provides membership in our school insurance for each student under a policy provided at no cost to the student. The coverage however applies to very little of the expenses incurred as a result of an accidental injury sustained while attending BPS during the school year. This plan does not over all the costs of medical expenses and does not cover medical expenses that are payable by the other insurance. It is the parent's responsibility to file a claim with both Gerber accident insurance, your family insurance overage and/or I.H.S, or other health providers. Address any concerns regarding this insurance to:

Browning Public Schools
Insurance and Claims
P.O. Box 610
Browning, Mt. 59417

ADMINISTRATION OF MEDICATION (BPS POLICIES #3416 AND 3416R)

Montana State Law and the Administrative Rules of the Board of Nursing (effective May 27, 1994) allow licensed nurses to delegate specific nursing tasks to unlicensed persons. In the school setting, this allows the school nurse to delegate administration of student medication to specific school personnel. When administering medication all staff will follow the above policies.

Only school personnel who have been delegated by the school nurse in consultation with the school administrator may administer medication. When a request for medication administration is made by a parent, they must be informed that State Law requires a written physician order.

- Over-the-counter, or nonprescription medication does not require a physician signature.
- A Browning Public Schools Health Program Non-Prescription Medication Form must be completed yearly by the parent/legal guardian
- The parent can bring in the non-prescription medication in the original container clearly marked with the child's name.
- It is recommended that the initial dose be administered at home or in the hospital in case of adverse reactions (for new prescriptions)
- School personnel reserve the right to review and deny requests for medication being taken during school hours.

- All medication must be stored in a designated area that is to remain locked when not in use.
- Students must take medication in the presence of a School Nurse or designated school personnel.
- Administration of medication will be documented in the Health Log.

ADMINISTRATION OF GLUCAGONS

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

STUDENT IMMUNIZATION (BPS POLICY 3413)

No person may enter a Montana school, and no school may allow a person to begin attending, unless he/she meets the immunization requirements of the law. If students transfer from one school district to another, a photocopy of immunization records shall be made by the school of origin and provided to the student who is transferring. The school to which the student is transferring shall accept photocopies as evidence of immunization. Within 30 days after a transferring pupil ceases attendance at the school of origin, the transferring school shall send the original immunization records for the pupil to the school district to which the pupil transfers. State law requires that all 6th through 12th grade students must have 2 MMRs prior to the start of the school year.

PARENT SUPPORT AND INVOLVEMENT (BPS POLICY #6000)

At Browning Public Schools, we encourage parents to be actively involved with their children's learning. We know that parental involvement in this process helps children to learn more effectively. We encourage parents to talk daily with their children about school, to support their efforts in completing assignments and meeting deadlines, to send their children to school well prepared and rested, and to make regular contact with their children's teachers. Through working together as a team, we can achieve our goals to provide the best learning opportunity for all students.

COMMUNICATION

Communication between home and school is an essential part of a successful educational experience. Because events at home can affect a student's behavior at school, we ask that parents/guardians notify the school if there is a problem so that staff members can work more effectively with the student. Students have the opportunity to talk with the guidance counselor or building administrator at any time.

PARENT TEACHER CONFERENCES

Parent-teacher conferences are scheduled two times yearly for the purpose of improving communication between the schools and home. At any other time, if you would like to meet with your child's teachers, please call a teacher, building administrator, or counselor to set up an appointment to do so.

SURVEYS

The District may occasionally choose to administer or allow the administration of a survey or evaluation that collects personal information about students. Such surveys will be approved by the Board before the survey is administered. Parents have the right to inspect any survey

or evaluation and refuse to allow their child to participate in such a survey or evaluation.

SAFE AND DRUG-FREE SCHOOLS

In order to provide an environment that enables students to learn and develop as young people preparing to make the transition from grade level to grade level, the school takes the obligation of providing a safe environment very seriously. The following information has been developed to keep our school safe for all.

Building administrators may call law enforcement for assistance in instances when students or visitors appear under the influence or display unsafe or overt defiant behavior creating a hostile situation. Unsafe behavior may be verbal or physical in nature. Law enforcement may be contacted prior to contacting parents/guardians.

LAW ENFORCEMENT (BPS POLICY #3220)

A law enforcement officer who desires to interview a student regarding possible illegal activity during school hours must report to the building administrator. The building administrator will attempt to notify the parent of the interview.

Under circumstances where students are to be interviewed by law enforcement officers on school grounds during school hours, a parent and/or school official will be present during the interview. The school official will keep a record of any such interviews.

A law enforcement officer who desires to remove a student from school during school hours must report to the building administrator and advise him/her of the officer's intentions. The building administrator shall request a copy of any arrest warrant or other documentation supporting the officer's need to remove the student. In all cases, the building administrator or designee will make immediate attempts to contact the student's parent(s) and advise the parent(s) of the actions being undertaken by the law enforcement officials. The building administrator will maintain a record including the identity of the law enforcement officials involved, the documentation provided by the officials supporting their need to remove the student, the result of attempts at parental contact and the time/date of the student's removal.

WEAPONS AND GUN-FREE SCHOOL (BPS POLICY #3210)

In accordance with the provisions of the state and federal law, any student who brings a firearm onto school property shall be expelled for a period of not less than one calendar year unless modified by the Board of Trustees, upon a recommendation from the District Superintendent. As provided by state law, the student may be suspended up to twenty (20) days pending the School Board hearing for the expulsion.

Students are forbidden knowingly and voluntarily to possess, handle, transmit, or use any instrument in school or on school grounds that is ordinarily or generally considered a weapon. Any object which could be used to injure another person and which has no school-related purpose for being in school or on school grounds will be considered a weapon for purposes of this code. The following are examples of instruments ordinarily or generally considered weapons: knives of all types, guns, metal pipes, chains, wallet chains, chuck-sticks, throwing stars, darts, metal knuckles, black-jacks, unauthorized tools, fireworks, explosives, or other chemicals. Students may be out of school suspended up to ten days and may be recommended for expulsion to the Board of Trustees.

DRUG FREE SCHOOL POLICY

BPS recognizes that the use of tobacco, alcohol and other drugs is illegal and detrimental to students' education and other activities provided by the District. The District will provide educational programs for prevention and intervention, establish standards of conduct and discipline for students in its schools (See BPS Policy #3200). Administrative rules and

procedures will govern these programs.

GUIDELINES:

Substances covered under these rules include any alcoholic beverage, narcotic drug, hallucinogenic drug, inhalant, anabolic steroid, barbiturate, amphetamine, marijuana, Spice/K2 or other designer drugs, nicotine, any other stimulant such as phenylpropanolomine, depressant, intoxicant of any kind, substance purported to be one of the above, any dangerous drug as defined in Section 50-32-101 MCA or any imitation dangerous drug as defined in § 45-9-111 MCA. The proper use of medication prescribed by a medical doctor who is permitted by law to prescribe medication for that student does not violate this rule.

The following are prohibited in school buildings, on school grounds, in school vehicles, or at any school sponsored activities at any location at any time:

- Possessing, using, or purchasing tobacco, vaping devices, alcohol, other drugs and drug paraphernalia or being under the influence.
- Selling, providing, distributing or manufacturing tobacco, vaping devices, alcohol, other drugs, or drug paraphernalia.

Students exhibiting evidence of intoxication, incapacitation, or a drug overdose in school or at school-sponsored events may be transported immediately to a local hospital or facility designated to provide detoxification services. Law enforcement will be immediately notified. Following his/her return to school, the appropriate disciplinary procedures from the behavior management plan will be implemented.

BOMB THREATS

Bomb threats and false fire alarms are against federal law and school policy. The District will collaborate with law enforcement agencies in order to support the arrest and prosecution to the full extent of the law of any individual who explicitly threatens the safety of the students, staff and community. Expulsion will be recommended.

SEARCH AND SEIZURE (BPS POLICY #3220)

The Board of Trustees is committed to creating a school environment that is safe and orderly for all students and staff. The school has the authority over all items considered school property. Items such as lockers, desks and tote trays, which are provided solely for the convenience of the students, are considered the exclusive property of the school. At no time does the school relinquish its control and authority over such property. No student may use a locker, desk or tote tray or any other district property as a depository for any substance or object which is prohibited or which constitutes a threat to the health safety or welfare of the occupants of the school building itself. Students are prohibited from using their own locks on any school property. If the authorized administrator has reasonable suspicion to believe that any locker, car, or other container of any kind on school premises contains any item or substance which constitutes an imminent danger to the health and safety of any person or to the property of any person or the District, the administrator is authorized to conduct a search of any car, locker, or container and to seize any such item or substance of any kind on school premises without notice or consent. Any unauthorized locks may be removed and destroyed without notice. The school district reserves the right to inspect any lockers desks, tote trays or any other district property at any time, without notice and without student consent.

SCHOOL-BASED SEARCHES

In furtherance of its commitment to creating and maintaining a safe and orderly school environment for students and staff,

school officials may search a student's person or property under circumstances where the school officials have reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

A search of a student may include:

- The student's clothing including pockets.
- A "pat down" of the exterior of the student's clothing.
- Any item used or in the possession of the student.
- Depending upon the nature of the information providing the basis for reasonable suspicion, other search techniques may be employed.

Searches of the person of a student will be conducted by a school official (including school security personnel) of the same gender, with an additional adult witness present with permission of the building administrator. If emergency conditions require a more intrusive search of a student's person than a "pat down" or emptying of the pockets, such a search may be conducted by a building administrator of the same gender present and with an adult witness of the same gender. Permission of the district superintendent is required for an intrusive search unless the health and safety of students would be endangered by any delay caused by following this procedure. Although parent presence is not required during a search, the district will engage in a reasonable attempt to inform the parent that a search is required of the student's person or property.

Students are permitted to park on school premises as a matter of privilege, not of right. The school district retains the authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interior and trunks of vehicles parked on school property may be subject to search by school officials under circumstances where officials have reasonable suspicion that illegal or unauthorized materials are contained inside. Such patrols and inspection and any resulting searches may be conducted without notice and without student consent.

Any action by a student who fails to cooperate with or hinders an appropriate search shall be construed as grounds for disciplinary action and may include suspension and recommendation for expulsion.

LAW ENFORCEMENT CONTACT

Any contraband or controlled substance discovered, as a result of a search the possession of which may constitute a criminal violation, will be seized and a chain of custody maintained. Under those circumstances, school officials will make a written report of the incident to the local law enforcement officials. This report shall include the names of the persons involved, the date, time and location and the chain of custody.

DRUG DETECTION DOG

The District is taking action to keep illicit drugs out of our schools. One of the ways to assist school personnel in detecting drugs in the school is the use of specially trained dogs that are able to sniff out drugs. The dogs are highly specialized and certified for this purpose. It is the intention of the School District officials to periodically use a drug-detection dog to check for drugs in our schools.

GANGS (BPS POLICY #3611)

Gang activities create an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive to the process of education and school activities. Groups of individuals which meet the definition of gangs, as defined below, shall be restricted from school grounds or school activities.

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

1. One or more criminal acts; or

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

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

HARASSMENT, BULLYING, INTIMIDATION, AND HAZING (BPS POLICY # 3205)

The Browning Public School District is committed to a positive and productive working and learning environment. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Sexual harassment, harassment, intimidation, bullying or menacing, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students. Since, students learn by example; school administrators, faculty staff and volunteers should be expected to demonstrate appropriate behavior, treating others with civility and respect. Sexual harassment, harassment, intimidation, bullying, menacing and hazing will not be tolerated. This includes bullying, harassment, or intimidation via electronic communication devices ("cyberbullying"), and "Third parties" which include but are not limited to coaches, school volunteers, parents, school visitors, service contractors or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District and others not directly subject to District control at inter-district and intra-district athletic competitions or other school events.

HARASSMENT/INTIMIDATION/BULLYING/MENACING/HAZING

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

This definition includes three important components:

1. Bullying is aggressive behavior that involves unwanted, negative actions.
2. Bullying involves a pattern of behavior repeated over time.
3. Bullying involves an imbalance of power or strength.

Bullying is prohibited in Browning Public Schools. If bullying occurs at school or while attending school functions or on school grounds, it will be dealt with as a severe violation of the behavior management plan.

"Harassment, intimidation, bullying or menacing" means any gesture or written, verbal or physical act that takes place on school property, at any school sponsored activity or on a school bus that:

- is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, sexual orientation, gender identity and expression, or a physical, mental or sensory disability.
- a reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a student or damaging the student's property, or placing a student in reasonable fear of harm to his person.
- has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

Student involvement in any of these acts will be dealt with as a severe violation of the behavior management plan.

"Hazing" is generally defined as any conduct or method of initiation, which subjects another person whether physically, mentally, emotionally, or psychologically, to anything that may endanger, abuse, degrade, or intimidate the person as a condition of association with a group.

If hazing occurs at school, on school grounds, or while attending school related functions, it will be dealt with as a severe violation of the behavior management plan.

SEXUAL HARASSMENT

"Sexual harassment" is generally defined as unwelcome sexual advances, requests for favors and other verbal, physical and/or visual contact of a sexual nature when:

1. submission is made either explicitly or implicitly a term or condition of an individual's employment or education;
2. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
3. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or of creating an intimidating, hostile or offensive employment or educational environment.

REPORT ALL HARASSMENT TO THE TITLE IX COMPLIANCE OFFICER:

- Browning School District #9 Compliance Officer – John Salois (338-2715)
- Browning High School: Assistant Principal
- William Buffalo Hide Academy: Matthew Johnson
- Browning Middle School: William Huebsch
- Napi Elementary: Jason Andreas
- Browning Elementary: Angela Heavy Runner
- KW/Vina Elementary: Rebecca Rappold
- Babb Elementary: Billie Jo Juneau

STUDENT CONDUCT

APPLICABILITY OF SCHOOL RULES AND DISCIPLINE

To achieve the best possible learning environment for all our students, Browning Public Schools rules and discipline will apply:

- On, or within sight of, school grounds before, during or after school hours or at any other time when the school is being used by a school group.
- Off school grounds at a school sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
- Traveling to and from school or a school activity, function or event; and
- Anywhere, if the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, or an interference with school purposes of an educational function.

STUDENT EXPECTATIONS

Each student is expected to contribute to creating and maintaining a sound learning environment. Students shall behave in a safe and orderly manner. Student behavior will be respectful toward adults and other students. Students will engage in instructional task focus while in the school setting. Students have an obligation to avoid engaging in behavior that detracts from the learning environment of others.

Behavioral expectations include, but are not limited to:

- engaging in cooperative work with school staff and fellow students;
- displaying punctuality and regular attendance at school;
- demonstrating positive and prompt responses to adult requests;
- refraining from the use of profanity or vulgar expressions;
- displaying strong conflict management and verbal negotiation skills in order to avoid physical abuse or verbally assaultive acts;
- avoiding dangerous behavior, which endangers self and/or others;
- demonstrating strong judgment in avoiding bringing dangerous and/or illegal items to school;
- encouraging appropriate behavior among peers;
- treating the property of others and the school with respect and care;
- accepting personal and/or financial responsibility for mistakes or poor judgment when appropriate;
- refraining from the use, possession and/or distribution of illegal substances

FIGHTING

Fighting is a confrontation between two individuals in which each attempts to harm the other. The purposeful instigation of a fight will also be considered fighting for discipline purposes. Watching/Recording a fight will also result in appropriate disciplinary consequences.

Fighting, instigating a fight, watching and/or recording (videoing) a fight will be dealt with as a severe violation of the behavior management plan.

ASSAULT OR THREATS (ELECTRONIC, SOCIAL MEDIA, PHYSICAL, VERBAL, OR WRITTEN)

Browning Public Schools recognizes that our schools should be a safe learning environment for our staff and students. The District will not allow assault on its' school campus'. A physical assault is the intentional infliction of, or an attempt to inflict a harmful or offensive touching or contact upon a person. A student shall not intentionally cause or attempt to cause physical injury to any school employee or student. **Reasonable** self-defense against bodily harm is not to be considered an intentional act under this rule. Reasonable self-defense would include blocking, covering up, or evasive actions or measures. Hitting back is not an example of reasonable defense and will result in a disciplinary referral. Students who engage in any kind of physical, written, or verbal activity, including social media, which would result in or have the intent to injury will be subject to the following consequence(s):

- Conference with victim(s) to obtain verbal and written documentation as to the nature of assault.
- Immediate removal of the individual from student or employee contact. Out-of-school suspension will occur. Length of suspension will be up to 10 days. For a serious infraction of this assault policy an immediate recommendation for expulsion may happen.
- Police will be notified.
- Prior to reinstatement, an in-person parent conference will be required.
- If reinstatement occurs the student will be placed on an assault contract for the balance of the school year. Any additional instances of similar behavior will result in a disciplinary hearing before the Board of Education, which may result in the student's expulsion from school.
- While the student is awaiting a disciplinary hearing, they may be suspended for an additional 10 days.

All threats of violence, whether electronic, oral, written, or symbolic, against students, staff, or to school facilities are prohibited.

All such threats will be promptly investigated and students may be required to participate in a threat

assessment prior to returning to school and share the result assessment with school personnel. Law enforcement may be contacted. Threats issued and delivered away from school or school activities may be grounds for disciplinary action if the threat impacts the orderly and efficient operation of the school.

The following factors will be considered in determining the extent to which a student will be disciplined for threatening or terrorist behavior: the background of the student, including any history of violence or prior threatening behavior; the student's access to weapons of any kind, the circumstances surrounding the threat, the age of the student and the mental and emotional maturity of the student as well; cooperation of the student and his/her parent (s) or guardian (s) in the investigation; the existence of the student's juvenile or criminal history; the degree of legitimate alarm or concern in the school community created by the threat; and any other relevant information from any credible source.

School threats are prohibited whether they're made at the school, online, or off campus.

A student who engages in the physical assault of a staff member will be recommended for expulsion to the Board of Trustees.

School Laws of Montana, 2007, 20-4-303: Abuse of teachers – Any parent, guardian, or other person who shall insult or abuse a teacher anywhere on the school grounds or school premises shall be deemed guilty of a misdemeanor, and upon conviction of such misdemeanor by a court of competent jurisdiction, shall be fined no less than $25 or more than $500.

PROFANITY AND INAPPROPRIATE LANGUAGE

Using profanity or other inappropriate language, in either written or verbal form, will not be tolerated. Any violation will result in immediate, appropriate consequences, based upon the severity of the situation, as determined by the building administrator.

Swearing at a staff member will result in a severe consequence.

NOTES/ELECTRONIC COMMUNICATION

Notes or electronic communications are not to be written in class and are not to be passed/sent or received in the school setting, or on school sponsored events, unless authorized by the classroom teacher for specific educational purposes. Students are responsible for all content written in a note/electronic communication. Notes/electronic communications with inappropriate language, threats, or put downs will be confiscated and turned over to the building administrator, and the student will receive appropriate consequences.

ELECTRONIC DEVICES (BPS POLICY #3630)

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

Students may use cellular phones, pagers, and other electronic signaling devices on campus before school begins and after school ends. IPODS and other musical devices are **not allowed** in classrooms or hallways during the school day unless authorized by the classroom teacher for specific educational purposes. Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore, unauthorized use is grounds for confiscation of the device by school officials, including classroom teachers.

Confiscated devices will be returned to the parent and guardian. Repeated unauthorized use of

such devices will result in appropriate disciplinary action.

School District #9 is not responsible for any lost or stolen items.

USE & CARE OF SCHOOL PROPERTY/VANDALISM/THEFT

Students, please take pride in your school. If you see something happening that is inappropriate please be responsible and help correct it and/or report it immediately. If no action is taken on your part, you may be subject to disciplinary actions. Students are responsible for the proper care of all books, supplies and furniture supplied by the school.

VANDALISM/THEFT:

Students who damage or steal school property or equipment are required to pay in cash as restitution for the damage.

Vandalism and theft will result in severe or extreme consequences and a report filed with law enforcement.

FINES:

Students will be fined for lost or damaged property. Fines will be assessed for property such as lost and/or Chromebooks,

IPADS, other electronic equipment, damaged texts, library books, locks or athletic equipment. Students will not participate in extracurricular activities, dances, field trips or receive grades and/or report cards until all fines are paid.

DRESS/ATTIRE

School is a very important place of work. Students should come to their place of work with neat, clean, and adequate clothing that shows they are proud Browning Public School students. All students will wear clothing that is conducive to an education atmosphere and is safe and appropriate for all school activities.

The following guidelines should be followed in determining appropriate school attire that would be considered a distraction and/or a safety issue.

- Clothing advertising or advocating drugs, alcohol, tobacco use or products, or promoting gang activity, sexual content, obscenity or antisocial behavior is not allowed. Students wearing or displaying offensive messages will be required to change or cover the disputed message.
- Hats may be worn to school and left on during breakfast or lunch time, but must be removed upon entering the hallway and left in the locker for the duration of the day. (HATS MAY BE WORN AT THE HIGH SCHOOL and BUFFALO HIDE ACADEMY)
- Headgear is not allowed: including bandanas, hoods (hoods are a distraction).
- Gang-related apparel is not allowed (refer to gang related activity section)
- Dresses must be of reasonable length: must be even with a student's fingertip with arms laid flat at their sides.
- Halter tops, tops with straps less than an inch in width, tops baring midriffs or cleavage are not allowed.
- Short shorts and short skirts must be even with a student's fingertip with arms laid flat at their sides.
- Sunglasses are not to be worn unless a certified medical reason is provided and a 504

plan is in place.

- Excessively baggy or saggy pants are not allowed: the waistband of pants should fit at the hipbone. Pants should not be worn so low that the undergarments are visible.
- Trench coats, spiked necklaces, bracelets or wallet chains are not allowed.

FOOD AND DRINK:

Students who are in violation of the dress code will be excluded from class until appropriately dressed for school.

Students are NOT allowed to consume food or liquid beverages in the hallways or in classrooms unless given permission by the classroom teacher or building administrator. Students are permitted with teacher permission to have water in a clear container.

All food/drink containers are subject to search by school personnel.

Energy drinks (eg: Monster drinks, Red Bull) are not allowed in Browning Public Schools and will be confiscated.

FIELD TRIP EXPECTATIONS

Field trips are designed as an extension of the regular classroom, and all school and bus rules apply. When on a field trip, Browning Public School students are to conduct themselves in a respectful manner. When in public, BPS students must remember that they represent not only themselves, but also the school, the community, and their families. Parental permission and consent for emergency medical treatment is required for a student to participate.

Each school will set school expectations for eligibility to attend field trips.

MISSION OF THE BEHAVIOR MANAGEMENT PLAN

The mission of the District #9 Behavior Management Plan is to enhance student concepts, improve student discipline and increase academic achievement through the establishment and maintenance of a safe and welcoming school climate, emphasizing positive interpersonal relationships with students, parents, staff and community.

VISION FOR THE BEHAVIOR MANAGEMENT PLAN

The vision for the behavior plan is one where all stakeholders are committed to providing students the support and opportunities for successful higher learning and a positive output in our community.

- Every student should be treated with dignity and respect.
- Every student should be held accountable for his/her own behavior.
- Students should be taught the skills and behaviors necessary for success.
- Consequences should be designed to help students learn from the experience.

MTSS

Browning Public School District is an MBI District. MBI refers to the application of positive interventions and system changes to achieve socially important behavior change. In Montana, MBI is transitioning to MTSS or a Multi-Tiered System of Support for behavior and academics. The process has been applied successfully with a wide range of students, in a wide range of contexts, and extended from an intervention approach for individual students to an intervention approach for entire schools.

THE BEHAVIOR MANAGEMENT PLAN (BPS BOARD POLICY #3200)

Each school in District #9 has developed a specific behavior management plan based upon the developmental needs of the students and the structure of the school. All plans are designed to help

students understand and change inappropriate behavior, and to provide for a safe and productive learning environment.

Please refer to the building-specific section of the student/parent handbook for your school's behavior management plan.

Each student is expected to contribute to creating and maintaining a sound learning environment. Students shall behave in a safe and orderly manner. Student behavior will be respectful toward adults and other students. Students will engage in instructional task focus while in the school setting. Students have an obligation to avoid engaging in behavior that detracts from the learning environment of others.

Behavioral expectations include, but are not limited to:

- engaging in cooperative work with school staff and fellow students;
- displaying punctuality and regular attendance at school;
- demonstrating positive and prompt responses to adult requests;
- refraining from the use of profanity or vulgar expressions;
- displaying strong conflict management and verbal negotiation skills in order to avoid physical abuse or verbally assaultive acts;
- avoiding dangerous behavior, which endangers self and/or others;
- demonstrating strong judgment in avoiding bringing dangerous and/or illegal items to school;
- encouraging appropriate behavior among peers;
- treating the property of others and the school with respect and care;
- accepting personal and/or financial responsibility for mistakes or poor judgment when appropriate;
- refraining from the use, possession and/or distribution of illegal substances;

DISCIPLINE

The Superintendent is directed to ensure that each building administrator develops a discipline handbook consistent with Board policy. Each building administrator is responsible for developing discipline procedures that are consistent, appropriate for the developmental level of the students in the site, and to the extent possible, logically related to the inappropriate behavior of the child.

Discipline shall be consistent with state and federal regulations. Corporal punishment will not be used under any circumstances with students. Documentation will be kept in each building site regarding out-of-school suspension and expulsion on appropriate forms. This data will be submitted to the Superintendent or his or her designee by the building administrator for reporting purposes to the Office of Public Instruction following the instructional year.

SUSPENSION

The authority to suspend students for a short duration (10 or fewer days) lies with the building administrator. Students maybe suspended from school due to behavioral incorrigibility as demonstrated by failure to comply with District Policies or school rules, failure to submit to the authority of any adults employed by the school district while in the school and on school premises, or attending school sponsored functions. Continual and willful disobedience of school or classroom rules may also constitute suspension offences. Upon a finding by a school administrator that the immediate return to school by a student would be detrimental to the health, welfare, or safety of others or would be disruptive of the educational process, a student may be suspended for one (1) additional period not to exceed ten (10) school days, if the student is granted an informal hearing with the school administrator prior to the additional suspension, and if the decision to impose the additional suspension does not violate the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. 1400, et seq.

Each school shall maintain a record of any disciplinary action that is educationally related, with explanation, taken against the student. When the board of trustees takes disciplinary action against a student, the Board must keep a written record of the action taken with detailed explanation, even if the disciplinary action is decided during a closed session. A disciplinary action that is educationally related

is an action that results in the expulsion or out-of-school suspension of the student.

PROCEDURE

1. Building administrator or designee confers with the student to discuss and investigate the alleged infractions.
2. The parent is called or notified regarding the decision to suspend and allowed to pick the student up if the parent can immediately arrange for transportation.
3. A written referral identifies the rule or policy violation and identifies the amount of time the student will be suspended for and conditions for re-entry. This written referral is provided to the parent when the child is escorted home or picked up following suspension.
4. Formal written summary of the investigation is to be provided to the parent and included in the discipline records.
5. Suspensions are logged on appropriate forms and patterns of suspension are considered for each child.
6. A re-entry meeting is held with the child, parent and school administration prior to school re-entry.
7. The student will re-enter the school site with a behavioral contract.

DISCIPLINE FOR STUDENTS WITH DISABILITIES

In the event a child has or suspected to have an educational disability, procedures 1-4 will occur as noted above and procedures 5-7 will be modified in the following manner:

1. If a pattern of suspensions becomes evident and a disability is suspected, an expedited evaluation to determine the existence of an educational disability will occur. For all students identified as having a disability and students suspected as having a disability, a functional behavior analysis and a manifestation determination will occur.
2. A Child Study Team/Individual Education Plan Team will convene a re-entry meeting and determine the following:
    a. Is there evidence to support identification of an educational disability in the case of a student who is suspected as having a disability?
    b. If not, is Section 504 of the Rehabilitation Act applicable? If no major life function is inhibited by the student's condition, then engage in a re-entry meeting.
    c. If a 504 applies include 504 considerations of reasonable accommodations in the behavior/re-entry plan.
    d. If an education disability exists, identify the disability, analyze the behavior demonstrated by the student and determine whether the behavior is caused or is a manifestation of the disability.
    e. Develop an Individual Education Plan that includes a behavioral objective and a behavior intervention plan that will function to teach appropriate behavior and result in a decrease in the incidence of behavior resulting in suspension.

APPEAL PROCEDURE

Discipline resulting in suspension from school for less than 10 days may be appealed by notifying the Superintendent in writing within 10 days of the administrative decision to suspend. Notice of the appeal will be delivered by hand or by mail with return receipt requested. The Superintendent's review of the issue is limited to a determination of whether the administrative team followed applicable Board policies, Montana State, and Federal law. All decisions by the Superintendent described herein are final.

Suspensions of 10 days or more may be appealed to the Board of Trustees. The Board of Trustees is to be notified in writing within 10 days of the Superintendent's decision. The notice shall be hand delivered or delivered by certified, return receipt mail to the Superintendent's office. The Board of Trustees review of the issue shall be limited to whether the Superintendent's decision was consistent with policy and Montana State and Federal Law. The decisions by Board of Trustees

described herein are final.

The Superintendent shall make a recommendation for expulsion to the Board of Trustees. Expulsion recommendations occur for serious, repeated infractions of student conduct or an individual, serious episode, which severely disrupts the school environment, causes injury or places students at risk of injury, or an infraction identified in the student handbook. Consideration of expulsion shall take place in hearing.

EXPULSION

PROCEDURE

A preliminary written recommendation is made to the Superintendent for expulsion and a copy forwarded to the Board Chair. The recommendation shall include:

1. The specific charges and facts on which the recommendation is based.
2. The recommended length of expulsion.
3. Recommendation whether the student will receive credit or not for the current grading period.
4. The names of persons who may be called as witnesses.

After receipt of the recommendation, the Chairperson shall promptly send copies of the recommendation to the student and student's parent or guardian. These copies shall be sent registered mail (return receipt requested). Copies sent to the student and the parent shall include:

1. A specific date, time and location of the hearing.
2. The student's right to present a defense.
3. The student's right to be represented by another person.

At any time, a student or his/her parents or guardian fails to appear at the scheduled hearing, it will be assumed that the disciplinary action is accepted by all parties.

EXPULSION HEARING

The Chairperson of the Board of Trustees shall determine whether the demands of the individual privacy of the student clearly exceed the merits of a public hearing. In his/her decision, the Chairperson shall consider the nature of the charges against the student, the testimony expected to be given, and the wishes of the student and his or her guardians.

If the hearing is closed, all persons shall be excluded except the student, his/her parents, and his/her representative, the members of the Board, the person or persons presenting the recommendation and their representative, the Superintendent or his/her designee, and if a transcript is made, the secretary.

Whether the hearing is open or closed, persons who will give evidence shall be excluded from the hearing until they are called to testify. Evidence and testimony shall be given in the following order:

1. support of the expulsion.
2. against the expulsion.
3. rebuttal.

After a full hearing of all relevant matters, the Board shall decide whether to accept, reject or modify and accept the recommendation. Such a decision shall be based on the evidence and testimony produced at the hearing.

If the hearing on the matter was closed, the approved draft (Findings of Fact) shall be adopted or rejected in open session. The board action will be noted in the minutes, the draft will not be available to the public. If the hearing on the matter was open, the draft shall be adopted or rejected in an open session.

SEVERE CLAUSE

When serious misbehavior occurs, the student is sent directly to the building administrator. The building administrator will follow the steps in the school's Administrative Support Plan.

- Serious misbehavior includes, but not limited to the following:
- Fighting/assault – the willful intent to inflict pain.
- Severe harassment or Sexual harassment
- Vandalism – destroying property.
- Overt defiance – absolute refusal to follow directions (including swearing at a staff member).
- Stopping a class from functioning – the teacher can no longer teach.

ADMINISTRATIVE SUPPORT PLAN

If a student is removed from the classroom with a referral, or if behavior outside the classroom warrants a referral, students will be sent to the office for disciplinary consequences. These consequences may include, but are not limited to, the following (please see building addendums for building specific plans):

Conference – The student and/or parent will meet with the teacher, counselor, administrator, and/or Intervention Team.

In School Suspension (ISS) – Students will be assigned to ISS by an administrator. They will be required to behave in an orderly manner and complete all assigned work packets before they'll be allowed to return to regular classes. Failure to comply with rules will result in OSS.

Out of School Suspension (OSS) – Students who are put on OSS are to stay home for the number of days assigned. Students will not be allowed to participate in any school activities, including games and practices, until OSS is complete.

Restitution – Students will be required to restore the school property or equipment to its original condition, either through paying for the damage or working around the school in lieu of payment. The work might be washing walls, washing tables, picking up trash, etc., all under the supervision of a school employee.

Expulsion – Expulsion is the complete removal from the school for a period of up to one year. The Superintendent will make a recommendation of expulsion to the Board of Trustees. See Board Policy #3200 for expulsion procedure.

Discipline Card – Student's classroom rules are tightened. Students will carry a discipline card with them for a total of 5 days, which teachers will sign each class.

Shelter Card – Students will have restricted movement between classes and at lunch. Students will carry the shelter card for 5 days, which teachers will sign each class.

EXTRA/CO-CURRICULAR SANCTIONS FOR DRUGS/ALCOHOL/TOBACCO (BPS policy#3200r)

RIGHT OF APPEAL/STUDENT COMPLAINT PROCESS (BPS POLICY # 3200)

APPEAL PROCEDURE

Discipline resulting in suspension from school for less than 10 days may be appealed by notifying the Superintendent in writing within 10 days of the administrative decision to suspend. Notice of the appeal will be delivered by hand or by mail with return receipt requested. The Superintendent's review of the issue is limited to a determination of whether the administrative team followed applicable Board policies, Montana State, and Federal law. All decisions by the Superintendent described herein are final.

Suspensions of 10 days or more may be appealed to the Board of Trustees. The Board of Trustees is to be notified in writing within 10 days of the Superintendent's decision. The notice shall be hand delivered or delivered by certified, return receipt mail to the Superintendent's office. The Board of

Trustees review of the issue will be limited to whether the Superintendent's decision was consistent with policy and Montana State and Federal Law. Any decision(s) by the Board of Trustees described herein are final.

Refer to BPS Policy #3205r for specific timelines for each step of the process.

Browning Public Schools

Policy ---------
Policy Name: *Student Grievance Process*
Regulation: **3205R**

The Board of Trustees supports creating a school environment that is free from discrimination and affords students and their families an opportunity for due process. The grievance process provides the Superintendent and Trustees with opportunities to identify barriers to a discrimination free learning and working environment in our schools. The appeal process facilitates identifying inconsistencies in practice and interpretation of the Board of Trustee's policy.

Public Notice of Process
In order to address potential concerns, the Superintendent shall identify a Title IX and Section 504 Coordinators for the District. District coordinators and building-based representatives will be identified in Student Handbooks annually. The grievance and the appeal process will be included in district policy and Student Handbooks.

Grievance Process
A grievance will consist of any complaint alleging discrimination.

Level 1: Informal Resolution
The grievant is encouraged to promptly discuss the concern with the teacher, counselor, Principal or building administrator with whom the issue could be resolved informally. However, in the case of alleged sexual harassment, the matter should be discussed with the first line administrator that is not involved in the alleged harassment. This level is optional.

Level 2: Coordinator
If the complaint is not resolved at Level 1, the grievant may file a written grievance stating:
1. The nature of the grievance.
2. The remedy requested.
3. Signature and Date

The Level 2 grievance shall be filed within 60 days of the event or incident, or from the date the grievant could have reasonably become aware of the occurrence. The District may investigate and take action when a student refuses or is unable to file a written grievance.

The Coordinator has the authority to investigate all grievances and if possible will resolve the grievance. A written report regarding the investigation shall include the following:

1. Clear statement of the allegations of the grievance and the remedy sought by the grievant.
2. Statement of the facts as contended by each of the parties.
3. Statement of the facts as found by the coordinator and identification of evidence to support each fact.
4. List of witnesses interviewed and documents reviewed during the investigation.
5. Narrative describing attempts to resolve the grievance.
6. Coordinator's conclusions as to whether the allegations in the grievance are with merit.
7. If the Coordinator believes the grievance is valid, the Coordinator will recommend appropriate action to the Superintendent.

The Coordinator will complete the investigation and file the report with the Superintendent within thirty (30) days after receipt of the written grievance. The Coordinator will provide a copy of the report to the grievant.

If the Superintendent agrees with the recommendation of the Coordinator, the recommendation will be implemented.

The Coordinator and the Superintendent may appoint an outside investigator.

Level 3: The Board of Trustees

If the Superintendent rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within 15 days of receiving the report of the Coordinator to the Board of Trustees for a full contested case hearing. On receipt of the written appeal, the matter shall be placed on the agenda of the Board of Trustees for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported to all parties within thirty (30) days of that meeting. The decision of the Board of Trustees will be final, unless appealed within the period provided by law.

Level 4: The County Superintendent

If the case falls within the jurisdiction of the county superintendent of schools, the decision of the Board of Trustees may be appealed to the County Superintendent by filing a written appeal within thirty (30) days after the final decision pursuant to the Rules of School Controversy (10.6.103, et seq. ARM).

Cross Reference: 3002 Student Handbook Policy
2112 Duties of the Superintendent
1240 Member Authority/Responsibility
3000 Equal Education Nondiscrimination
3205 Sexual Harassment/Intimidation

Legal Reference: 20-USC-24.9.1001-1011 Sex Discrimination in Education
10.6.103, et seq. ARM Rules of School Controversy
MCA 20-5-201 Appeals by pupil or pupil's parent or guardian
MCA 20-3-210 Controversy appeals and hearings
MCA 20-3-324 Powers and duties (Trustees)

Policy History:

Proposed: 3/00
Adopted on: 7/27/05

Browning Public Schools

Policy #
Policy Name: *Acceptable Use of Electronic Networks*
Regulation: **#3612F**

At Browning School District #9, we believe that technology can be a powerful tool to enhance learning, enabling students to access information and collaborate with others across the school, community, and the Internet. We believe that all students, staff and parents must be good digital citizens by following standards of ***acceptable use*** when using either school-owned technology (software, hardware, school network, Internet) or their own personal electronic device[*1] for school purposes while enrolled at Browning School District #9. The declaration below outlines these standards of acceptable use. Once signed, it will act as an agreement between Browning School District # 9 and

_____ _____

Student's name (printed) Student's parent/guardian's name (printed)

This declaration must be reviewed and signed by both the student and their parent/guardian in order for any student to use a *school technology* (including computers, cameras, tablet devices, iPads, etc.) while on or off campus or to use their own *personal electronic device* while on campus.

Section A: Student Declaration
As a student at Browning School District #9, I value having access to technology to support my learning. I know that along with this privilege goes great responsibility. To demonstrate my commitment and understanding of the level of responsibility that is required, I agree to each of the expectations and guidelines listed below.

- I understand that having access to technology in school is a privilege and that this privilege may be revoked if I fail to fulfill my responsibilities as a user of this technology. I will comply with all the policies and rules pertaining to the use of technology, which the district has established or may establish in the future.
- When connected to the Internet, I will not reveal personal information such as my age, address or phone number, or those of other students or persons to anyone or any service.
- I will take full responsibility for, and respectfully use, the technology available to me at school. For example, this means I will use proper care if transporting, handling or operating any electronic device (e.g. computer, camera, etc.) while in school, whether it belongs to the school, another student, or myself.
- I understand that the district uses a content filter on its Internet access, yet I know it is possible that I may encounter inappropriate material. I will immediately close the application that depicts this material. I will then inform my teacher. I further understand that attempting to circumvent filtering solutions the district has in place is inappropriate and may result in disciplinary action.
- I understand that personnel from the school and District Technology have access to information about every web page I visit and file I create on school computers. I am aware that this information may be monitored and viewed by my teachers or other district personnel. I understand that this limits privacy as it pertains to the use of the technology that is assigned to me and information that is stored on school-provided (local and web-based) file storage spaces.
- I will not download or install any software, music, movies, or files of any nature unless I have been granted specific permission to do so by my teacher and the copyright holder grants permission.[*2]
- I will always log out of the computer when finished using it, or when moving out of sight of the computer. (Any actions done on a computer when YOU are logged in are directly traceable to you.) I will not access or use the account of another student or teacher. If I notice another student or teacher has not logged out of a computer I am using, I will notify them (if possible) and log out.

- I will use a camera (or any device with a camera, e.g. cell phone, netbook, laptop, etc.) to take photos during school in an appropriate and responsible way both in school and on school supported field trips. School Administration may search my camera/phone/netbook memory if they feel school rules have been violated.
- I will not create, use, display, or store any offensive, obscene, inflammatory or defamatory language or images. I will not use the technology in any way that negatively affects any other student or persons.
- I will complete Internet Safety activities if prescribed by my teacher to learn about online safety and ethical online behavior.

Section B: Students bringing their own personal electronic device to school

Students at Browning School District 9 may bring their own personal electronic devices *(including digital cameras, computers, web-enabled phones or personal devices (e.g. iPads, iPod touches, Kindle Fires, Android Tablets, laptops, etc.)* which may or may not be able to connect to the school wireless network at the discretion of the buildings administration. When at school, all of the above conditions apply to these student-owned, personal electronic devices, in addition to the following:

- I will only connect to the school wireless network, and NOT to the school's wired network, nor any other (external) wireless network. This includes NOT connecting to 3G/4G or cellular type networks while on school campus.
- The device I am using will have virus protection software which is up-to-date.
- I will turn off all peer-to-peer (music/video/file-sharing) software or web-hosting services on my device while connected to the school wireless network.
- I will use the student owned device in class *only with the teacher's expressed permission*.
- I will use the student owned device outside the class (i.e. lunchroom) *only with the building administration's expressed permission*.
- I understand the security, care and maintenance of my device is my responsibility. I will securely store and charge my device when not in use.
- I understand that the school is not responsible for the loss, theft or damage of my device. I am fully responsible for my property while it is at school. I understand that should I leave my device in the custody of a staff member that they are not responsible for the loss, theft or damage of my device.
- I understand that personnel from the school and district technology may access my personal electronic device if there are reasonable grounds to believe that there has been a breach of school rules or discipline policies and that a search of the device would reveal evidence of that breach whether that search does or does not reveal a breach. This may include, but not limited to, audio and video recording, photographs taken on school property that violates the privacy of others, issues regarding bullying, verification that the students device is connected to the school network, etc. Students will provide appropriate login credentials to the device if required. Failure to provide access will be deemed satisfactory evidence and notify district/school administrators that the student device contains content that violates this section.
- I will not use an audio/video recording device, to record media or take photos during school unless I have permission from both a staff member, and those I'm recording. School Administration may search my device memory if they feel school rules have been violated.

Browning School District No. 9
Acceptable Use of Technology Agreement and Student Declaration:

This is to certify that _____, has read, understands, and will abide by all the acceptable use requirements on all pages as set forth in this agreement.

I agree that if I fail to keep my commitment to doing those things listed above that I will have my school network and/or school computer privileges revoked either temporarily or permanently. I understand that there may be other disciplinary consequences (up to and including expulsion) if there has been a breach of school rules or district policy and that those consequences may have adverse affects on my academic performance including lower grades or course failure.

_____ _____

Student signature Date

Parent/Guardian Endorsement:

I have reviewed this all pages of this document with my child. I have discussed the importance of this agreement with my child who understands the expectations and responsibilities associated with the proper care and handling of the school computers as well as the appropriate and ethical use of the technology at Browning School District 9. My child and I are clear that the consequences of not upholding their responsibilities will result in their technology privileges being withdrawn and have adverse affects such as lower grades or course failure.

_____ _____

Parent/Guardian signature Date

Notes:

[1] A personal electronic device includes any of the following that is owned by the student: laptop computer, netbook, iPhone, iPads, tablet computers (or other devices with Internet access – e.g. BlackBerry, Cell Phone, iPod Touch, PDA, Nintendo DSi, etc.) This list is meant to only list possible examples and to include devices with similar type capabilities as they come to market.

[2] Sites like creativecommons.org and jamendo.com offer content which can be used legally and for free.

I choose to **not accept** this agreement, with the understanding that my child **will not** be allowed computer or Internet access at Browning Public Schools except for required assessment testing.

_____ _____

Parent/Guardian signature Date

Adopted on: 4/25/12
Revised on: 6/26/13

Family Educational Rights and Privacy Act (FERPA)
Annual Notice of Student Education Record Privacy

Parent/Guardian:

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive federal funds.

FERPA gives parents certain rights with respect to their child's education records. When a student reaches the age of 18 or attends a post-secondary school or college, the parent's rights transfer to the student and the student is then an "eligible student" under the law.

Under FERPA, parents and eligible students have the following rights:

1) To inspect and review the student's education records maintained by the school within 45 days of the school's receipt of a written request. The request should identify the record(s) being inspected. The school is not required to provide copies of records and may charge a fee if copies are requested. The following staff person may be contacted to seek access to your child's record:

   Name of Staff: _____ Telephone: _____

   Email Address: _____

   You will be notified of the place and time the record(s) may be available for review.

2) To request that a school correct records believed to be inaccurate or misleading. The request must be in writing and clearly specify: (a) the part of the record requesting to be changed, and (b) why it is inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student has the right to a hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement in the record about the contested information. The school is not required to consider requests for grade or disciplinary decisions, opinions of school officials in the education record, or the child's special education determination. The following staff person may be contacted to request an amendment to your child's record:

   Name of Staff: _____ Telephone: _____

   Email Address: _____

3) To control the disclosure of their child's personally identifiable information from their education record. The school or district must, with certain exceptions, obtain parent written consent prior to the disclosure of personally identifiable information from education records. An exception which permits disclosure without consent is disclosure to school staff with legitimate educational interests, such as a person employed by the district; a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, or therapist); or a parent or student serving on an official committee, such as a grievance or disciplinary committee or assisting another school official; and/or an official of another school district in which a student seeks to enroll. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill a professional responsibility. A school district may also disclose personally identifiable information from education records without prior written consent to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. Student directory information may also be disclosed without prior consent if the categories to be disclosed are designated and parents are given the opportunity to opt out prior to disclosure.

You have the right to file a complaint with the U.S. Department of Education at the following address if you feel the school district has failed to comply with the requirements of FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

00NCLB-I3 (Rev. 02/10 US)

© 2010 TransACT Communications, Inc.

ANNUAL ASBESTOS NOTIFICATION TO PARENTS, STUDENTS, AND EMPLOYEES OF THE BROWNING PUBLIC SCHOOL DISTRICT

(Required by the *Asbestos-Containing Materials in Schools Rule* §§ 763.84© and 763.93(g)(4))

Asbestos is a naturally occurring fibrous mineral, which, until about 1980, was commonly used in building construction. Asbestos will not burn, is an excellent insulator, has great tensile strength, is resistant to chemicals, is nonconductor of electricity, and absorbs sound. Examples of *asbestos-containing building material* (*ACBM)* are vinyl floor tile, sprayed-on acoustical ceiling material, pipe and boiler insulation, and roofing felt. As ACBM deteriorates over time, or is disturbed by maintenance, renovation, or demolition activities, it may become friable, i.e., it is capable of being reduced to powder by hand pressure. When ACBM becomes friable, asbestos fibers are released into the air. Inhalation of these airborne, microscopic asbestos fibers has been proven to cause such fatal diseases as lung cancer, mesothelioma (cancer of the lining of the lung or abdominal cavity), and asbestosis (scarring of lung tissues). Uncontrolled asbestos contamination in buildings has been, and remains, a significant environmental and public health issue. In 1986, Congress enacted the *Asbestos Hazard Emergency Response Act (AHERA)* to require public and private, secondary and elementary schools to identify ACBM in their school buildings and take appropriate actions to control the release of asbestos fibers. In 1987, the US Environmental Protection Agency finalized a regulatory program, which enforces the AHERA mandate. These regulations are ıwithin the *Asbestos-Containing Rule* (40 C.F.R. Part 763, Subpart E).

In compliance with the *Asbestos-Containing Materials in Schools Rule,* the school had its school building inspected by an asbestos inspector, accredited by the State of Montana. During that inspection, areas of suspect ACBM were identified. The type, condition, and location of this ACBM were noted. Samples were taken of some or all of the suspect ACBM. Laboratory analysis of these samples confirmed the presence or absence of ACBM. Suspect ACBM not sampled and analyzed were assumed to contain asbestos. Confirmed and/or assumed ACBM currently remain in certain locations in our school building (pipe chase for waterlines located between kitchen and boiler room in crawl space)

Upon confirmation of the presence of ACBM, an Asbestos Management Plan was developed for each of the school buildings in the School District by an asbestos management planner, accredited by the State of Montana. The *Asbestos Management Plans shows that there is ACBM in the pipe chase but poses no threat to staff or students.* These Plans describe past response actions taken to abate ACBM, as well as response actions planned for the future. The pipe chase is sealed and therefore safe. The Asbestos Management Plans provide information on the periodic monitoring of the condition of ACBM remaining in our school buildings through triennial reinspections, conducted by accredited asbestos inspectors, and through triennial reinspections, conducted by accredited asbestos inspectors, and through semiannual surveillance, conducted by trained school maintenance staff.

A copy of the Asbestos Management Plan is available for your review in the School District administration office during regular office hours. Reid Reagan, Director of Maintenance/Facilities, is the designated Asbestos Program Coordinator for the School District. Please direct all inquiries regarding the Asbestos Management Plan(s) to him at telephone 406-338-2715 ext. 203.

PARENT/GUARDIAN & STUDENT TRANSPORTATION HANDBOOK

Introduction

The transporting of children to school by school bus is not mandatory; it is the option of the local Board of Trustees. The service is provided in the Browning School District for those who wish to ride under the terms established. The following information for parents and students states the school transportation guidelines and rules. Non-compliance may be met by refusal to transport.

School Transportation Guidelines

Busing to and from school is a privilege provided to students in grades K-12 beginning on the first day of school. A permanent bus plan, including one morning pick up and one afternoon drop off, location will be established. Once a child boards the bus, and only at that time, does the child become the responsibility of the school district. Such responsibility shall end when the Child is delivered to the regular bus stop at the close of the day. Students that do not board the bus are not the Transportation Department's responsibility. **Daily changes to the child's bus schedule will be allowed prior to 2:00pm M-Th and prior to 1:00pm on Fridays, by calling the school of attendance. Students will not be allowed onto a bus other than the one they are registered to ride without a school bus pass. Written notes will need to go to the school secretary for a proper bus pass. Weekly changes to the bus schedule must be done one day before the change is to go into effect. Permanent bus changes, due to the family moving, etc., will be made through the Transportation dept.** If your child is in KW Bergan, Vina Chattin, Browning Elementary, or Napi-there MUST BE AN ADULT HOME when they are dropped off. If there is not an adult home, then we must transport them back to school, upon the 3rd incident there will be a report filed with CHILD PROTECTION SERVICES. We will no longer ride around looking for drop offs, or relatives to take students. Animals, firearms, weapons of any kind, toy guns, balloons, spit wads, aerosols, or any other potentially hazardous material will not be permitted on the bus.

Rules at the Bus Stop

1. Be on time and waiting for the bus.
2. Stay off the road while waiting for the bus to stop.
3. Do not run towards the bus or push other students to be the first one to board the bus.
4. Do not participate in horse play while waiting for the bus.
5. Wait for the school bus to come to a complete stop before attempting to board the bus.
6. Do not cross the street at a bus stop until traffic has stopped for flashing red lights.

Rules for Riding the School Bus

1. **Always Follow direction of the bus driver.**
2. Go directly to assigned or available seat upon entering bus, keep aisles and exits clear.
3. **Remain seated** until your designated stop. **Do not move** about the bus while in motion.
4. **Students will be held responsible for that seat, including all damages to seat.**
5. Refrain from throwing or passing objects on, from or into bus.
6. Keep hands to self; no pinching; biting; hitting; pushing; spitting; touching or horse playing on the bus.

Rules for Riding the School Bus Continued

7. Do not extend arms or head out of bus windows at any time.
8. Profane language, discourteous comments and gestures will not be tolerated.
9. **No eating or drinking beverages on all buses.**
10. Do not exit from emergency doors and windows unless it is an emergency.
11. There will be **NO** intimate contact on the bus.

12. Refrain from hitching rides via rear bumper or other parts of the bus.

Leaving the School Bus

1. Wait until bus comes to a complete stop before walking to exit.
2. Do not run or push while unloading from the bus.
3. When crossing in front of the bus, always watch the driver to give the "all clear" signal and look both ways before crossing the road.
4. Students should go directly from their bus stop to their homes.
5. Students cannot get off at another stop without the proper school bus pass.

Violations and Consequences of Minor Offences of the School Bus Rules

Failure to follow the rules on the school bus will result in the following consequences:

1. The student will be given a verbal/written warning to stop the behavior and to change seats.
2. If the behavior continues, the student will be given a written referral, a copy will go to parent/guardian, and a copy to the attending school.

3. If behavior persists for 3 referral a letter will be delivered to the Parent/Guardian and the Student will be suspended from riding all buses and District Transportation for a period of 3 to 5 days, with a scheduled re-entry meeting to get back onto the bus.

4. Upon the 4th incident, a letter will be delivered to the Parent/Guardian and principal will be informed student will be on a 10-day bus suspension.

5. A 5th incident, the student will be suspended from all bus privileges and District Transportation for the remainder of the school year.

6. Upon removal from the buses for any reason and amount of days, will include **all transportation**, activity trips and field trips. **All Riding Privileges'** will be revoked.

MAJOR OFFENSES

Bullying or harassment will result in an automatic 5-day suspension from all buses. In addition, a referral will be sent to the school principal and considered a violation of school rules which may accompany school consequences.

Assault, fighting, or sexual harassment will result in a 10-day suspension from all buses. In addition, a referral will be sent to the school principal and/or Title IX Coordinator and considered a violation of school rules with accompanying school consequences.

Possession of firearms, explosives, or weapons designed to inflict bodily harm is a MAJOR OFFENSE. There will be **NO** tobacco/E-Cigs/Vapor products, alcohol, aerosol sprays or inhalants allowed on all buses.

Possession, sales, or being under the influence of drugs, paraphernalia, or alcohol are considered MAJOR OFFENSES and will be reported to Law Enforcement. These offenses will be referred to the School Principal and are considered a violation of school district policy and will be managed by the Principal. **These MAJOR OFFENSES will be dealt with accordingly**.

OTHER MAJOR OFFENSES

1. Anything harmful to self and others.
2. Open DEFIANCE towards driver and refusal to follow direction from Driver.
3. Destruction of property and damaging seats will result in loss of bus privileges and Parent/Guardian's responsibility to pay for cost of repairing damages.

THESE MAJOR OFFENSES WILL BE DEALT WITH ACCORDINGLY

Parent/Guardian Responsibilities

Your support and assistance may prevent an accident and or an incident on the bus. Understand and support bus regulation for the safety of your Child(ren). Please be certain your student understands and follows bus rules and regulations. Teach your child(ren) to respect the rights, privileges, and property of others. Teach your students proper procedures for crossing roadways. Support procedures for emergency evacuation as prescribed by state and school officials. Report safety concerns to Transportation Director or Disciplinary person. Please attend requested meetings for both intervention & re-entry onto the buses.

Please understand the School District Transportation Truant Officers' are for transporting sick students or students for other reasons. If for whatever reason your Child(ren) miss the bus and needs a ride from a Truant Officer, they are allowed only three rides per quarter.

ATTENTION: Only the students that reside at the Boarding Dormitory will be allowed to ride the bus to the dorms. There will no longer be an activity bus provided for the after-school dorm activities.

Bus Garage Information

Information regarding School Bus services or other question pertaining to transportation may be obtained by calling the School Bus Garage at 338-2952 and ask for:

Teri DeRoche – Transportation Director

Lisa Bull Calf – Disciplinary Personal

Secretary – Ella Wall

School District #9, Glacier County, Montana

Browning Public Schools

P.O. Box 610
Browning, MT 59417

Handbook Receipt Form

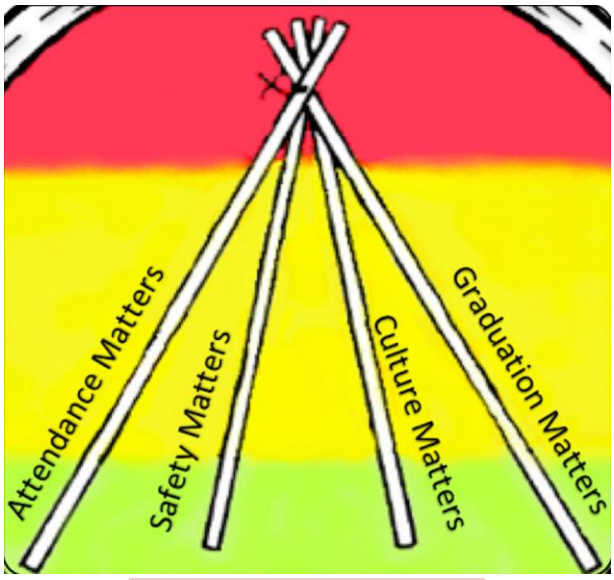
I acknowledge that I have received a copy of the Browning Public School KW/Vina Elementary Student/Guardian Handbook.

- I understand that the policies and practices contained in the handbook govern school procedures and student/guardian/staff expectations.
- I understand that all individuals will be held accountable for reading and abiding by the Browning Public Schools Student/Guardian handbook.

Guardian signature:_____

Child's name:_____

On our campus, we lead from the heart, we value life, family, and know the children "Sacred Beings" we serve are as valuable as the air we breathe, the water we drink, and the ground we walk on.
Thank you for allowing us to be a part of your child's educational journey.



Graduation Matters

We value education on our campus and believe everything on Earth has a purpose. We want your purpose to be setting goals to begin your child's educational journey by allowing our staff to work alongside you and your child through our District's Mission and Vision:

Mission:

- Browning Public Schools works with all stakeholders – families, students, staff, trustees and community – to provide a high quality, culturally diverse education for all our children using guidance, teaching, and support through collaboration and communication.

Vision:

- Browning Public Schools is a safe environment that teaches personal and community wellness and provides support and strategies for overcoming adversity.
- In Browning Public Schools, we are free to teach and learn successfully. We instill and develop respect and pride for self, family, school, community, our environment and all cultures through service to others.
- We model hard work and personal accountability through humility and dedication – demonstrating that these values are the responsibility of all.
- We cultivate and nurture strong partnerships with the community to build citizens who have a sense of place, respect for Mother Earth, and an understanding of the rights and responsibilities of, and to, all people in all communities.

Attendance Matters

ALL students will receive the same awards of equal value as all of our children are valued equally.

Our goal is to have 95% or better attendance at Browning Public Schools. To meet this goal, students should not miss more than nine (9) total days during the school year.

(BPS POLICIES # 3005, 3010, 3121, 3121R)

Regular attendance in school promotes student success and positively influences academic achievement. Parents and guardians provide the necessary support for student commitment to attend school regularly and therefore will be informed of each absence. Regular attendance and demonstrating having met course objectives are requirements for receiving credit in any class.

PRIMARY/ELEMENTARY (PreK-5) TARDY RULE:

Students are expected to arrive at school on time. Students will be counted tardy to school if they arrive after the school day has begun.

ABSENCE NOTIFICATION BY PARENT/GUARDIAN:

A student's parent/guardian (PreK-12) must contact the school secretary or attendance clerk on the morning of the absence to verify the reason for the absence. If this is not possible, verification must be given to the attendance office on the day of return.

ABSENCE NOTIFICATION TO PARENT/GUARDIAN:

Attempts to notify parents or guardians of their child's absence, in the event the child has not been reported absent by the parent, will occur by the end of the school day to assure that parent, guardian, or legal custodian is aware of the child's absence from school (MCA 44-2-507).

TEN DAY ABSENCE RULE:

Browning Public School personnel are responsible for contacting Blackfeet Family Court when a child misses more than ten (10) days of school during a semester.

Regular attendance in school is essential for student success. Please help us by getting your child to school each day. Students with exemplary attendance will be honored monthly, at the quarter and semester, and at year end. Attendance concerns will be resolved with our KW/Vina Student Solutions Team which includes the guardian, school leaders, family engagement coordinator, classroom teacher, and Blackfeet Tribal Court officials.

ATTENDANCE MATTERS

BROWNING PUBLIC SCHOOLS AND HEART BUTTE SCHOOLS
FAILURE TO SEND TO SCHOOL

1. FAILURE TO SEND

   A. It shall be unlawful for any person or persons on the Blackfeet Indian Reservation, without good cause to neglect or refuse to send any child under the age of eighteen (18) years of age, in their care to school.

2. PENALTIES

   B. Any person or persons who are in violation of paragraphs 1 and 2 of this chapter may be summoned into Family Court and fined not less than ONE HUNDRED DOLLARS ($100.00) nor more than FIVE HUNDRED DOLLARS

($500) and sentenced to not less than five (5) days nore more than ten (10 days in custody.

ACCORDING TO THE INDIAN CIVIL RIGHTS ACT YOU HAVE A RIGHT TO AN ATTORNEY AT YOUR OWN EXPENSE

IN THE BLACKFEET TRIBAL COURT FOR THE BLACKFEET INDIAN RESERVATION

AFFIDAVIT OF SERVICE

Person to be served:_____
Case number:_____
Case name:_____
Type of documents:_____

I,_____, do certify that I served/mailed the assigned to _____.
By serving them personally/mailing them with a copy of said document on this _____ Day of _____, 2019-20 at the hour of:_____.
Date:_____ Process Server:_____

Safety Matters

THE BEHAVIOR MANAGEMENT PLAN (BPS BOARD POLICY #3200)

Safety is an integral part of our campus and we begin with our Meet and Greet.

School Drop off & Dismissal

- We want all students to be safe before and after school. Please be cautious when dropping your student off and picking them up. Follow the speed limit and be especially cautious for other children who may be crossing the road.
- Please be prompt when picking your child up after school. If your child has not been picked up by 4:00 pm (Monday-Thursday) or 3:00 pm (Friday) we will call an emergency contact number on the student's list. **In the event we cannot reach anyone, Child Protective Services will be called**.
- Please check the calendar for early dismissal dates. In the event of an emergency dismissal radio stations/social media will be notified for broadcast. Please prepare in advance for emergency dismissals.
- **Messages after 2:00 pm cannot be guaranteed** on Monday - Thursday and 1:00 pm on Friday and/or early out days.

Multi-Tiered System of Support (MTSS)

KW/Vina Elementary is an MBI School. MBI refers to the application of positive interventions and system changes to achieve socially important behavior change. In Montana, MBI is transitioning to MTSS or a Multi-Tiered System of Support for behavior and academics. The process has been applied successfully with a wide range of students, in a wide range of contexts, and extended from an intervention approach for individual students to an intervention approach for entire schools.

KW/Vina Elementary School understands the importance of developmentally appropriate social and emotional learning within our MTSS framework. Our evidence-based curriculums for social-emotional learning is Conscious Discipline and daily social skill instruction. It occurs every week in every classroom, PreK-1st. Tiered support for social-emotional learning is provided by the family engagement coordinator, guidance counselor, Good Medicine, and Altacare on our campus.

Our goal is to keep students in school but at times behavior impedes learning and gets in the way of their own and other children's education. We must work together as a team to change the behavior.

Guardian OPTION: The parent/guardian has the option of sitting in class with their child instead of having the student serve ISS or other behavior responses.

Solutions Team Options *may include the following:*

A. *Calming Cubby* ***B.*** *Buddy Room* ***C.*** *Lunch Bunch* ***D.*** *Timeout with principal or in the secretary's office* ***E.****Prevent Teach Reinforce (PTR)* ***F.*** *In School Suspension (ISS)* ***G.*** Change of placement

LAW AND THE GUN FREE SCHOOLS ACT STATES ANY STUDENT WHO BRINGS A FIREARM ONTO SCHOOL PROPERTY SHALL BE EXPELLED FOR A PERIOD OF NOT LESS THAN ONE CALENDAR YEAR UNLESS MODIFIED BY THE BOARD OF TRUSTEES, UPON A RECOMMENDATION FROM THE SCHOOL DISTRICT SUPERINTENDENT.

Physical assault of a staff member will not be tolerated. Students who assault a staff member will immediately progress to Tier II or III Supports with the KW/Vina Elementary School MTSS Tiered Flowchart.

BULLYING / HARASSMENT:

Bullying/Harassment will be treated in the same manner as assault or fight and will begin with Tier II Supports on the KW/Vina Elementary School MTSS Flowchart.

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

Examples of bullying include:

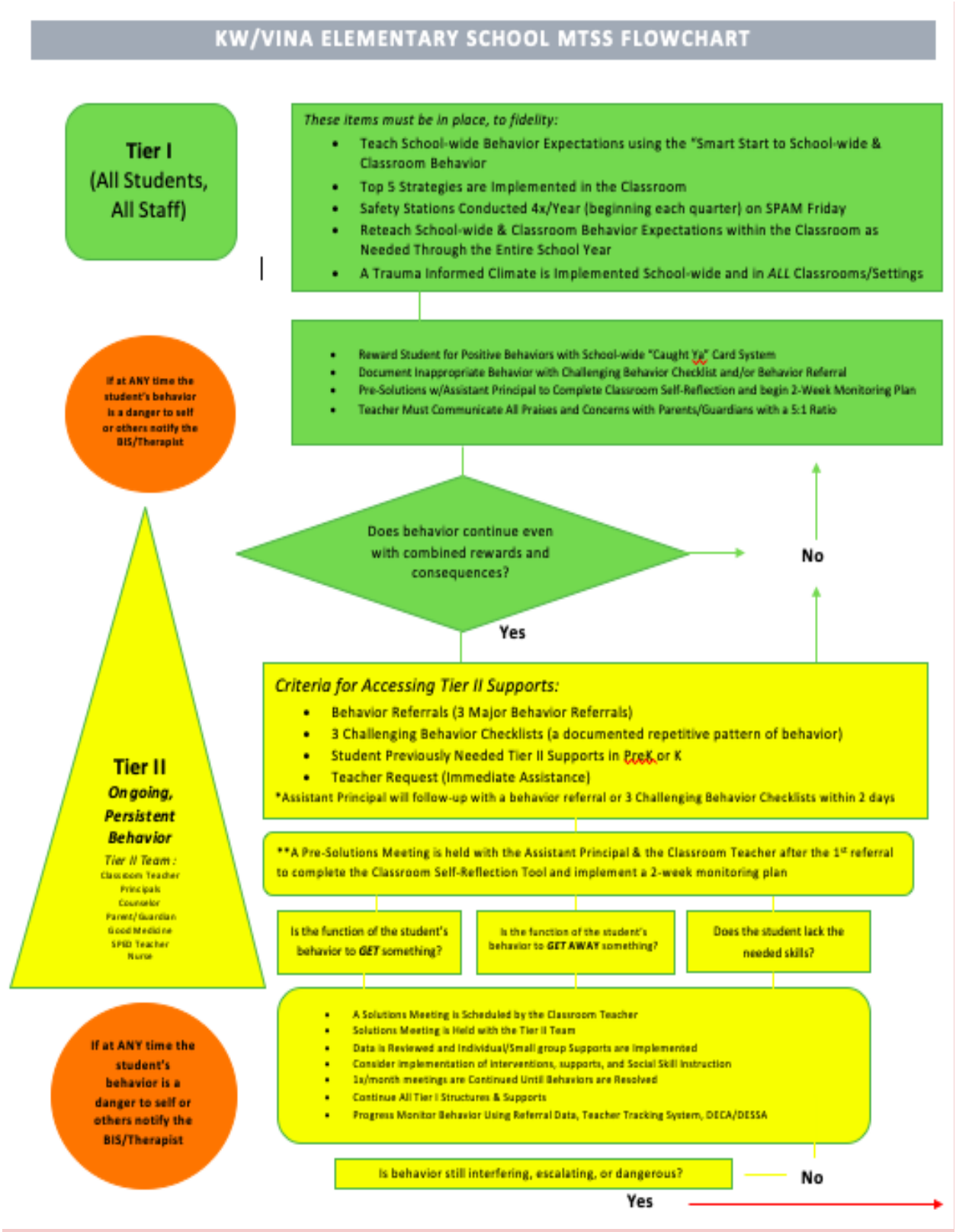
1. Verbal bullying including derogatory comments and bad names
2. Bullying through social exclusion or isolation
3. Physical bullying such as hitting, kicking, shoving, and spitting
4. Bullying through lies and false rumors
5. Having money or other things taken or damaged by students who bully
6. Being threatened or being forced to do things by students who bully

FIGHTING / INSTIGATING A FIGHT:

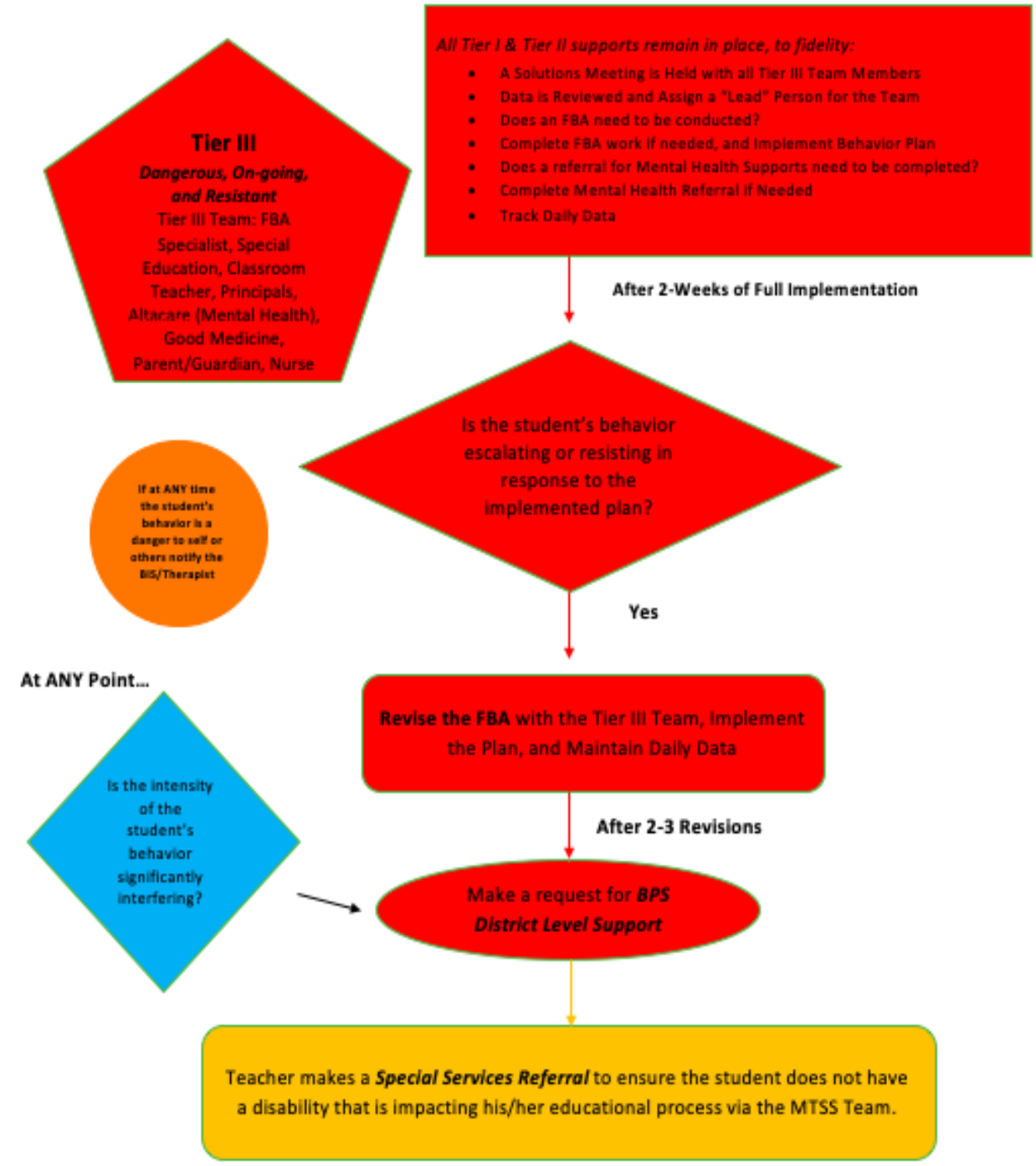
Instigating a fight will be treated in the same manner as an actual Assault or Fight and will begin with Tier II Supports on the KW/Vina Elementary School MTSS Flowchart.

ASSAULT:

Less severe cases of assault will begin with Tier II Supports on the KW/Vina Elementary School MTSS Flowchart. Serious offenses of Assault will fall under the Tier III Supports on the KW/Vina Elementary School MTSS Flowchart.


KW/VINA ELEMENTARY SCHOOL MTSS FLOWCHART
Tier I
(All Students, All Staff)
These items must be in place, to fidelity:
Teach School-wide Behavior Expectations using the "Smart Start to School-wide & Classroom Behavior
Top 5 Strategies are Implemented in the Classroom
Safety Stations Conducted 4x/Year (beginning each quarter) on SPAM Friday
Reteach School-wide & Classroom Behavior Expectations within the Classroom as Needed Through the Entire School Year
A Trauma Informed Climate is Implemented School-wide and in ALL Classrooms/Settings
Reward Student for Positive Behaviors with School-wide "Caught Ya" Card System
Document Inappropriate Behavior with Challenging Behavior Checklist and/or Behavior Referral
Pre-Solutions w/Assistant Principal to Complete Classroom Self-Reflection and begin 2-Week Monitoring Plan
Teacher Must Communicate All Praises and Concerns with Parents/Guardians with a 5:1 Ratio
If at ANY time the student's behavior is a danger to self or others notify the BIS/Therapist
Does behavior continue even with combined rewards and consequences?
No
Yes
Tier II
Ongoing, Persistent Behavior
Tier II Team:
Classroom Teacher
Principals
Counselor
Parent/Guardian
Good Medicine
SPED Teacher
Nurse
Criteria for Accessing Tier II Supports:
Behavior Referrals (3 Major Behavior Referrals)
3 Challenging Behavior Checklists (a documented repetitive pattern of behavior)
Student Previously Needed Tier II Supports in PreK or K
Teacher Request (Immediate Assistance)
*Assistant Principal will follow-up with a behavior referral or 3 Challenging Behavior Checklists within 2 days
**A Pre-Solutions Meeting is held with the Assistant Principal & the Classroom Teacher after the 1st referral to complete the Classroom Self-Reflection Tool and implement a 2-week monitoring plan
Is the function of the student's behavior to GET something?
Is the function of the student's behavior to GET AWAY something?
Does the student lack the needed skills?
A Solutions Meeting is Scheduled by the Classroom Teacher
Solutions Meeting is Held with the Tier II Team
Data is Reviewed and Individual/Small group Supports are Implemented
Consider implementation of interventions, supports, and Social Skill Instruction
1x/month meetings are Continued Until Behaviors are Resolved
Continue All Tier I Structures & Supports
Progress Monitor Behavior Using Referral Data, Teacher Tracking System, DECA/DESSA
If at ANY time the student's behavior is a danger to self or others notify the BIS/Therapist
Is behavior still interfering, escalating, or dangerous?
No
Yes

KW/VINA ELEMENTARY SCHOOL MTSS FLOWCHART



Culture Matters

At KW/Vina Elementary Blackfeet Culture and Language is a priority. Both are at the forefront of our children's lives. In the children's educational journey our "Sacred Beings" need to know who they are and where they come from.

Pre-K	Kindergarten	1st grade

• Numbers 1-5
• 6 Colors (basic colors red, white, black, yellow, orange)
• Animals (cat, buffalo, bear, eagle, elk, dog)
• Commands- 1, 2, 3 in the Blackfeet Language ex: 1 stand, 2,push in your chair, and 3 walk
 	
Songs: Thumbkin (Animal Song)
	• Review all Pre-K expectations for the first couple weeks.
	• Numbers 1-10
	• Colors add pink,blue,brown
	• Animals (horse, turtle, wolf, cow, fish, crow)
	• Simple classroom commands
	  ○ Sit Down
	  ○ Be Quiet
	  ○ Stand Up
	  ○ Line up
	  ○ Come here
	  ○ Go away
	• IMMERSION STUDENTS have the sound system?
	• Exposure; Door, Window, floor.
	
	Songs: Weather Song
		• Review all Pre-K and K expectations for all students first 2 weeks.
		• Numbers 1-20
		• Colors add green,purple, gray
		• Animals (coyote, bird, weasel, turkey,
		• Months of the year (Days of the week)
		• Classroom Commands
		  ○ Bathroom
		  ○ Hands to Yourself
		• Start Introductions
		  ○ Hello, my name is....
		• Weather words
		• Kinship terms (My mother, father, brother, sister, grandparents)
		
		Songs: Society Songs (Color Song)

We believe in all of our staff members' expertise. If there are any concerns we will sit as a team alongside the parent/guardian when there is a request for teacher selection. Within a two week period after evidence is gathered we make decisions based upon what is best for the child/children.

IMPORTANT DATES TO REMEMBER:

August

- 24th First Grade first day of school No K or PreK
- 25th Kindergarten first day of school No PreK
- 26th Pre-K first day of school

September

- 25th Family Fun Friday @ 1:30 both KW & Vina

October

- 23th Family Fun Friday @ 1:30 both KW & Vina
- 30th Vina Costume Round Dance 1:15 KW Costume Parade 1:30

November

- 20th PowWow PreK and K @ 12:15 First Grade 1:15 @ KW gym

December

- 2nd Make It Take It 4:00 - 5:00 PreK&K @ KW First Grade @ Vina

January

- 15th Family Fun Friday @ 1:30 both KW & Vina

February

- 5th Family Fun Friday @ 1:30 both KW & Vina

March

- 5th Family Fun Friday @ 1:30 both KW & Vina

April

- 22nd Art In The Park 4:00 - 5:00 PreK&K @ KW First Grade @ Vina

May

- 26th PreK Step Up Ceremony
- 27th First Grade Awards Ceremony
- 28th Kindergarten Awards Ceremony

Let's have a great 2020-2021 school year!

2020-21
Student & Parent Handbook

Mrs. Sheila Hall, Principal

Mrs. Angela Heavy Runner, Assistant Principal

Mrs. Sasheen Campbell, Secretary

Ms. Jill Madman, Attendance Aide

(406) 338-2740

Dear Parents, Families & Guardians of the students at BES,

Oki! Welcome to the 2020-21 school year. We look forward to creating strong relationships with you and your child to foster their success at Browning Elementary School. The children of BES are the most important people who walk through the doors of the school each day. They are the center of our attention and we will make every effort to create connections so they feel welcome, acknowledged, seen and heard at the school.

This will be my second year as the principal at Browning Elementary School and I am extremely honored to serve as principal of the school. I see my role as the leader to create an environment that is student-centered, positive and meets the needs of the students to be 21st century learners.

I would like to take this time to introduce Angela Heavy Runner who is the assistant principal at Browning Elementary. Last year she was the principal at Browning Middle School and the previous year before that she was the assistant principal. She is excited to serve the needs of your child at BES.

At Browning Elementary we strive for excellence. Our staff have a common understanding of how we will achieve our vision by following the district mission.

District Mission

Browning Public Schools works with all stakeholders - families, students, staff, trustees and community - to provide a high quality, culturally diverse education for all our children using guidance, teaching, and support through collaboration and communication.

Please read through the Student & Parent Handbook and familiarize yourself with our policies and procedures. We look forward to meeting and seeing you during the 2020-21 school year!

Our goal is to make everyone feel welcome, safe and comfortable. If at any point throughout the year you feel different, please bring your concerns to the school-staff, your child's teacher, the assistant principal or myself. We welcome and value your input.

Sincerely,

Mrs. Sheila Hall, Principal

Mrs. Angela Heavy Runner, Assistant Principal

Browning Elementary School

School District #9, Glacier County, Montana
Browning Public Schools
P.O. Box 610
Browning, MT 59417

Student and Parent Handbook Receipt Form

2020-2021

I acknowledge that I have received and read a copy of the Browning Public Schools Student/Parent Handbook. I understand that the policies and practices contained in the handbook govern student behavior and expectations while in attendance of Browning Public Schools. I understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the handbook.

Parent's or Guardian's Signature _____

Date _____

I acknowledge that I have received and read a copy of the Browning Public Schools Student/Parent Handbook. I understand that the policies and practices contained in the handbook govern student behavior and expectations while in attendance of Browning Public Schools.

Student's Signature _____

Date _____

TABLE OF CONTENTS

Browning Elementary Staff 5

SAFETY MATTERS 6

ATTENDANCE MATTERS 7

GRADUATION MATTERS 8

CULTURE MATTERS 8

SPECIAL HAPPENINGS AT BES 8

Important information 9

MTSS Universals – TEAM BES 10

Multi-Tiered System of Support (MTSS) for Behavior 11

BULLYING / HARASSMENT 13

BES Calendar 14

BROWNING ELEMENTARY STAFF

Principal:
Sheila Hall

Instructional Coaches:
Arlene Wippert
Kylie Black

AltaCare Counselors:
Madeline Walker Connelly
Gina Dosch

Prevention Specialist:
Kim Tatsey-McKay

2nd Grade Teachers:
Samantha Grant - Immersion
Elisha Kennedy
Carina Stoves
Vivian Sanderville
Melissa Henderson
TBA
TBA
TBA

3rd Grade Teachers:
Willamina Tailfeathers – Immersion
Victoria McClellan
Elsie Ground
TBA
Radium Woolf
Julius Weaselhead
Marsha Switzer
Rebecca Kennedy

Cooks:
Ashley Blackman
Michelle Plouffe
Stephanie Blackman

Custodians
Quentin NewRobe
Kim Radasa
Angela Butterfly

Assistant Principal:
Angela Heavy Runner

Office staff:
Sasheen Campbell - Secretary
Jill Madman – Attendance Aide

Counselor:
Dawn Magee-Cobell

Nurse:
Kim DesRosier

Tutor:
Roberta Kipp

Special Services:
Mary Belcourt
Elizabeth Tailfeathers
Chyana Johnson -Speech TA
Malana Grant -Speech TA

Support Staff/Teacher Assistants:
Dellyssa Ladd
Javier Bustos
Dale DuCharme
Teacher assistant TBA
Teacher assistant TBA
Angel Marceau
Joyce Watts
Sherman Red Tomahawk
Shainell Birdrattler
Janet LaMere
Majorie Labuff
Clifton Deroche

Specials Staff:

Art:	Heidi Morales
BNAS 1:	Arthur Westwolf
BNAS 2:	Amanda Whiteman
Library:	Jimi Champ
Music:	Dana Bremner
PE/Health:	Calvin Lang
Technology:	Shawnee Momberg

SAFETY MATTERS

Office Hours
The office hours for Browning Elementary are 7:35 a.m. to 5:00 p.m. Monday through Thursday and 7:35 a.m. to 4:00 p.m. on Fridays. Student absences or tardies should be called in before classes start at 8:15.

School Hours

- Students are expected to arrive no earlier than 7:35 a.m. and leave no later than 3:30 p.m. Monday-Thursday, unless involved in after school activities or tutoring and 2:30 p.m. on Fridays (no after school activities)
- Breakfast is served from 8:10-8:20 (2nd grade) 8:50-9:00 (3rd grade)-Classes eat together in the cafeteria with their teacher.
- Students will be at recess until the bell rings at 8:10 for teacher pick up.
- Parents are advised that the playground/bus area is supervised from 7:45 a.m. – 8:10 a.m. and 3:25 p.m. – 3:40 p.m. Monday-Thursdays and 2:25 p.m. – 2:40 p.m. on Fridays.
- In the event of extreme weather students will be sent to the gym until the teacher picks them up.

School Drop off & Dismissal

BES ensures students are safe before and after school. Please be cautious when dropping your student off and picking them up. **Follow the speed limit and be especially cautious for other children and adults while at the crosswalk.**

- ✓ The school has two drop off zones. **Please refrain from parking in the drop off zones.**
  - The **Main Entrance** located on the **East Side** of the building (across from Napi)
  - **Bus lane** located on **the South side**. Students will not be allowed to go to their classroom until the instruction bell rings.
- ✓ Please be prompt when picking your child up after school. If your child has not been picked up by 4:00 p.m. (Mon-Thurs) or 3:00 p.m. (Friday) we will call an emergency contact number on the students list. In the event we cannot reach anybody, Child Protection Services will be called.
- ✓ Please check the calendar for early dismissal dates. In the event of an emergency dismissal radio stations will be notified for broadcast. Please prepare in advance for emergency dismissals.
- ✓ Messages after 2:00 p.m. cannot be guaranteed on regular school days and 1:00 p.m. on early out days.

ATTENDANCE MATTERS

Attendance in school is essential for student growth and success. Our goal is to have 95% attendance which means that a student should not miss more than 9 days in a school year. Please help us by getting your child to school, on time, every day. Students are marked tardy at the office beginning at 8:15 am.

Every attempt to resolve attendance issues by the following means:

1. Parent/Guardian meeting
2. Check and Connect (staff members connect with students and monitor attendance)
3. Home visit(s)
4. Implement an Attendance Plan
5. Blackfeet Tribal Court Referral

CELEBRATING ATTENDANCE: Incentives are given for students who are in school monthly, quarterly, and at semester time. Students with perfect attendance, great attendance, and 95% attendance will be honored at the end of the school year.

PERFECT ATTENDANCE:

- ✓ No tardies -Attendance is taken at 8:15 a.m.
- ✓ No check outs before 3:15 pm (M-Th) and 2:15 pm (Friday or any early out)
- ✓ Medical absence will not count against student (with proper verification)
- ✓ Special Circumstance and Culture Activity absences will not count against student up to 3 days

GREAT ATTENDANCE:

- ✓ Up to 4 absences
- ✓ Student is counted AM Tardy Absent after 9:01 a.m. and PM absent after 12:01 p.m.
- ✓ Can be checked out during the day for no longer than 2 hours & must return before end of day
- ✓ Medical absence will not count against student (with proper verification)
- ✓ Special Circumstance and Culture Activity absences will not count against student up to 3 days

95% ATTENDANCE:

- ✓ Up to 9 absences
- ✓ Checked out during the day for no longer than 2 hours & must return before end of day
- ✓ Medical absence will not count against student (with proper verification)
- ✓ Special Circumstance and Culture Activity absences will not count against student up to 3 days

The following absences do NOT count against your student:

- **School Related** – absence from school related function are automatically excused
- **Medical** – absence must be verified by the attending physician or clinic
- **Special Circumstance** – circumstance beyond control of student.
- **Culture Activity** – participation of special/family culture activity

*Medical, Dental, Special Circumstance, etc., must be turned into the office within 10 days of returning to school in order to verify and meet the attendance policy requirements. Consideration for Special Circumstance and Culture is at the discretion of the administrator.

GRADUATION MATTERS

BES strives to ensure student success in the school and provide multiple services to assist the students.

Student Progress Reports are issued at the end of every 9-week period either at Parent Teacher Conferences in November and April, or mailed. Progress reports include, but are not limited to, classroom grades, behavior, attendance, test scores and specials class grades. Parents are encouraged to contact the school if they have any questions or concerns about their child's progress or performance.

Tutoring is available during the regular school day for students who need intervention help. The 21st Century program also offers after school tutoring Monday – Thursday from 3:30 - 4:30p.m. for all students who need extra help.

Counseling services are available to all students. We provide individual counseling, group counseling, and grief counseling. We also assist families with outside counseling referrals if necessary. If you feel your child needs counseling services, please contact the school counselor.

Retention of a student will be a cooperative decision between the parent/guardian, counselor, and administrator and will be made in the best interest of the student.

Psychological testing will only be conducted with informed, written consent of the parent/guardian

CULTURE MATTERS

Browning Elementary values culture and language; we strive to provide as much access to both as much as we can. We have monthly culture activities in all classrooms and we hold special ceremonies throughout the school year for students/parents/community members to receive their Blackfeet name from an elder. Students have access to two BNAS Specials classes where they are learning language, history, and culture.

We currently have a 2nd grade Immersion class and a 3rd grade Immersion class in which various parts of the curriculum are taught in the Blackfeet Language and supported by the BNAS program.

SPECIAL HAPPENINGS AT BES

Open House-August
Native American Week-September
Cultural Field Trips-September
Pumpkin Patch-October
Veteran's Day-November
Christmas Program-December
I Love To Read Activities-February
March Madness Activities-March
SBAC Testing-April/May
Easter Egg Hunt-April
End of Year Field Trips-May
100,000 Word Club Trip-May
AR Goals and Incentive Trip
Various Student Clubs
Physical Education and Health
Accelerated Reader Incentives
Cultural Days - Monthly
Semester Awards Ceremony
100,000 Word Club
Attendance Incentives
Fall/Spring Data Meetings
Parent Teacher Conferences

IMPORTANT INFORMATION

Toys/Electronics - Toys and electronic devices (tablets, iPads, game devices, etc.) are not allowed in school. Please keep these items at home. Items will be confiscated and placed in the office for parent pick up.

Cell Phones - BES understands the need to be in contact with your child; however, if your child brings a cell phone to school it is up to him/her to give it to the classroom teacher until the end of the school day. If he/she refuses to give the cell phone to the classroom teacher, it will be confiscated and placed in the office for parent pick up.

Lost/Missing Items– In an effort to curb the number of items that go missing, we encourage students to label all of the items that they bring to school; coats, sweaters, snow boots, notebooks, etc. If your child loses one of their items, they can check the lost and found box or speak with his/her teacher to help them locate the missing item.

****BROWNING ELEMENTARY SCHOOL STAFF ARE NOT RESPONSIBLE**

FOR LOST OR STOLEN ITEMS!!

TEAM BES	To be safe	Expect respect	Act responsibly	Mindful learner
Classroom Instruction	-Stay seated -Hands feet and objects in personal space only	-Use manners -Wait your turn to talk -Observe and follow teacher directives	-Positive Praise -Follow the leader when leaving the classroom -3, 2, 1-stand up, push in chair, walk quietly	-Active learner and listener -Ask questions -Answer questions Share what you know
Hallways	-Keep hands feet and objects to yourself -Single file -Walk to the right -Arm length in front of you -Take one step at a time on stairways	-Walk with a purpose -Follow directions from all school staff and visitors -Talk in a quiet, calm voice -Go immediately to your destination	-Walk with a purpose -Know to correct misbehavior -Follow directions from all school staff and visitors -Make eye contact	-Listen to adult's instructions Look by observing others -Look at other's work in the hallway
Lunchroom	-Use quiet voice -Keep it neat -Stay in seat -Take only what you will eat -Correct other's mistakes	-Say excuse me, thank you and please -Sit up straight, face table and those across from you -Eat only your food -Chew food then talk after you swallow your food -Be considerate	-Eat only your food -Sit and stand with your class in cafeteria -Carry tray with two hands -Use napkins/silverware appropriately -Report spills on the floor -Wash hand before and after we eat	-Practice eating healthy foods from all food groups -Talk about healthy snacks -Encourage other to eat fruits and vegetables
Playground	-Use manners -Give compliments -Include and encourage others -Smile at others -Be happy with making positive choices	-Be aware of surroundings -Report hurtful behavior to the nearest adult -Ask others to join activity -Stay in playground area -Follow all game rules -Line up with class when asked to do so	-Be patient -Take turns -Be a good sportsman -Keep hands, feet and objects to yourself -Tell an adult if you have a problem -Take care of equipment	-Learn all game rules -Practice new games -Teach games to others -Learn to include others -Learn how to resolve conflicts using conflict resolution
Bathroom	-Pencils stay in classroom -Use toilet paper to clean yourself well -Use bathroom in a timely manner -Feet on floors using manners	-Toilet paper in toilet -Flush toilet -Trash in trash cans -Shut off water -Tell an adult when supplies are needed -Allow others privacy	-Use tissue to clean yourself -Wash your hands with soap and warm water often -Use nearest bathroom -Directly to bathroom and return directly to classroom	-Learn how to reduce germs -Good hygiene -Use tissue to blow nose
Assembly	-Walk single file into gymnasium -Walk on floor -Sit on bleacher seat facing speaker -Hands, feet, and objects in personal space	-Facing forward toward presenter -Hands in lap -Making eye contact with speaker -Zero noise level -Raising hand if question is asked	-Give full attention to the presenter -Sit in own personal space always facing forward -Feet on floor -Personal objects in pocket	-Active learner and listener -Willing to ask questions -Applauding in unison
Bus Line Up	-Listen to adult escorting you -Use kind words	-Walk single file -Quiet voices -Respectful kind words -Mature vocabulary	-Walk in a line -Keep hands, feet and objects to yourself -Smallest students in line first -Wait for bus to stop	-Keep personal belongings in vicinity of personal space -Practice reading quietly -Share with classmates what was learned in class

BROWNING ELEMENTARY BEHAVIOR ACTION PLAN

TIER I TIER II TIER III

Minor 1 _____Principal Conference _____Parent Contact _____Principal Option_____ Date: _____ Initials: _____	**Severe 1** _____Principal Conference _____Parent Contact _____Lunch Detention (1 day) _____Principal Option_____ Date: _____ Initials: _____	**Extreme 1** _____Principal Conference _____Parent Contact _____1 day OSS _____Solutions Meeting _____Principal Option_____ Date: _____ Initials: _____
Minor 2 _____Principal Conference _____Parent Contact _____Conference with teacher _____Principal Option_____ Date: _____ Initials: _____	**Severe 2** _____Principal Conference _____Parent Contact _____1 day OSS _____ Solutions Meeting _____Principal Option_____ Date: _____ Initials: _____	**Extreme 2** _____Principal Conference _____Parent Contact _____2 day OSS _____Re-entry with team _____Principal Option_____ Date: _____ Initials: _____
Minor 3 _____Principal Conference _____Parent Contact _____Solutions Meeting _____Principal Option_____ Date: _____ Initials: _____	**Severe 3** _____Principal Conference _____Parent Contact _____2 days OSS _____Check In/Check Out Card _____Re-entry with team _____Principal Option_____ Date: _____ Initials: _____	**Extreme 3** _____Principal Conference _____Parent Contact _____3 day OSS _____Re-entry with team _____Principal Option_____ Date: _____ Initials: _____
Minor 4 _____Principal Conference _____Parent Contact _____Lunch Detention (1 day) _____Principal Option_____ Date: _____ Initials: _____	**Severe 4** ____Principal Conference ____Parent Contact ____ 5 day OSS ____Solutions Meeting ____Re-entry with team ____Principal Option_____ Date: _____ Initials: _____	**Extreme 4** _____Principal Conference _____5 day OSS _____Re-entry with team _____Principal Option **Extreme 5** *Students who reach this level may be suspended for up to 10 days and may be recommended for change in placement

Parent Option: The parent/guardian has the option of sitting in class with their child instead of having the student serve OSS.

Conference with teacher: Classroom self-reflection tool to determine the cause/purpose of the behavior and developing a plan.

Solutions Meeting: Determination of student behavior and next steps; functional behavior assessment, behavior plan, referral to outside counseling/mental health, referral for special services, medical checkup, 504 plan, etc.

Principal Option (can include but are not limited to the following)**:**

-Time out with principal	-Letter of Apology	-Meeting with Counselor
-Calming Room	-Lunch Detention	-Behavior Contract
-Out of School Suspension		

Tier I - Steps Level: Students will be placed on this level when misbehavior in the classroom has progressed through the steps in a teacher's classroom management plan and has reached the level of a referral. Placement on this level is for less severe but consistent infractions.

Tier II - Severe Level: Students are automatically placed on this level when serious misbehavior occurs and/or has completed the steps level. Severe referrals require the student is sent directly to the principal. Serious misbehavior includes, but is not limited to:

- Bullying	- Fighting	- Instigating a fight
- Insubordination	- Harassment (any)	- Vandalism
- Overt defiance	- Cussing	

Tier III - Extreme Level: Students are placed on this level after progressing through the steps in the Severe Level. The following behaviors result in immediate progression to this level:

- Failure to comply with principal request
- Assault on a student or staff member
- Selling, possession, use, or distribution of drugs, alcohol, or tobacco
- Weapons (anything used with intent to harm another person)

*In accordance with the provisions of the state and federal law and the gun free schools act, any student who brings a firearm onto school property shall be expelled for a period of not less than one calendar year unless modified by the board of trustees, upon a recommendation from the school district Superintendent.

Fighting/Instigating a Fight

- Instigating a fight will be treated in the same manner as an actual Assault or Fight and will begin on the Tier II - Severe Level of the Behavior Action Plan.

Assault:

- Less severe cases of assault will fall under the Tier II - Severe Level of the Administrative Support Plan and progress from there. Serious offenses of Assault will fall under the Tier III - Extreme Level of the Behavior Action Plan.
- Physical assault of a staff member will not be tolerated. Students who assault a staff member will be placed on the Tier III - Extreme Level on the Behavior Action Plan and may be recommended for expulsion.

Removal of Student:

- Staff members maybe called to a classroom when a student exhibits extreme overt defiance or is out of control and affecting the safety of themselves or others. The student will have a choice to leave with the staff member. If the student chooses not to leave, the rest of the students in the classroom will be asked to leave the room and de-escalation process will be held so the student can make it to a safe area (counselor room or main office)
- The student maybe placed on the Tier III - Extreme Level of the Administrative Support Plan or referred to another level of support.

***Students who receive a referral during the quarter <u>may not</u> be allowed to participate in school related functions/field trips during that quarter (administrator discretion).**

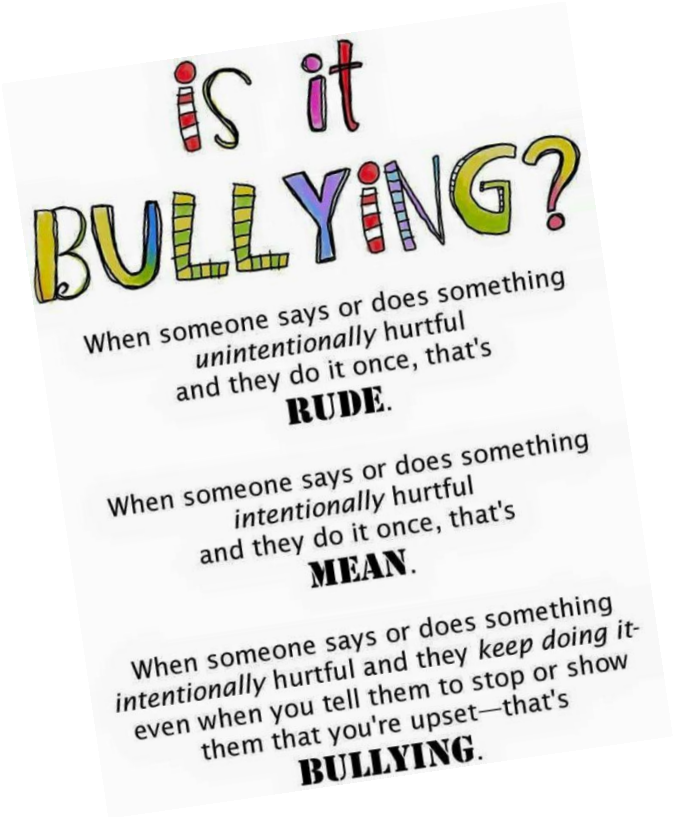
BULLYING / HARASSMENT

Bullying / Harassment will be treated in the same manner as a fight and will begin on the TIER II - Severe Level of the Behavior Action Plan.

*Bullying is when someone repeatedly and over time says or does mean or hurtful things to another person who has a hard time defending him/herself. *

Bullying can take many forms including:

- Verbal bullying such as name calling and verbal harassment
- Leaving another person out of a group
- Physical bullying such as pushing, hitting, kicking
- Telling lies and spreading false rumors
- Taking away money or other things or damaging personal property
- Threatening or forcing another person to do things they don't want to do
- Racial bullying
- Cyber bullying (social media)



****REPORTING BULLYING****

Browning Elementary School is a no bully zone! We take every report of bullying serious however it's important to be aware of the distinction and definition of what bullying is.

When we receive a report of bullying, the following steps are taken confidentially:

1. Report of bullying is received.
2. Information gathering – names of students involved and description of the incident(s)
3. Interviewing – students are interviewed individually in regards to the incident(s).
4. Determination – if it is determined that bullying is occurring we do the following:
    a. Appropriate consequence (refer to the MTSS behavior plan)
    b. Parent notified
    c. Safety plan for victim (if necessary)
    d. Individual counseling (if necessary)

Browning Elementary strongly encourages positive relationships among students and staff. Please encourage your child to behave in a safe and appropriate manner; keep hands/feet to self, keep mean words to self, include everyone, take up for someone who is being bullied, and **report all bullying incidents to the assistant principal or the principal immediately.**

Browning Public Schools 07/01/2020 through 06/30/2021	Browning Elementary 2020-2021 Calendar Year	Calendar Report 06/16/2020 // 10:12:22 AM

Legend

Non-instructional day

Non school day

Key Dates

We, Aug 19..... Non school Day, In Service
Th, Aug 20 ..... Non school Day, In Service
Fr, Aug 21 ..... Non school Day, In Service
Mo, Sep 7 ..... Non school Day, Labor Day
Th, Oct 15 ..... Non school Day, Teacher Convention
Fr, Oct 16 ..... Non school Day, Teacher Convention
We, Oct 28..... Instructional Day, 1st quarter end
Tu, Nov 10 ..... Instructional Day, Parent-Teacher Conference
Th, Nov 12 ..... Instructional Day, Parent-Teacher Conference
We, Nov 25..... Non school Day, Thanksgiving
Th, Nov 26 ..... Non school Day, Thanksgiving
Fr, Nov 27 ..... Non school Day, Thanksgiving
Mo, Dec 21..... Non school Day, Winter Break
Tu, Dec 22 ..... Non school Day, Winter Break
We, Dec 23..... Non school Day, Winter Break
Th, Dec 24 ..... Non school Day, Winter Break
Fr, Dec 25 ..... Non school Day, Winter Break
Mo, Dec 28..... Non school Day, Winter Break
Tu, Dec 29 ..... Non school Day, Winter Break
We, Dec 30..... Non school Day, Winter Break
Th, Dec 31 ..... Non school Day, Winter Break
Fr, Jan 1 ..... Non school Day, Winter Break
Mo, Jan 18 ..... Instructional Day, 2nd quarter/1st semester end
Tu, Jan 19 ..... Non school Day, In Service
Fr, Feb 26 ..... Non school Day, No School (Make up day if needed)
We, Mar 24..... Instructional Day, 3rd quarter end
Mo, Mar 29..... Non school Day, Spring Break
Tu, Mar 30 ..... Non school Day, Spring Break
We, Mar 31..... Non school Day, Spring Break
Th, Apr 1 ..... Non school Day, Spring Break
Fr, Apr 2 ..... Non school Day, Spring Break
Tu, Apr 6 ..... Instructional Day, Parent-Teacher Conference
Th, Apr 8 ..... Instructional Day, Parent-Teacher Conference
Mo, May 31..... Non school Day, Memorial Day
Th, Jun 3 ..... Instructional Day, 4th quarter/2nd semester end

July

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Total Instructional Days: **180** Minutes: **NaN**

Total Non-Instructional: Days: **0** Minutes: **NaN**

Total Non-School: Days: **185** Minutes: **NaN**

Napi Elementary Parent and Student Handbook

2020-2021

School Song: We're the Napi Golden Eagles! We always do our best! We'll spread our wings and we will soar high above the rest! We're the kids from Napi! We set our sights so high, the Napi Golden Eagles, our limit is the sky!

School District #9, Glacier County, Montana
Browning Public Schools
P.O. Box 610
Browning, MT 59417

Student and Parent Handbook Receipt Form
2020-2021

I acknowledge that I have received and read a copy of the Browning Public Schools Student/Parent Handbook). I understand that the policies and practices contained in the handbook govern student behavior and expectations while in attendance of Browning Public Schools. I understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the handbook. I understand that I may access all district policies via the district webpage.

Parent's or Guardian's Signature_____

Date _____

I acknowledge that I have received and read a copy of the Browning Public Schools Student/Parent Handbook. I understand that the policies and practices contained in the handbook govern student behavior and expectations while in attendance of Browning Public Schools.

Student's Signature_____

Date _____

Student Signature Page

Students will not be allowed to participate in school related activities or utilize technology until their Student Signature page is signed by a parent or guardian and returned to the office

To students and parents:

Parent/Guardians, and Students,

We are pleased to welcome you to a new and exciting year at Browning Public Schools – a year focused on Standards Based Education resulting in our goal of increased student achievement.

Please read and review this handbook with your student as it contains important information regarding school policies and procedures. If you have any unanswered questions please contact us by phone or come into the school and talk to us personally. We encourage frequent communication between home and school, as it is important for the success of our students.

We encourage your involvement in your child's education and welcome your support throughout the year. You are invited to come into the school at any time with questions, concerns, and to celebrate your child's successes with us.

Please sign and return the student/parent signature pages to the school acknowledging that you have read the handbook and discussed its contents with your child. It is through working together that we will reach our goal of increased student achievement. Thank you for your cooperation.

The BPS student handbook contains information that students and parents are likely to need during the school year. The Student Handbook is designed in harmony with Board Policy. Please be aware that this document is updated annually, while policy adoption and revision is an ongoing process. Therefore, any changes in policy that affect student handbook provisions will be made available to students and parents through newsletters and other communications. These changes will generally supersede provisions found in this handbook that have been made obsolete by newly adopted policy. Please note that references to policy codes are included to help parents confirm current policy. A copy of the District's policy manual is available in the school office and on the District website. In case of conflict between Board policy or any provisions of student handbooks, the provisions in the student handbooks are to be followed.

Table of Contents

District Mission Statement……5
Office Hours/School Hours/School Dismissal/Nurse……6
Transportation Matrix……7
School Visitors/Attendance/Parent Teacher Conferences……8
Counselor Information/Parent Center/Acceptable Use of Electronics……9
Parent Council/Extra Curricular Activities……10
Eligibility/Make-Up Work/Tutoring……11
Cellular Phones/Appropriate Dress/Personal Space/Public Displays of Affection/Parties and Snacks/Breakfast/Lunches……12
Food and Drink/Bullying/Field Trip Criteria……13
Quarterly Awards & Grading……14
MTSS……15
Classroom Expectations……16
Administrative Support Plan……17
School Calendar……20
Sexual Harassement Continuum……21
AUP……22

DISTRICT MISSION STATEMENT

Browning Public Schools works with all stakeholders – families, students, staff, trustees and community – to provide a high quality, culturally diverse education for all our children using guidance, teaching, and support through collaboration and communication.

DISTRICT VISION STATEMENT

- Browning Public Schools is a safe environment that teaches personal and community wellness and provides support and strategies for overcoming adversity.
- In Browning Public Schools, we are free to teach and learn successfully. We instill and develop respect and pride for self, family, school, community, our environment and all cultures through service to others.
- We model hard work and personal accountability through humility and dedication – demonstrating that these values are the responsibility of all.
- We cultivate and nurture strong partnerships with the community to build citizens who have a sense of place, respect for Mother Earth, and an understanding of the rights and responsibilities of, and to, all people in all communities.

Office Hours

The office hours for Napi Elementary are 7:35 a.m. to 5:00 p.m. Student's absences, tardiness, or homework requests should be called in before classes start at 8:05A.M. In the event, you have questions concerning the school buses, you may call Transportation for assistance at 338-2952 from 6:00 a.m. to 5:00 p.m.

School Hours

Students are expected to arrive no earlier than 7:45 a.m. and leave no later than 3:30 p.m. unless involved in extracurricular activities or tutoring. Otherwise, students must have permission from a supervising teacher to remain in the building after school. Parents are advised that playgrounds are supervised from 7:45 a.m. - 3:30 p.m.

School Dismissal

We want all children to be safe after school. Please ensure to encourage students to use all available crosswalks and to comply with supervising adults. Please be prompt when picking up your child. If your child has not been picked up by 4:00 p.m. Monday thru Thursday, we will call an emergency contact that is listed in Infinite Campus. In the event we cannot reach anybody, we will call Child Protection Services.

Please check the school calendar for early dismissal dates. Parents must have a plan in place for Fridays' and early dismissals before holidays'. If your child has not been picked up by 3:00 p.m., we will call an emergency contact number and/or Child Protection Services. **Messages to students cannot be guaranteed after 2:00 p.m. on regular school days and 1:00 p.m. on early out days.**

School Nurse

The school nurse is available daily from 8:00am to 12:00pm. Napi's School Nurse is Ms. Sabo and she may be reached by contacting the main office. Students that are directed to return home for the day by the school nurse are special circumstanced. Please contact with school nurse with all questions, concerns, and needs regarding medication.

Napi Transportation Matrix

Napi Bus Matrix	Waiting to get on the Bus	Entering the Bus	Riding the Bus	Exiting the Bus
B **Be Responsible**	*Be on time for your bus *Be dressed for the weather	*Find your seat quickly and quietly *Have all belongings in your backpack	*Wait until you get off the bus to eat *Use quiet voices *Keep hands, feet, and objects to yourself	*Watch for and be ready for bus stop *Take all your belongings with you
U **Use Respectful Actions**	*Treat others with respect *Keep your seat and bus clean	*Enter 1 person at a time, taking turns *Great others kindly *Share your seat with others when needed	*Use school appropriate words, stories, and jokes *Keep hands, feet, and objects to yourself *Take pictures with only permission	*Keep your hands, feet, and objects to yourself *Take pictures only with permission *Speak with kind words
S **Stay Safe**	*Wait for the bus in a safe stop *Stay on the walking side to the buses	*Wait for the bus to stop and the door to open before approaching the bus	*Stay seated at all times *Keep everything inside the bus at all times.	*Stay in your seat until the bus stops completely *Wait for drivers signal to cross the street *Move quickly away from bus

School Visitors

All parents and visitors must sign-in at the office and state their destination. Anybody that appears to be angry or requests to see a teacher during instruction time will not be allowed beyond the office. School visitors that demonstrate behavior that is disruptive or negatively impacts the school environment may not be allowed on the premises in the future. This will also pertain to all school activity events.

Attendance

Students are expected to arrive at school on time and stay the entire day. Students are tardy to school if they arrive after the school day has begun. Any student who leaves campus without permission, or gets off the bus at another school will be considered truant, and are subject to discipline. **ALL ATTENDANCE SLIPS – MEDICAL, DENTAL, SPECIAL CIRCUMSTANCE, ETC MUST BE TURNED IN TO THE OFFICE WITHIN 10 DAYS OF RETURNING TO SCHOOL IN ORDER TO VERIFY AND MEET THE ATTENDANCE POLICY REQUIREMENTS**.

Perfect Attendance:

- Have no tardies-attendance is taken at 8:15 a.m.
- Have no checkouts before 3:15 pm (M-Th) and 2:15 pm (F or any early out)
- School Related absences will not count against student
- Special Circumstance absences will not count against student up to 3 days

Great Attendance:

- Student can have up to 4 absences
- Students are counted tardy after 8:15A.M. and absent after 9:00A.M. for ½ a day and a full day after 12:00P.M.
- Students can be checked out during the day for no longer than 2 hours and must return before the end of the school day.
- School Related and Special Circumstance absences will not count against student (up to 3 days).

95% Attendance:

- Students can have up to 9 absences per year.
- Students are counted tardy from 8:15A.M. and absent after 9:00 A.M. for a ½ day and a full day after 12:00 P.M.
- Students can be checked out during the day for no longer than 2 hours and must return at the end of the school day.
- School Related and Special Circumstance absences will not count against student (up to 3 days)

Parent-Teacher Conferences

- November 10th and November 12th from 4:00-7:00
- April 6th and April 8th from 4:00-7:00

Counselor Information

The counseling center is located in Room 10. Mr. Jason Andreas is our school counselor. Office hours are posted outside of the door.

The following are some of the support services they will assist students, parents, and staff with:

- Individual counseling
- Group counseling
- Social and emotional skill building classes
- 504 Accommodations
- Family Support Services for students with academic and social needs.
- School Safety Support
- Title 9 Coordinator

Parent Center

The Parent Center is available at Napi Elementary. A computer is available to help support parents in accessing their student's Infinite Campus information. School information is posted in this area for upcoming school activities. Literature or items that are placed on the tables, is meant for the public to take.

Acceptable Use of Electronic Network (BPS Policy # 3612)

Internet access and interconnected computer systems are available to the District's students and faculty. Electronic networks, including the Internet, are a part of the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

In order for the District to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. Students utilizing school-provided Internet access are responsible for good behavior on-line. The same general rules for behavior apply to students' use of District-provided computer systems. Students must understand that one student's misuse of the network and Internet access may jeopardize the ability of all students to enjoy such access. While the District's teachers and other staff will make reasonable efforts to supervise the use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

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

    A. Uses that violate the law or encourage others to violate the law, including, but not limited to, transmitting offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by the District's student discipline policy; viewing, transmitting, or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.

Please ensure you return the Technology Agreement policy, so your student may enjoy the educational benefits of technology while at Napi.

Napi Parent Council

Parents are encouraged to inform principals if they are interested in being involved in school related activities.

Extra-Curricular Activities

We encourage Napi Elementary students to become actively involved in school activities outside of their regular academic schedule. Clubs are offered provided a club sponsor is recruited. Additional changes to clubs may be made throughout the school year, due to staff and student interests.

Clubs and Activities:

Culture Club

Beading Club

Chess Club

Chorus

Band

Monthly Family Activities

Open House

Christmas Program

Parent Teacher Organization

Sports Offered:

Girls Basketball

Boys Basketball

Volleyball

Full-Contact Football

Cross Country

Track

Wrestling—5th Grade students only

Eligibility

Napi Elementary sponsors extracurricular activities for grades 4-5. All activities are instructional and geared toward fun. In order for Napi Elementary students to be eligible for extracurricular activities the following requirements must be met:

-Attendance Requirements

Student athletes must attend school 4 of the last 5 days prior to participation in game/activity.
Attendance the day of the game/activity is mandatory.
Exceptions to this will require a medical excuse (See Medical Absence in Napi Parent/Student Handbook).

-Student Behavior Requirements

Student athletes who receive a Severe 1 referral during a particular season will be ineligible to participate for 5 consecutive school days for practice and/or games during that time period.
Student athletes who receive a Severe 2 referral during a particular season will be ineligible to participate in that sport for 10 consecutive school days for practice and/or games during that time period.
Student Athletes who receive a Severe 3 referral during a particular season will be ineligible to participate for 15 consecutive school days for practice and/or games.
Students who receive an Extreme 1 referral will be ineligible for the remainder of the semester. Students who receive an Extreme 2 referral will be ineligible for the remainder of the school year.
Student athletes must have no missing or damaged library books, textbooks, or school equipment.
All fines are to be paid.

-Academic Requirements

1. Students must maintain a 70% in all academic areas.
2. Students marked ineligible will remain ineligible until their grades meet the 70% criteria in all academic areas.

Parents are encouraged to utilize Infinite Campus to monitor their students' academic, behavior, and attendance. Please contact the building secretary if you need assistance accessing Infinite Campus.

Make-up Work

Parents/Guardians are responsible for contacting teachers directly to request make-up work/homework. Secretaries will transfer calls for such requests to the homeroom teachers via voicemail when the request is made. Please provide the teacher 24 hours to accommodate these requests. Students have two days for every day they are absent to complete missed assignments.

Tutoring

After-School Tutoring will be available Mondays, Tuesdays, and Thursdays from 3:30 – 5:00p.m. Students must turn in a completed permission slip in order to attend.

Cellular Phones and Electronic Devices

Napi Elementary complies with district policy #3630 which allows for the use of cellular phones and other electronic devices before and after school only. Since the allowance of these items has presented a problem in the past, students are strongly encouraged to leave them at home. If a student chooses to bring these items, they must be turned into the office or the homeroom teacher at the beginning of the instructional day, and will be returned to the student at the end of the school day. If the homeroom teacher elects to not keep cell phones, students will be allowed to bring their phones to the office. If a substitute teacher is in the classroom, the student is encouraged to bring their device to the office. Electronic devices that are not turned in will be confiscated and only returned to parents/guardians. Napi Elementary or District #9 will not be responsible if these items are lost or stolen. Recording any student or staff member while at school is prohibited. Failure to comply will result in loss of this privilege and/or discipline.

Appropriate Dress

Hats may be worn to school, but must be removed and placed in the locker upon entering the building. Students will be subject to discipline if they are wearing their hat in the building. Students will be allowed to wear hooded sweatshirts but are required to remove hoods while in the building. Students who refuse to remove their hoods are subject to discipline and will not be allowed to wear their hooded sweatshirts during the school day. We encourage students at Napi Elementary to refrain from wearing eye make-up, lipstick, and apparel that shows a student's undergarments. Students need to wear appropriate shoes; if shoes are worn to school that are a safety hazard, the student will be sent home to change into appropriate shoes.

Personal Space

Students are encouraged to respect each other's personal space. Personal space is defined as: the distance from another person at which one feels comfortable when talking to or being next to that other person.

Public Displays of Affection

Being affectionate in school creates an environment that is not conducive to concentration and learning, therefore students should refrain from inappropriate, intimate behaviors on campus or at school related events and activities. Students are expected to show good taste and conduct themselves respectfully at all times.

Parties/Snacks

Parties and snacks will be allowed for special occasions. Parties will be at the discretion of school staff. Snacks will need to be left at the front office if brought during instructional times. The front office will contact teachers to schedule a time to deliver snacks. Beverages other than water will not be allowed.

Please do not go past the office and bring snacks/drinks to your child's classroom.

Breakfast/Lunch

Free hot breakfast and lunch is provided to all students. Students are free to bring their own lunch, but we ask that the meal be of high nutritional value. Candy and soft drinks are not allowed in school or the cafeteria. Parents who drop off lunch for students must do so by 11:00 AM.

Food and Drink

Water is the only acceptable drink during school hours. Chips, gum, candy, and other snacks will not be allowed during the school day with the exception of special occasions/parties. . Students who are in sports or clubs are allowed to bring sports drinks and a snack for after school. Gum will still not be allowed.

Bullying

Bully prevention is one of our highest priorities at Napi Elementary. Bullying will simply not be tolerated. Students who are guilty of such behavior will be firmly addressed through a progressive intervention plan that is determined by the building principal.

Anti-bullying class meetings are held weekly. In these meetings students learn strategies to prevent, address, and report bullying. Students need to share the responsibility of implementing what they learn in these meetings to help ensure their school is a safe and welcoming place for everybody. For example, students are taught that cheering on or planning of bullying related incidents is a form of bullying.

Students with bullying related referrals will be placed on the Administrative Support Plan based on the severity and/or number of incidents. Principal discretion will be applied.

Victims of bullying will be referred to the school counselors. Parents are asked to report bullying to building administrators, teachers, and/or counselors.

Field Trip Criteria

Napi Elementary students are expected to conduct themselves in an orderly and respectful manner whether on school grounds or attending a school function (i.e.field trip, assemblies). Field trips, special events, and off-campus school activities are a privilege and not a right. **As such, Napi Elementary reserves the right to deny participation in field trips, travel or activities for those students who have demonstrated inappropriate behavior in the school setting or at previous functions.**

The following criteria will be used to determine eligibility for all students to attend any field trips/activities supported by Napi Elementary.

1. Good Behavior field trip/activity---No referrals for 2nd thru 4th quarter of the academic year
2. Attendance field trip/activity—no more than 4 absences for the year
3. Honor Roll field trip/activity---3.0 GPA for any three quarters
4. Educational field trip---Referral criteria below:

Students who receive two or more severe referrals during the second semester will not be eligible to attend the field trip. Students who have 10 or more absences during the second semester are not eligible to attend. Second semester begins in January, please reference BPS School Calendar for the exact date.

Students who do not attend field trips will still be expected to attend school and will be provided alternative required work during the school day.

Good Behavior, Good and Perfect Attendance, High Honor Roll, and Honor Roll Field Trip
At the end of the year, we have an activity/trip for all students who have made High Honor Roll or Honor Roll for three quarters, have good and/or perfect attendance for the year, and for students who have had no referrals for the entire year. Students who transfer to Napi Elementary during the school year will be eligible to participate if they met the requirements.

Students who receive an Extreme referral may not be allowed to attend field trips/and or activities for the entirety of the school year. Principal discretion will be applied.

Quarterly Awards

- Honor Roll---3.0 GPA
- High Honor Roll---4.0 GPA
- Attendance—no more than one absence per quarter
- Behavior—no referrals
- Please reference the district calendar for dates for quarterly award assemblies.

Grading

- 75%---Daily attendance, classwork, and participation
- 25%---Formal assessments
- Please reference the district calendar for dates for midterm and final grades.
- Parents may access Infinite Campus Parent Portal through the district website: http://www.bps.k12.mt.us

(MTSS) Multi-Tiered System of Supports

Napi Elementary is an MBI school. MBI refers to the application of positive interventions and system changes to achieve socially important behavior change. In Montana, MBI is transitioning to MTSS or a Multi-Tiered System of Support for behavior and academics. The process has been applied successfully with a wide range of students, in a wide range of contexts, and extended from an intervention approach for individual students to an intervention approach for entire schools.

Napi Behavior Matrix

	SCHOOL WIDE	HALLWAY	CAFETERIA	PLAYGROUND	ASSEMBLY	EMERGENCY PROCEDURE
N NAPI EAGLES ARE SAFE		✓ Walk in a single line. ✓ Watch where you are going.	❖ Walk quietly & sit first. ❖ Exit peacefully.	Be aware of others' personal space Stay in the boundaries.	• Enter & exit in an orderly manner.	▪ Walk Quietly ▪ Stay in class line
A ALWAYS ARE RESPECTFUL	➢ Keep our school clean	✓ Walk on the right side. ✓ Stop at corners.	❖ Use manners in line. ❖ Clean up after yourself.	Be kind to students and staff. Line up when & where expected.	• Respect the people around you. • Applaud appropriately.	▪ Remain calm ▪ Stay with class
P PARTICIPATE IN THEIR EDUCATION	➢ Come to class prepared ➢ Follow directions	✓ Move quietly to avoid disrupting classes.	❖ Follow directions given by adults.	Follow the rules of the given game. Show sportsmanship.	• ACTIVE LISTENING	▪ Follow directions ▪ Listen to adults
I INSPIRE & INCLUDE OTHERS	➢ Be helpful to all students.	✓ Lead by example.	❖ Be kind to the people sitting near you. ❖ Converse quietly with people near you.	Include others in all games. Share the equipment.	• Be a good audience. • Stay together as a class.	▪ Make sure everyone in your class is safe.

Napi Elementary Behavior Management Plan

Classroom Plan Expectations

1. Follow directions the first time
2. Have learning tools ready
3. Use Active Listening Posture
4. Participate
5. Be Respectful & Do Your Best Work

Positives

Individual teachers will have a list of classroom incentives and rewards listed on classroom plans.

Example: Extra Recess, Positive Note Home, Tickets for School Store

Consequences

1. Warning: Student's name written in behavior log
2. Calming and Refocusing Time in classroom (Time-Out)
3. Self-Reflection Room: Minimum of 15 minutes and parent contact as soon as possible.
4. Noon Detention: Assigning teacher will email the student's name and reason to teacher supervising lunch detention.
5. Referral: Documentation of Time-Out, Self-Reflection Room, Parent Contact, and Noon Detention slip
***Teachers are expected to contact parents prior to step 5. Parents may be contacted on step 1 or 2, depending on the circumstances.

Napi Administrative Support Plan

Parents may have the option of shadowing their child for the scheduled days of ISS and/or OSS so that they may remain in their homeroom class. The parent needs to remain with the child for the entire school day, including lunch and recess. Principal discretion will be used.

- **Behavior Intervention Strategies will be taught in ISS Daily**.
- **Principals will ensure that IEPs' remain a priority for students that reach the Severe or Extreme steps of the Administrative Support Plan.**

Steps	**Severe**
Step #1 **Principal conference with student** **1 Days of ISS lunch detention** **Parent Contact-optional**	**Severe #1** **Principal conference with student** **2 Days of ISS starting at 11:00*** ***Start time at Principal's discretion** **Parent Contact**
Step #2 **Principal conference with student** **2 Days of ISS lunch detention** **Parent Contact-optional**	**Severe #2** **Principal conference with student** **3 Days of ISS starting at 11:00*** ***Start time at Principal's discretion** **Parent Contact**
Step #3 **Principal conference with student** **3 Days of ISS lunch detention** **Parent Contact-optional**	**Severe #3** **Principal conference with student** **3 Full days of ISS** **Parent Contact**
Step #4 **Principal conference with student** **4 Days of ISS lunch detention** **Parent Contact**	**Severe #4** **Principal conference with student** **3 Full days of ISS** **Parent Contact**
Progress to Severe #1	**Progress to Extreme #1**

Extreme

Students reach the extreme level through the following:

1. **By progressing through the previous steps in the discipline plan**
2. **Being in possession of, using, or purchasing drugs, alcohol or tobacco**
3. **Being with others who are in possession of, using, or purchasing drugs, alcohol or tobacco.**
4. **Assault**
5. **Set off Fire Alarm, placed on Extreme 4**
6. **Weapons**
7. **Threats or violence directed towards students, staff, or school**
8. **Building administration reserves the right to place students on any level based on his/her discretion.**

Extreme #1 Parent contact with copy of the referral 1 full day OSS and 1 day of ISS Mandatory re-entry meeting with team (homeroom teacher, person who wrote the referral, counselor, administrator, parent, and student) 2 classes of one on one behavior interventions with counselor
Extreme #2 Parent contact with copy of the referral 2 full days OSS and 2 days of ISS Mandatory re-entry meeting with team (homeroom teacher, person who wrote the referral, counselor, administrator, parent, and student) 3 classes of one on one behavior interventions with counselor
Extreme #3 Parent contact with copy of the referral 3 full days OSS and 2 days of ISS Mandatory re-entry meeting with team (homeroom teacher, person who wrote the referral, counselor, administrator, parent, and student) 3 classes of one on one behavior interventions with counselor

Extreme #4 Parent contact with copy of the referral 5 full days of OSS Mandatory re-entry meeting with team (homeroom teacher, person who wrote the referral, counselor, administrator, parent, and student) 5 classes of one on one behavior interventions with counselor
Extreme #5 Parent contact with copy of the referral Up to 10 full days of OSS Re-entry meeting with team (homeroom teacher, the person who wrote the referral, counselor, administrator, parent, and student) student may be placed on an alternate schedule 5 classes of one on one behavior interventions with counselor

Students who continue to receive behavior referrals after they have reached Extreme level #5 may be suspended from school for up to 10 days and may be recommended for expulsion.

Napi School Calendar 2020-2021

Browning Public Schools 07/01/2020 through 06/30/2021	Napi School 2020-2021 Calendar Year	Calendar Report 06/16/2020 // 10:11:16 AM

Legend

Non-instructional day

Non school day

Key Dates

We, Aug 19..... Non school Day, In Service
Th, Aug 20 ..... Non school Day, In Service
Fr, Aug 21 ..... Non school Day, In Service
Mo, Sep 7 ..... Non school Day, Labor Day
Th, Oct 15 ..... Non school Day, Teacher Convention
Fr, Oct 16 ..... Non school Day, Teacher Convention
We, Oct 28..... Instructional Day, 1st quarter end
Tu, Nov 10 ..... Instructional Day, Parent-Teacher Conference
Th, Nov 12 ..... Instructional Day, Parent-Teacher Conference
We, Nov 25..... Non school Day, Thanksgiving
Th, Nov 26 ..... Non school Day, Thanksgiving
Fr, Nov 27 ..... Non school Day, Thanksgiving
Mo, Dec 21..... Non school Day, Winter Break
Tu, Dec 22 ..... Non school Day, Winter Break
We, Dec 23..... Non school Day, Winter Break
Th, Dec 24 ..... Non school Day, Winter Break
Fr, Dec 25 ..... Non school Day, Winter Break
Mo, Dec 28..... Non school Day, Winter Break
Tu, Dec 29 ..... Non school Day, Winter Break
We, Dec 30..... Non school Day, Winter Break
Th, Dec 31 ..... Non school Day, Winter Break
Fr, Jan 1 ..... Non school Day, Winter Break
Mo, Jan 18..... Instructional Day, 2nd quarter/1st semester end
Tu, Jan 19 ..... Non school Day, In Service
Fr, Feb 26 ..... Non school Day, No School (Make up day if needed)
We, Mar 24..... Instructional Day, 3rd quarter end
Mo, Mar 29..... Non school Day, Spring Break
Tu, Mar 30 ..... Non school Day, Spring Break
We, Mar 31..... Non school Day, Spring Break
Th, Apr 1 ..... Non school Day, Spring Break
Fr, Apr 2 ..... Non school Day, Spring Break
Tu, Apr 6 ..... Instructional Day, Parent-Teacher Conference
Th, Apr 8 ..... Instructional Day, Parent-Teacher Conference
Mo, May 31..... Non school Day, Memorial Day
Th, Jun 3 ..... Instructional Day, 4th quarter/2nd semester end

July

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

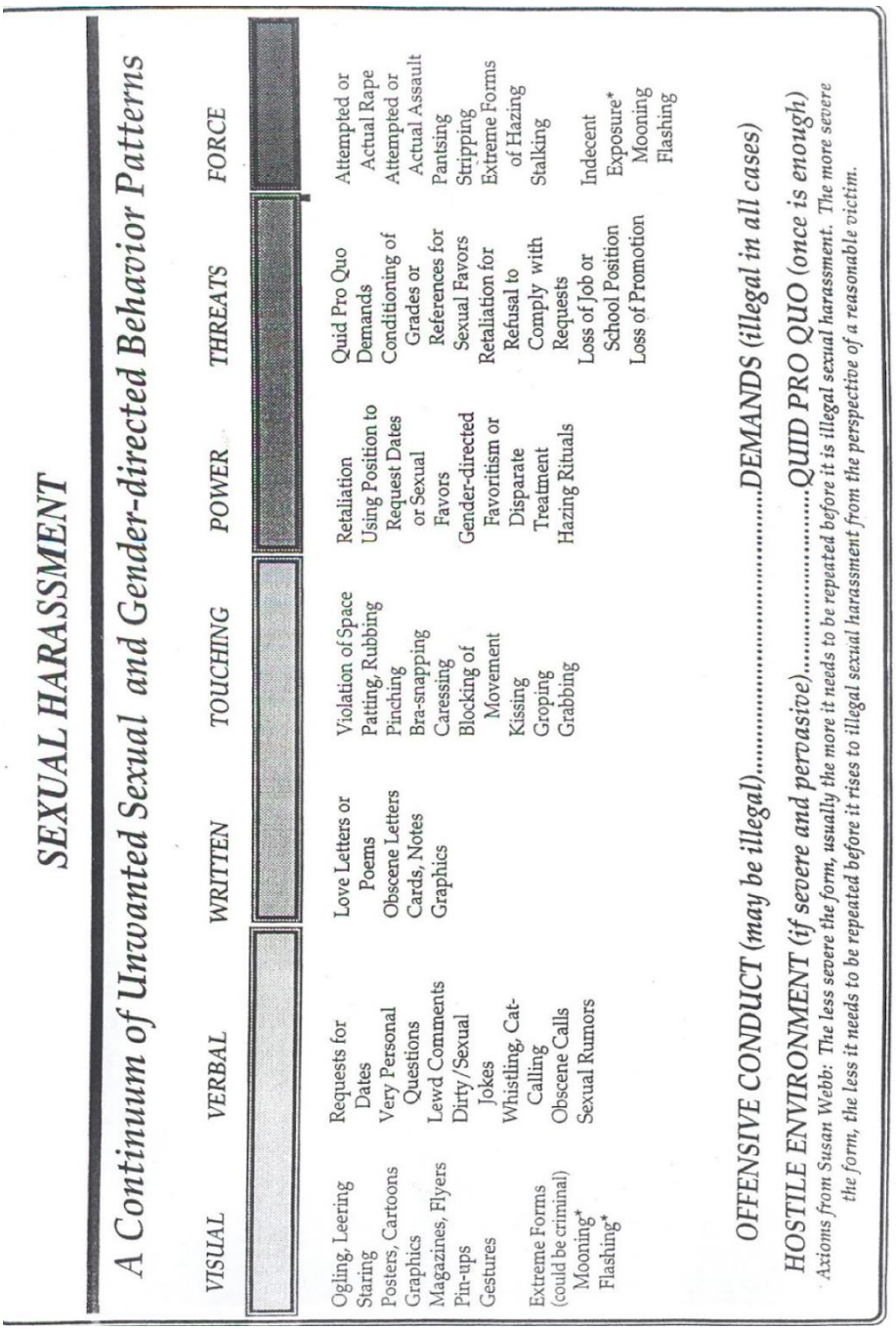
Total Instructional Days: **180** Minutes: **NaN**

Total Non-Instructional: Days: **0** Minutes: **NaN**

Total Non-School: Days: **185** Minutes: **NaN**

Sexual Harassment Continuum

To safeguard students from being the victim or being the victimizer, the BPS Sexual Harassment policy and continuum is reviewed with students at the beginning of the school year and occasionally throughout the year. Napi Elementary Staff stress the importance to our students to always make good decisions about each other's personal space and that behavior that is identified in the Sexual Harassment Continuum is not acceptable. Students are cautioned to not engage in 'joking around' in regards to behavior that is identified on the continuum, as these behaviors are identified as indicators of sexual harassment.



SEXUAL HARASSMENT

A Continuum of Unwanted Sexual and Gender-directed Behavior Patterns

VISUAL	VERBAL	WRITTEN	TOUCHING	POWER	THREATS	FORCE
Ogling, Leering	Requests for Dates	Love Letters or Poems	Violation of Space	Retaliation	Quid Pro Quo Demands	Attempted or Actual Rape
Staring	Very Personal Questions	Obscene Letters	Patting, Rubbing	Using Position to Request Dates or Sexual Favors	Conditioning of Grades or References for Sexual Favors	Attempted or Actual Assault
Posters, Cartoons	Lewd Comments	Cards, Notes	Pinching	Gender-directed Favoritism or Disparate Treatment	Retaliation for Refusal to Comply with Requests	Pantsing
Graphics	Dirty/Sexual Jokes	Graphics	Bra-snapping	Hazing Rituals	Loss of Job or School Position	Stripping
Magazines, Flyers	Whistling, Cat-Calling		Caressing		Loss of Promotion	Extreme Forms of Hazing
Pin-ups	Obscene Calls		Blocking of Movement			Stalking
Gestures	Sexual Rumors		Kissing			Indecent Exposure*
Extreme Forms (could be criminal)			Groping			Mooning
Mooning*			Grabbing			Flashing
Flashing*						

OFFENSIVE CONDUCT (may be illegal).....DEMANDS (illegal in all cases)

HOSTILE ENVIRONMENT (if severe and pervasive).....QUID PRO QUO (once is enough)

Axioms from Susan Webb: The less severe the form, usually the more it needs to be repeated before it is illegal sexual harassment. The more severe the form, the less it needs to be repeated before it rises to illegal sexual harassment from the perspective of a reasonable victim.

1995 Handout Adaptation (for educational settings by *The Harper Consulting Group* from sexual harassment training materials developed by GENERAL ELECTRIC in "Sexual Harassment: It's No Game" by the Center for Women in Government, Albany, NY, 1992.

Catalyst Resources, 301 South Ewes Street, Helena, MT 59601-4638

Browning Public Schools

Policy #
Policy Name: *Acceptable Use of Electronic Networks*
Regulation: **#3612F**

At Browning School District #9, we believe that technology can be a powerful tool to enhance learning, enabling students to access information and collaborate with others across the school, community, and the Internet. We believe that all students, staff and parents must be good digital citizens by following standards of ***acceptable use*** when using either school-owned technology (software, hardware, school network, Internet) or their own personal electronic device[1] for school purposes while enrolled at Browning School District #9. The declaration below outlines these standards of acceptable use. Once signed, it will act as an agreement between Browning School District # 9 and

Student's name (printed) _____ Student's parent/guardian's name (printed) _____

This declaration must be reviewed and signed by both the student and their parent/guardian in order for any student to use *a school technology* (including computers, cameras, tablet devices, iPads, etc.) while on or off campus or to use their *own personal electronic device* while on campus.

Section A: Student Declaration
As a student at Browning School District #9, I value having access to technology to support my learning. I know that along with this privilege goes great responsibility. To demonstrate my commitment and understanding of the level of responsibility that is required, I agree to each of the expectations and guidelines listed below:

- I understand that having access to technology in school is a privilege and that this privilege may be revoked if I fail to fulfill my responsibilities as a user of this technology. I will comply with all the policies and rules pertaining to the use of technology, which the district has established or may establish in the future.
- When connected to the Internet, I will not reveal personal information such as my age, address or phone number, or those of other students or persons to anyone or any service.
- I will take full responsibility for, and respectfully use, the technology available to me at school. For example, this means I will use proper care if transporting, handling or operating any electronic device (e.g. computer, camera, etc.) while in school, whether it belongs to the school, another student, or myself.
- I understand that the district uses a content filter on its Internet access, yet I know it is possible that I may encounter inappropriate material. I will immediately close the application that depicts this material. I will then inform my teacher. I further understand that attempting to circumvent filtering solutions the district has in place is inappropriate and may result in disciplinary action.
- I understand that personnel from the school and District Technology have access to information about every web page I visit and file I create on school computers. I am aware that this information may be monitored and viewed by my teachers or other district personnel. I understand that this limits privacy as it pertains to the use of the technology that is assigned to me and information that is stored on school-provided (local and web-based) file storage spaces.
- I will not download or install any software, music, movies, or files of any nature unless I have been granted specific permission to do so by my teacher and the copyright holder grants permission.[2]
- I will always log out of the computer when finished using it, or when moving out of sight of the computer. (Any actions done on a computer when YOU are logged in are directly traceable to you.) I will not access or use the account of another student or teacher. If I notice another student or teacher has not logged out of a computer I am using, I will notify them (if possible) and log out.

- I will use a camera (or any device with a camera, e.g. cell phone, netbook, laptop, etc.) to take photos during school in an appropriate and responsible way both in school and on school supported field trips. School Administration may search my camera/phone/netbook memory if they feel school rules have been violated.
- I will not create, use, display, or store any offensive, obscene, inflammatory or defamatory language or images. I will not use the technology in any way that negatively affects any other student or persons.
- I will complete Internet Safety activities if prescribed by my teacher to learn about online safety and ethical online behavior.

Section B: Students bringing their own personal electronic device to school

Students at Browning School District 9 may bring their own personal electronic devices *(including digital cameras, computers, web-enabled phones or personal devices (e.g. iPads, iPod touches, Kindle Fires, Android Tablets, laptops, etc.)* which may or may not be able to connect to the school wireless network at the discretion of the buildings administration. When at school, all of the above conditions apply to these student-owned, personal electronic devices, in addition to the following:

- I will only connect to the school wireless network, and NOT to the school's wired network, nor any other (external) wireless network. This includes NOT connecting to 3G/4G or cellular type networks while on school campus.
- The device I am using will have virus protection software which is up-to-date.
- I will turn off all peer-to-peer (music/video/file-sharing) software or web-hosting services on my device while connected to the school wireless network.
- I will use the student owned device in class *only with the teacher's expressed permission.*
- I will use the student owned device outside the class (i.e. lunchroom) *only with the building administration's expressed permission.*
- I understand the security, care and maintenance of my device is my responsibility. I will securely store and charge my device when not in use.
- I understand that the school is not responsible for the loss, theft or damage of my device. I am fully responsible for my property while it is at school. I understand that should I leave my device in the custody of a staff member that they are not responsible for the loss, theft or damage of my device.
- I understand that personnel from the school and district technology may access my personal electronic device if there are reasonable grounds to believe that there has been a breach of school rules or discipline policies and that a search of the device would reveal evidence of that breach whether that search does or does not reveal a breach. This may include, but not limited to, audio and video recording, photographs taken on school property that violates the privacy of others, issues regarding bullying, verification that the students device is connected to the school network, etc. Students will provide appropriate login credentials to the device if required. Failure to provide access will be deemed satisfactory evidence and notify district/school administrators that the student device contains content that violates this section.
- I will not use an audio/video recording device, to record media or take photos during school unless I have permission from both a staff member, and those I'm recording. School Administration may search my device memory if they feel school rules have been violated.

Browning School District No. 9
Acceptable Use of Technology Agreement and Student Declaration:

This is to certify that _____, has read, understands, and will abide by all the acceptable use requirements on all pages as set forth in this agreement.

I agree that if I fail to keep my commitment to doing those things listed above that I will have my school network and/or school computer privileges revoked either temporarily or permanently. I understand that there may be other disciplinary consequences (up to and including expulsion) if there has been a breach of school rules or district policy and that those consequences may have adverse affects on my academic performance including lower grades or course failure.

_____ _____
Student signature Date

Parent/Guardian Endorsement:
I have reviewed this all pages of this document with my child. I have discussed the importance of this agreement with my child who understands the expectations and responsibilities associated with the proper care and handling of the school computers as well as the appropriate and ethical use of the technology at Browning School District 9. My child and I are clear that the consequences of not upholding their responsibilities will result in their technology privileges being withdrawn and have adverse affects such as lower grades or course failure.

_____ _____
Parent/Guardian signature Date

Notes:
[1] A personal electronic device includes any of the following that is owned by the student: laptop computer, netbook, iPhone, iPads, tablet computers (or other devices with Internet access – e.g. BlackBerry, Cell Phone, iPod Touch, PDA, Nintendo DSi, etc.) This list is meant to only list possible examples and to include devices with similar type capabilities as they come to market.
[2] Sites like creativecommons.org and jamendo.com offer content which can be used legally and for free.

I choose to **not accept** this agreement, with the understanding that my child **will not** be allowed computer or Internet access at Browning Public Schools except for required assessment testing.

_____ _____
Parent/Guardian signature Date

Adopted on: 4/25/12
Revised on: 6/26/13

BROWNING MIDDLE SCHOOL
STUDENT/PARENT HANDBOOK
2020-21

Browning Public Schools

Browning Middle School

900 South Piegan Street

P.O. BOX 789

Browning, MT 59417

Phone: 406-338-2725 Fax: 406-338-5320

Student/Parent Handbook Receipt 2020-21

I acknowledge that I have received and read a copy of the Browning Middle School Student/Parent Handbook. I understand that the policies and practices contained in the handbook govern student behavior and expectations while in attendance of Browning Public Schools. I understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the handbook.

Parent's or Guardian's Name:

_____

Parent or Guardian's Signature:

_____

Date:_____

Student's Name:

_____

Student's Signature:

_____

Date:_____

Browning Middle School Student-Parent-Teacher Compact

- We expect students and adults to treat each other respectfully.
- We expect students and adults to show up every day, ready to learn and teach.
- We expect students and adults to disagree respectfully.
- We expect students and adults to problem solve respectfully and ask for assistance, from a neutral party, as needed.
- We expect students and adults to be treated respectfully, responsibly and in a safe manner that is consistent and just.
- We expect students and adults to communicate with each other when problems arise, promptly and in a positive manner.
- We expect adults to understand that students may not have all of the skills needed, educationally or emotionally, to navigate complex issues. Thus, adults will work with these students to create appropriate solutions and skills.

Student Signature: _____

Parent Signature: _____

Staff Signatures:

_____ _____

_____ _____

_____ _____

_____ _____

Parent/Guardians, and Students,

We are pleased to welcome you to a new and exciting year at Browning Middle School – a year focused on Standards Based Education resulting in our goal of increased student achievement.

Please read and review this handbook with your student as it contains important information regarding school policies and procedures. If you have any unanswered questions please contact us by phone or come into the school and talk to us personally. We encourage frequent communication between home and school, as it is important for the success of our students.

We encourage your involvement in your child's education and welcome your support throughout the year. You are invited to come into the school at any time with questions, concerns, and to celebrate your child's successes with us.

Please sign and return the student/parent signature pages to the school acknowledging that you have read the handbook and discussed its contents with your child. It is through working together that we will reach our goal of increased student achievement. Thank you for your cooperation.

The BMS student handbook contains information that students and parents are likely to need during the school year. The Student Handbook is designed in harmony with Board Policy. Please be aware that this document is updated annually, while policy adoption and revision is an ongoing process. Therefore, any changes in policy that affect student handbook provisions will be made available to students and parents through newsletters and other communications. These changes will generally supersede provisions found in this handbook that have been made obsolete by newly adopted policy. Please note that references to policy codes are included to help parents confirm current policy. A copy of the District's policy manual is available in the school office and on the District website. In case of conflict between Board policy or any provisions of student handbooks, the provisions in the student handbooks are to be followed.

Sincerely,

William P. Huebsch, Ed. S.
Principal
Browning Middle School

TABLE OF CONTENTS

LISTING	PAGE
Handbook Receipt Form	1
School-Parent-Staff Compact	2
Families Welcome	3
Mission Statement/Guiding Principles	6
BMS Staff Listing	7-9
Sookapi Students	9
Quarterly Honors/Awards	10
Honor Roll	10
National Junior Honor Society	10-11
Book bags/Backpacks/Purses	11
Cafeteria and Lunch Recess Expectations	11-12
Closed Campus	12
Counseling Services	12
Curriculum/Courses Offered	12
AVID (Advancement Via Individual Determination)	12-13
Read 180 and System 44	13
Math 180	13
Physical Education (PE)	13
School Dances	13
Dress Code/Attire Requirements	13-14
Driving to School	14
Field Trip Expectations	14
Fighting	14-15
Grades	15
Home/School Coordination	15
Open Gym	15
Recommendation for Retention	16
School Hours/Daily Schedule	16
Skateboards	16
Educational Team	17
Student Store	17
Suspension	17

Transfer from One Class to Another	17
Parent Requesting Student Transfer	17-18
Tutoring	18
Visitors to the School	18
Multi-Tiered Systems of Support (MTSS) and DESSA	18-19
BMS Behavior Management Plan and Matrix	19-20
Tardy Plan/Referrals	20
Tardy Policy	20
Minor, Major and Severe Discipline Plan	21-24
Behavior Consequences	25-26
Citations	26-27
Firearms	27
Out of School Suspension	27
Re-Entry Meetings	27
Bullying Reporting Process	27
Bullying Consequences	28
Severe Bullying	28
Repeated Bullying	28
Bullying: Parent/Guardian Support	28
Athletics and Activities	28

BMS Mission Statement

"We, the staff of Browning Middle School, commit ourselves to providing Culturally Responsive Teaching that will instill problem solving and critical thinking strategies through a high-quality education to produce students with 21st Century skills that will provide students an opportunity to achieve success throughout their life long journey"

BMS Guiding Principles

- We believe in high expectations for all students in their academics, attendance, behavior, and work ethic
- We value the principles and characteristics of the Blackfeet cultural identity and students learning the history and civics of the Blackfeet Reservation
- We take responsibility for increased student achievement and students achieving success in the curriculum and culture simultaneously as they come to know the world around them and work towards self-actualization
- We provide a safe place for all based upon all students taking control of and responsibility for the choices they make
- We offer a curriculum that reflects national, state, and local standards that requires students to think critically, problem solve, and work together using best practices of instruction and distributed leadership
- Students are expected to have a positive attitude and make the choice to become a hardworking, self-motivated, responsible, positive role model who has respect, knows how to be respectful and can show respect at all times.

Browning Middle School Staff

Administration: William P. Huebsch, Principal

Egan Black, Assistant Principal

Dean of Students: Melinda Juneau

Office Secretaries: Edna Pollock, Building Secretary

Keven Sinclair, Attendance Secretary

Counselors: Dana Sure Chief, 6th Grade

Sheila Rutherford, 7th Grade

Arlan Edwards, 8th Grade

Instructional Coaches: Tracy Momberg

Darcy Skunk Cap

Athletic Director: Steven Gallineaux

Home/School: Josephine Hall (Attendance)

Librarian: TBA

Nurses: Charlene White Quills & Jodi Sabo

Security: Chris Crosby

Gear Up: Melanie Magee & Nathan Stone

Spookinaapi Prevention Program: Jennifer Tatsey-Ehlers

Grade Level Teams & Departments

Grade Six Team

Adriane Tail Feathers
Victor Mad Plume
Aspen Many Hides

Autumn Gilroy
Laura Monroe
Carla WhiteGrass-Trombley

TBA

Grade Seven Team

Jodie Goss
Erin Gilham
Elizabeth Coleman

Brenda Kramer
Lori LaPlante
Cody Henderson

Grade Eight Team

Rudy Rivas
Racquel Little Plume
Julie Hayes

Robin Bear Child
Ron Tucker
Margaret Tailfeathers

Electives and Supplemental Programs

April Jiminez
Robert Bremner
June Matt

Mistyne Hall
Stan Whiteman
Carolyn Zuback

Sharon Tucker
Glenda Eagle Feathers
Carla White Grass

Physical Education/Health

8th-Sierra Heptner
7th-Dan Connelly
6th-Shontee Salois-Johnson

Special Education

Shonda Marceau-TA Karla Monroe- TA Iris Begay - PCA

TBA TBA

Teacher Assistants

Robert Juarez Sara Kuka Kortni Guardipee TBA

Custodial Engineers

Larry Bear Medicine William Vielle Steven Gallineaux

Kitchen/Cooks

Sarah DeRoche Philip Sure Chief

AWARDS AND HONORS

Sookapi Students

Sookapi students are students that are meeting and exceeding the Browning Middle School's academic, social/emotional, and behavior expectations in all areas of the building. These BMS expectations can be achieved by students making the choice to learn, and then demonstrate, their knowledge by meeting 3 out of 5 basic expectations. These 3 of 5 are: No F's, Excellent Attendance, No Referrals, minimal weekly classroom behavior log documents (3 entries in all classrooms/week), and Honor Roll (if qualifying for HR then students cannot also claim No F's). Students can meet all 5 requirements by making the choice to attain excellence, by being consistent, and by constantly improving.

Sookapi students will be rewarded with the following: lunch recess, wear hats, wear hoods halfway, use of cell phone at lunch recess, good grades, respect, gift cards, gift certificates and other prizes. The Sookapi Students will be identified every Monday by 10:30 a.m. with a list being posted in the 6th grade, 7th grade, and 8th grade pods and in the cafeteria. Sookapi Students will most likely receive an Advancement letter while non-Sookapi Students will most likely receive a Retention Letter. The letter that is earned will then be mailed home 1-3 times a quarter. Students not on the Sookapi Students list will be required to attend mandatory lunch tutoring until they can provide evidence that they can meet 3 of the 5 BMS Sookapi Students expectations.

The non-Sookapi students will report to the Lunch Tutoring Room(s) to work on incomplete assigned classroom work or behavior packet. Non-Sookapi Students must report to the Lunch Tutoring Room(s) with their iPad and supplies rather than to the class they have after lunch.

Mandatory Lunch Tutoring	Sookapi Students (report immediately to the cafeteria)
M-Th, : (6th), 11:38am (7th), and 12:25pm (8th).	M-Th, : , (6th), 11:36am (7th), and 12:23pm (8th)
Friday, : (6th), 11:27am (7th) and 12:04 (8th)	Friday, : (6th), 11:25am (7th), and 12:02pm (8th)

Non-Sookapi Students (report to the cafeteria for lunch)	Sookapi Student Lunch Recess
M-Th, : (6th), 11:58am (7th), and 12:45pm (8th)	M-Th, : (6th), 11:48am (7th), and 12:35pm (8th)
Friday, : (6th) 11:47am (7th), and 12:24pm (8th)	Friday, : (6th) , 11:37am (7th), and 12:14pm (8th)

Non-Sookapi Students will also report back to the Lunch Tutoring when finished in the cafeteria.

QUARTERLY HONORS/AWARDS

- Perfect attendance award – Presented on a quarterly basis to those students who have no absences and no tardies (excluding school related and up to three days special circumstances). All students who have perfect attendance for the entire year will receive a major attendance prize at the end of the year.
- Outstanding attendance – At the end of the year, a student who has 98% or better attendance will be recognized with a major attendance prize.
- Excellent attendance award – Presented on a quarterly basis to those students who have been absent or tardy no more than 5% of the time.

HONOR ROLL

The Browning Middle School honor roll is published at the end of each quarter. Students who achieve a grade point average (GPA) of

3.0 or higher will be on honor roll. GPA is figured as follows:

A (100-90%) = 4 points

B (89-80%) = 3 points

C (79-70%) = 2 points

D (69-60%) = 1 point

F (59% or below) = 0 points

Students are placed in reading/language arts and math classes based upon individual academic needs. Students may achieve the honor roll based upon academic achievement in the intervention classes (Corrective Reading or Corrective Math) although they may not be performing at grade level.

NATIONAL JUNIOR HONOR SOCIETY

National Junior Honor Society (NJHS) is a world-wide organization available to students who maintain a high level of academic achievement; however, NJHS is more than just an honor roll. The Honor Society chapter establishes rules for membership that are based upon a student's outstanding performance in the areas of: Scholarship, Service, Leadership, Character, and Citizenship.

The chapter is governed in all matters by the rules, regulations, and Constitution of the National Junior Honor Society. "Membership in the National Junior Honor Society is both an honor and a responsibility. No student has a right to belong to the National Junior Honor Society – it is an honor bestowed by the faculty. Students selected for membership are expected to continue to demonstrate the qualities of scholarship, service, leadership, character, and citizenship" (NJHS Handbook, 1992 edition, p.13).

Students may earn the privilege of applying for membership in the BMS Chapter of National Junior Honor Society by receiving at least a 3.0 grade point average for three consecutive quarters, and by maintaining a behavior record that doesn't include any major (severe) violations of the behavior program. Students will be expected to maintain a 3.0 GPA; any NJHS member who falls below 3.0 GPA or who receives a major (severe) referral may have his/her NJHS membership revoked. Invitations to join and the application process take place in April, after 3rd quarter, with NJHS Induction in May.

NJHS members will be expected to take a leadership role and perform community service as part of their continued membership in National Junior Honor Society.

BOOK BAGS/BACK-PACKS/PURSES

Students are asked to carry only necessary books and supplies to classes. All bags/purses will be placed in lockers upon arrival to school and remain there until the end of the school day. School authorities may conduct a search of a student's bag that is based on a reasonable suspicion that the student has in his/her possession any item that he/she is forbidden to possess. Exceptions for students on an approved 504 plan.

CAFETERIA AND LUNCH RECESS EXPECTATIONS

Soda and other sugary drinks are not sold during lunch and students may not bring soda or other sugary drinks from home to drink with their lunch. No other outside food is allowed.

Students should bring anything they need for going outside with them when they go to the lunchroom (jacket, gloves, etc.). Once you enter the lunchroom, you will not be allowed to return to the hallway without an escort. Students will not go out during cold/extreme weather conditions.

CAFETERIA EXPECTATIONS

- Common Courtesy: use Please, Thank You, Excuse Me, etc. Be respectful of others.
- Keep hands, feet and objects to yourself.
- Talk in a quiet, calm voice. Help keep the room volume at a reasonable level.
- Enter the cafeteria and sit at a table. The lunch monitors will release tables one at a time to line up, so wait patiently for permission to leave your table. Once a student has chosen a seat, he/she is to remain in that seat for the entirety of lunch.
- Line up in a single file line and wait quietly to get your lunch.
- No butting in line, saving of seats, or inappropriate language.
- Keep the area around you clean; place garbage in the proper containers.
- Listen to the cafeteria supervisors and follow instructions the first time they are given.
- Cell phone use is prohibited.

LUNCH RECESS EXPECTATIONS AND PROCEDURES

- School equipment use is on a “first come, first serve basis.” Students are personally responsible for any equipment they bring from home.
- Equipment must be returned by the person who checked the equipment out as soon as the signal is given.
- Hanging from the basketball rims or nets is not allowed. Climbing on the fences is not allowed.
- Roughhousing, tackle football, and throwing snowballs are not allowed.
- Leaving school grounds is not allowed unless checked out by an adult on their check-out list.
- Students must get permission from the playground supervisors to enter the building.
- After recess, students will line up quietly in the designated area until released by supervisors.
- Students must use the restrooms in the cafeteria.

LUNCH

- Students are strongly encouraged to eat the lunch provided by the school district.
- If a student has food allergies, please contact the school nurse so that alternatives can be provided by the school lunch program.
- No outside drinks, other than water, will be allowed to be consumed at lunch.

CLOSED CAMPUS

BMS has a closed-campus. This closed-campus time begins when a student arrives at school (whether by bus, private car, or walking), and ends when the school day is over and the student leaves the campus. BMS students may not leave the school unless an adult, who is on their approved checkout list, checks them out. All adults checking out students must do so through the attendance office. For the safety of our students, we will release no student unless the adult picks him/her up at the attendance office.

COUNSELING SERVICES

The school counselor provides guidance services. Our middle school guidance counselors are knowledgeable in the area of the unique developmental stages of the emerging adolescent. The school counselors work with students, parents and staff to address issues related to personal, emotional, and educational topics. Small group and individual counseling sessions are available to all students, Additional services provided by the school counselors include the following:

- Advocating for student needs
- Coordinating response services to school, staff, and student crisis
- Focusing on the skills of an organized and sequential middle school guidance program which includes:
- Understanding of one’s self, appreciation of another perspective, wise decision making, and evaluation of one’s own behavior and actions.
- Developing transition process for students entering Browning Middle School
- Consulting with staff on student needs
- Providing resources and programs regarding career exploration
- Assisting 8th grade students with high school transition
- Orienting new students and families
- Being a liaison with community programs and services for Browning Middle School students
- Providing crisis intervention, conflict resolution and mediation as needed
- Attending Behavior Solutions meetings and Individual Educational Plan meetings

CURRICULUM/COURSES OFFERED

Math Reading Language Arts Science Social Studies PE/Health Electives Advisory

AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)

AVID is a seventh through twelfth-grade system to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students, and in closing the achievement gap. AVID stands for Advancement Via Individual Determination.

AVID targets students in the academic middle - B, C, and even D students - who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. AVID pulls these students out of their unchallenging courses and puts them on the college track: acceleration instead of remediation. If you are interested in learning more about AVID, please contact the BMS AVID coordinator.

READ 180 & SYSTEM 44

BMS offers an intervention reading program for our struggling readers. Contact Tracy Momberg if you have any questions about the reading program.

MATH 180

BMS offers two math programs: the core math program and a supplementary math program. The core math program is a curriculum designed for all students in grades 7-8 based on the Montana Common Core Standards. Our core math curriculum is for those students who are above, at, or slightly below grade level in math.

Contact Tracy Momberg if you have any questions on this math program.

PHYSICAL EDUCATION (PE)

Students are required to dress in appropriate clothing for physical education, and are required to actively participate on a daily basis, unless there is medical documentation (including a 504) supporting non-participation from a physician. Food and drink are not permitted on the gym floor.

DANCES

Dances are sponsored by various school organizations during the school year. Dances are subject to school guidelines and may be cancelled without sufficient student interest or appropriate numbers of chaperones. ALL STUDENTS ARE TO BE PICKED UP BY PARENTS 15 minutes after the dance ends. That is the time that supervision ends.
All school dances are governed by the following regulations:

1. Dances are for Browning Middle School students ONLY, and all BMS rules apply.
2. No person will be allowed in the dance if he/she is under the influence of alcohol or drugs, and law enforcement will be notified.
3. If a student has been to the dance and leaves, he/she will not be permitted to return to the dance.
4. Students on OSS will not be allowed to attend the dance.

DRESS CODE/ATTIRE REQUIREMENTS

School is a very important place of work. Students should come to their place of work with neat, clean, and adequate clothing that shows they are proud Browning Public School students. All students will wear clothing that is conducive to an education atmosphere and is safe and appropriate for all school activities. The following guidelines should be followed in determining appropriate school attire:

- Clothing advertising or advocating drugs, alcohol, tobacco use or products, or promoting gang activity, sexual content, obscenity or antisocial behavior is not allowed. Students wearing or displaying offensive messages will be required to change or cover the disputed message.
- Hats may be worn to school and worn during recess, but must be removed upon entering the hallway and left in the locker for the duration of the day.
- Hoods or other headgear may not be worn in school. Students can wear hoods during lunchtime.
- Gang-related apparel, as determined by BMS staff, is not allowed.
- Dresses must be of reasonable length: halter tops, tops without straps, tops baring midriffs or cleavage, short shorts and short skirts are not allowed. Shorts/skirts must be at least as long as the student's fingertips when their arms are flat at their sides.
- Sunglasses are not to be worn unless a certified medical reason is provided and a 504 plan is in place.
- Excessively baggy or saggy pants are not allowed: the waistband of pants should fit at the hipbone. Pants should not be worn so low that the undergarments are visible.
- Trench coats, spiked necklaces, bracelets or wallet chains are not allowed.
- Hickey's are not allowed at BMS. Students with hickey's will be sent home for the day.

Students who are in violation of the dress code will be excluded from class until appropriately dressed for school.

DRIVING TO SCHOOL

It is illegal and against school rules for middle school students to drive to school. Unlicensed, inexperienced drivers pose great risks to the safety of our students. If a BMS student is found to be driving to school, proper law enforcement authorities will be contacted and appropriate school behavior consequences may apply.

FIELD TRIP EXPECTATIONS

Browning Middle School students are expected to conduct themselves in an orderly and respectful manner whether on school grounds or attending a school-sponsored function or trip off school grounds. Field trips and off-campus school-sponsored activities are a privilege and not a right. As such, Browning Middle School reserves the right to disallow participation in field trips or other travel for those students who have demonstrated inappropriate behavior in the school setting.

Students who receive a severe referral will not be allowed to attend field trips for the entirety of the school year. Students who receive a severe referral or more than 4 classroom referrals will be put on a probationary period of at least two months in which to prove that they are capable of maintaining appropriate behavior. Field trips will not be allowed for those students during the two-month probationary period. If, at the end of that period, the student has proven his or her sincerity in maintaining appropriate behavior through receiving no additional referrals, he or she will again be eligible to again participate in field trips. If a student on probation receives a referral during the two-month probationary period, his or her two month probationary period starts over and he or she must maintain appropriate behavior for at least two more months before being eligible to attend field trips.

In cases where participation in a field trip is a required part of the student's grade, the student will be provided an alternative assignment and be given the opportunity to earn full credit on the assignment.

Students who do not attend field trips will still be expected to attend school and will be provided alternative required work during the school day.

Individual programs or classes may establish their own behavior expectations for participation in field trips. Those expectations must be approved by the building principal and provided to the parents at least two weeks before the scheduled trip.

FIGHTING

Fighting is a confrontation between two individuals in which each attempts to harm the other. The purposeful instigation of a fight will also be considered fighting for discipline purposes. Watching or recording a fight will also result in appropriate disciplinary consequences.

- In our Discipline Handling Guidelines a first fight will be a severe consequence resulting in 1 day OSS.
- In our Discipline Handling Guidelines a second fight will follow the discipline plan.
- All fights will be out of school suspended for the remainder of the day in addition to following the comprehensive behavior management plan.
- Three fights and/or instigating of fights may result in a recommendation for expulsion.
- Administration may use the principal's option to determine appropriate consequences.

GRADES

The evaluation of student achievement is one of the important functions of the teacher. The accepted marking system is as follows:

- Students will have a weekly grade posted in the online grade book from each class at the end of each school week.
- All grades will be posted in the online grade book as percentages.
- All grading systems are to include points for daily assignments, testing, and attendance
- Midterm grades will be available to students at mid-quarter.
- An incomplete grade is given only in those cases of illness, emergency, or situations prearranged between the teacher and student where it is not possible to complete the term's coursework by the end of a grading period.
- Work must be completed by the date set by the teacher giving the incomplete grade or the grade becomes an "F".
- Grades below a C in core classes may result in a referral to the EducationalTeam.

A =100-90 % B= 89-80 % C =79-70 % D =69-60 % F =59 % Or Below

HOME/SCHOOL COORDINATION

The Home School Coordinator serves as a liaison between families/community members and the District. In addition, this person establishes positive lines of communication and encourages active participation in the academic and social lives of students. The Home School Coordinator also provides the following services:

- Works with the school staff to help students having difficulty
- Contacts parents and students in an effort to help students come to school on a regular basis
- Keeps all information and records confidential
- Makes home visits on a daily basis to help resolve attendance and other issues
- Participates in parent involvement activities
- Arranges for homework to be delivered to sick, homebound, or suspended students.

OPEN GYM

Open gym is subject to all school rules and policies. Open gym is governed by the following regulations:

- Open gym is for Browning Middle School students ONLY, and all BMS rules apply.
- Any and all behaviors will have the same consequence as they would during the school day, in addition to consequences as determined by the open gym coordinator.
- Fighting (or other severe behaviors) during open gym will not only result in a behavior referral to the school administration, but will also result in a 4 months or longer suspension from open gym.
- If a non-BMS student attends open gym, his/her school will receive notice for disciplinary action.
- Repeated or severe offenses of open gym rules may result in a report to school security and/or law enforcement.

RECOMMENDATION FOR RETENTION

At Browning Middle School, a list of students will be compiled by a grade level counselor and provided to the building administrator to determine the number of students failing at least two major subjects at the end of the first semester. Students at risk of failing four major subjects will be compiled and provided to the building principal. Interventions tied to other services such as summer school, tutorial services, or alternative educational offerings will be considered for each individual child by grade level teams.

Retention will only be considered when in the best interest of the student. Retention rates will consist of no more than 5% of any given class.

SCHOOL HOURS/DAILY SCHEDULE

The school phone number is 338-2725 and the FAX is 338-5320.

Business Hours for the school are from 8:00A.M. until 4:30 P.M. Monday through Thursday and 8:00 am until 3:30 pm on Friday.

The school doors open at 7:30 in the morning and close at 4:00 P.M. Monday through Thursday and 3:00 P.M. on Fridays/early out days. Classes begin at 8:10 A.M. each day. School dismissal is at 3:35 P.M. Monday through Thursday, and 2:30 P.M. on Friday.

Students are asked to leave the building at the end of the last period unless they are participating in a supervised activity. Students will not be allowed in the gym for after school activities until an adult is present to supervise them.

We want all of our students to be safe after school. Please be prompt when picking up your child if he/she is not riding the bus. Your child needs to be picked up by 3:45 P.M. on Mondays through Thursday and by 2:50 P.M. on Fridays. If your student is not picked up, the office personnel will attempt to contact someone on your child's emergency contact list. In the event that we cannot reach anyone, we will call Child Protection Services.

If students are planning on attending tutoring after school, they must report immediately to the tutoring room and remain there until their transportation arrives and then exit the building. Students are not allowed to be in the hallways, classrooms, or gym after school without supervision by a BMS staff member. Students may lose their privilege of attending tutoring if they continually violate this policy.

SKATEBOARDS

Due to the risk of injuring themselves or others, students may not ride their skateboards on school grounds between 7:00 AM and 5:00 PM on school days. If students choose to ride their skateboards to school, they must dismount upon arrival at school property and carry the skateboard across school grounds and into the building. Students must turn their skateboards into the office upon arrival at school and pick them up at the end of the school day.

Skateboards may never be ridden inside the school building.

Students who fail to abide by these rules will lose the privilege of bringing their skateboards on school property.

EDUCATIONAL TEAM

The Educational Team is designed to be a bridge of support between families and the school. The main purpose of the Educational Team is to do everything possible to keep students in school. The Educational Team, and specifically the Intervention Team, has a problem-solving focus based on intervention and creating connections to services for students and their families and exists as part of the BMS Multi-Tiered System of Support. The Educational Team consists of the intervention team coordinator leader, reading facilitator/school team leader, grade level counselor, home/school coordinator, classroom teacher(s) of the student, administrator, and parents. If you would like support from the Educational Team concerning your child's academic, behavior, or attendance issues, please contact the BMS Administration at 338-2725.

STUDENT STORE

The student store opens from 8:00-8:10 every morning, at lunch, and after school. The student store stocks pens, pencils, other supplies, and nutritious snacks. The store maintains a "no charging" policy. Snacks will only be sold after school.

SUSPENSION

Students receiving OSS (out of school suspension) are not allowed to participate or perform in any school-sponsored activity until completing one full day of their regular schedule following the suspension. Students who are suspended from school are not allowed on any District #9 grounds or at any District #9 activities until they re-enter school.

TRANSFER FROM ONE CLASS TO ANOTHER

BMS administration strongly believes that consistency in a child's schedule and routine contributes to the academic success and mental well-being of the child. Because of the need for consistency, BMS administration discourages transferring students from one class to another except in cases that all other alternatives have been considered and/or exhausted. Students may only be moved for reasons affecting their education, emotional state, and/or safety. Parents and BMS administration, with input from the teacher(s) involved, must agree on whether a move would benefit the child.

BMS has established the following procedure for parents wishing to transfer their child from one classroom to another during the school year.

PARENT REQUESTING STUDENT TRANSFER

Class changes will only be made following these steps:

- Class changes will only take place at the end of each quarter, unless determined to be necessary by administration during the quarter. Changes will only be considered for reasons affecting the student's education, emotional state, and/or safety.

- Before the end of the quarter, the parent must come in and meet with the principal and put the request in writing. The request must include the reason for the needed change.

- Before the change takes place, the child must meet with the principal and/or counselor to discuss the problem and come up with possible solutions. If appropriate for the situation (as determined by the principal), the child will be asked to self-advocate with the people involved in the problem. In other words, the child will need to "speak up" for himself/herself in an attempt to solve the problem. The parent may be present and participate in this process, if desired. The counselor and an administrator will be in the meeting to mediate the process. In an attempt to alleviate the pressure put on the student, the only other staff member present will be the teacher of the class where the problem is occurring.

- At the meeting a solution will be decided upon by the team present. If the solution is to make the class change, the parent may then need to come in and meet with all the teachers whose classes will be affected by the change. Students will only be moved if there is room in the requested classroom, and if the move does not excessively disrupt the student's schedule.

The administrator will make all final decisions regarding the change request. If the parent does not agree with the solution, he/she may meet privately with the principal. If, after that meeting, the parent still is not satisfied, he/she may appeal the decision to the superintendent's office.

THE ADMINISTRATION RESERVES THE RIGHT TO SKIP SOME OR ALL OF THE ABOVE STEPS IN CASES WHERE THE SAFETY OR EMOTIONAL WELL-BEING OF THE STUDENT MAY TAKE PRECEDENCE.

TUTORING

Tutoring is available for any student who would like extra academic assistance, or who needs tutoring hours for eligibility reasons. Tutoring for all academic areas is available at lunch every day through the academic referral process and after school Monday, Tuesday andThursday from 3:30 to 5:00. Mandatory Lunch Tutoring will be available every lunch period.

VISITORS TO THE SCHOOL

BMS students are not permitted to have guests attend class with them throughout the school year. The principal will approve/disapprove circumstances where students may request a visit if they are transferring to BMS. A daily schedule will be created to allow for a visit under these circumstances.

MTSS

Browning Middle School District is an MBI District. MBI refers to the application of positive interventions and system changes to achieve socially important behavior change. In Montana, MBI is transitioning to MTSS or a Multi-Tiered System of Support for behavior and academics. The process has been applied successfully with a wide range of students, in a wide range of contexts, and extended from an intervention approach for individual students to an intervention approach for entire schools. BMS will be utilizing DESSA to identify and assist students with social and emotional learning.

Social-Emotional Learning Assessment with the DESSA

The Devereux Student Strengths Assessment (**DESSA**), a social and emotional assessment, is a standardized, norm-referenced, strength-based measure of the social and emotional competencies of children to identify children with social and emotional needs. Use of the DESSA is to identify social and emotional challenges that have been linked to future academic and behavioral difficulties. Pinpoint at-risk children and strengthen their social and emotional skills through individualized instruction. The DESSA Comprehensive SEL System offers hundreds of Growth Strategies available at various grade levels (Primary, Intermediate, Middle) and in different settings including Universal (whole class/group), Small Group, Individual, and Take-Home. Each Growth Strategy targets one of the 8 CASEL-aligned SEL competencies that the DESSA measures: Self-Awareness, Self-Management, Optimistic Thinking, Personal Responsibility, Social-Awareness, Relationship Skills, Goal-Directed Behavior, Decision-Making

DESSA - Devereux Student Strengths Assessment

Research-Based: The DESSA is both nationally standardized and norm-referenced, with a standardization sample of n=2494. In addition, it exceeds the recommended standard for rater reliability. Growth Strategies are activities and lessons that provide actionable ways for educators to help their students improve their social and emotional skills.

Progress Monitoring: In addition to the full, 72-item DESSA and 43-item DESSA-HSE, the DESSA-mini (a shorter, 8-item social-emotional learning assessment) can be used to monitor your students' social and emotional development throughout the school year, providing actionable data to steer quality SEL intervention.

CASEL Aligned: Aperture Education's 8 social and emotional learning (SEL) competencies are directly aligned to the Collaborative for Academic, Social, and Emotional Learning's (CASEL) highly-regarded five SEL competency framework.

Multi-lingual: The DESSA is provided in both English and Spanish, serving all raters – including families – who may not speak English as a first language.

Personalized Use: Along with access to the DESSA, DESSA-HSE, and DESSA-mini, users also have access to the full suite of growth strategies and foundational practices, as well as 24/7 system support and a team of dedicated personnel. This ensures that each user's experience is efficient, yet personalized.

DESSA information retrieved June 9, 2020, from https://apertureed.com/dessa-overview/

BEHAVIOR MANAGEMENT

The Browning Middle School Behavior Management, Leadership, & Prevention Plan is a positive approach to helping and supporting our students at BMS change their behavior. The plan is based upon the concept that teachers have a

right to teach and students have a right to learn and no one has the right to interfere negatively within the learning environment including the teaching or learning process of any individual. Teachers will allow students to make the choice to become hardworking, self-motivated, responsible, positive role models. Teachers will also teach students the importance of having a positive attitude, respect, and how to take control of their education by listening and learning while in school. Students will be expected to make the choice to become hardworking, self-motivated, responsible positive role models on a daily basis. Students will also be expected to learn what respect is, how respect is developed, and how to use the respect they develop for themselves to accomplish the goals that they set for the school year. By working together, teachers and students will learn to be respectful, have respect, and show respect in developing the positive relationships needed for students to understand the relevance of their education and learn as much as possible through the rigor of the curriculum.

BMS BEHAVIOR MANAGEMENT PLAN MATRIX

BMS students are expected to learn how to become young adults by taking responsibility for the choices they make, taking control of their behavior, changing their behavior if needed, and coming to know that rewards and consequences are earned through the positive and negative choices made on a daily basis. As young adults, students must take full responsibility for their choices and actions including: completing all discipline/ISS requirements, self-reporting to parents/guardians any behavioral consequences received, making phone calls to parents/guardians to self-report any suspension (ISS or OSS), and completing any missed work from class due to removal from class as a result of behavioral choices. As young adults, students must also work with administration to complete all consequences and change behavior.

As young adults, students must allow all school personnel to help and support them in changing their behavior including: following all rules and expectations in the classroom, listening to teachers and asking for help when needed, working with counselors as they help and support any non-academic issues, and listening too and respecting all adults in the building equally. Any non-compliance to the expectation of behaving like a hardworking, self-motivated, responsible, positive young adult will result in disciplinary action including: lunch detention, referral, OSS, or any other appropriate consequence assigned by administration.

TARDY PLAN/REFERRALS

Students are expected to arrive at every class on time every day. Arriving to class after the bell rings will result in the student being marked tardy.

When students are marked tardy, they will receive the following consequences:

1st Tardy - student signs the tardy log

2nd Tardy - student signs the tardy log

3rd Tardy - student signs the tardy log, phone call home and tardy referral

1st referral for tardiness - 1 day of lunch detention

2nd referral for tardiness - 2 days of lunch detention

3rd referral for tardiness - 3 days of lunch detention

4th referral for tardiness -1 day of Out of School Suspension

*Tardy referrals are documented as Minor Offenses on the behavior management plan.

Tardy Policy

Students who are more than 10 minutes tardy for class will be marked absent for that class. Students who are repeatedly tardy-absent for the first block of class (begins at 8:10) or absent will receive a letter after the 10th tardy-absence and will be referred to Blackfeet Family Court.

MINOR OFFENSE

Students are placed on this level when misbehavior in the classroom has progressed through the steps in the teacher's classroom management plan. This level is for less severe but consistent infractions and also includes but not limited to: Rough-housing, refusing to work, inappropriate use of electronic devices, cheating, plagiarism, tardies.

Student Name: _____ **Teacher:** _____

Browning Middle School Behavior Log

Be Responsible ***Be Respectful*** ***Be Safe***

Date	Time	Incident (Description of the incident in correspondence with the level)	Student Signature
		1. Warning: **2.** Seat Change: **3.** Removal:	
		1. Warning: **2.** Seat Change: **3.** Removal:	
		1. Warning: **2.** Seat Change: **3.** Removal:	

Conference with Dean of Students or Administrator: ***Initials:*** _____

Notes/Steps Taken: _____

_____

Refer to infraction guideline on next page for support determining incident level.

Minor Infraction	**Definition**
Disrespect	Verbal or non-verbal displays of rudeness or discourtesy. For example, inappropriate gestures, arguing, mocking, yelling, heavy sighing, rolling eyes.
Defiance	Continuous blatant refusal to comply with directions. For example, talking back or refusal to sit when repeatedly requested.
Non-Compliance	Passive failure or refusal to comply with requests or directions. For example, not complying with seat change after two redirects.
Dress Code	Wearing clothing that is not within the guidelines as defined by the school/district. Clothing with inappropriate slogans or logos, midriff shirts, spaghetti straps, hats, etc.
Disruption	Inappropriate disruption, distracting sounds or behavior or talking during instruction several times.
Physical Contact	Non-serious, but inappropriate physical contact. Shoving a person out of frustration or competitiveness, kissing, hugging, tripping, pushing, even in play.
Inappropriate Language	Inappropriate language not directed at others. Saying "this is stupid,", "this sucks", profanity, etc.
Property Misuse	Use of school property that could be unsafe or inappropriate. Sniffing markers, using rulers as swords or bats, throwing rocks, etc.
Technology Violation	A student engages in non-serious, but inappropriate (as defined by school) use of cell phone, and/or any used technology; iPads, Chromebooks, Computers.
Tardy	A student has had 4 or more tardy violations in a quarter.
Major Infraction	**Definition**
Defiance/Disrespect	Continual refusal to follow requests or directions. Talking back, arguing, socially rude interactions, ignoring authority, leaving school grounds.
Physical Aggression	Inappropriate serious physical contact including anger that may result in injury. Intent to hurt another: hitting, punching, scratching, spitting, kicking, biting, etc.
Disruption	A student engages in behavior causing an interruption in a class or activity. Sustained loud talking, yelling or screaming; noise with materials; horseplay or rough housing; and/or sustained out-of-seat behavior.
Abusive/Threatening Language	Inappropriate language directed at others. Verbal or gestural messages that include threats, intimidations, “middle finger”, pictures or written notes with the intent to harm or upset another.
Harassment	Disrespectful behavior (verbal or gestural) toward another student which is intended to disturb or upset including negative comments based on age, gender, race, religion, ethnicity, disabilities, sexual orientation or other personal matters.
Bullying	Harassment that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, overtime.
The difference between harassment and bullying: Harassment is an action that is deliberately intended to cause pain or discomfort to the victim. Bullying is when a student socially degrades another student either for the purpose of increasing their own social standing or personal sense of power.	
Inappropriate Display of Affection	Student engages inappropriate, consensual verbal and/or physical gestures/contact. Of a sexual nature to another student/adult.
Tardy	A student is exclusively late to class or the start-up of the school day.
Leaving Class	A student leaves class without permission.
Skipping Class/Truancy	Student skips class. or receives an "unexcused" absence for the entire class period.
Plagiarism/Forgery/Theft	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
Dress Code Violation	A student wears clothing that does not fit with the school dress code. Repeat violation.
Lying/Cheating	A student delivers a message that is untrue and/or deliberately violates rules.
Technology Violation	Student engages in inappropriate use of a cell phone, and/or any used technology; iPads, Chromebooks, Computers, per district tech-agreement.
Fighting	Inappropriate serious physical contact, including anger between two or more students that may result in injury.
Property Damage/Vandalism	Deliberately destroying school property or property of another.

MINOR OFFENSE	Major OFFENSE
Students are placed on this level when Misbehavior in the classroom as progressed through the steps in teacher's classroom management plan. Identified Behaviors Include *Classroom Disruption, Minor Profanity, Refusing to work, Sleeping in class Dress code violation, Excessive teasing, Off task, Out of seat, Not following teacher directive, Throwing items, late/tardy, Minor technology.*	Once students complete the "major" level or for serious misbehavior - Serious misbehavior includes but not limited to: *Physical aggression, Major profanity, Weapons, Threats, Theft, Sexual/Inappropriate/Racist comments, Vandalism, Cheating , Truancy/Skipping (10+ minutes), Gang activity, Bus violations, Technology violation, Non-Compliance during an emergency drill or emergency.*
•Possible Behavior Assessment **1st Offense:**_____(date) ____Conference w/student ____Parent Contact ____1-day lunch detention ____Administrator Option: ***Possible Behavior Assessment** **2nd Offense:**_____(date) ____Conference w/student ____Parent Contact ____2-day lunch detention ____Administrator Option: ***Possible Behavior Assessment** **3rd Offense:**_____(date) ____Conference w/student ____Parent Contact ____3-day lunch detention ___Administrator Option: ***Possible Behavior Assessment** **4th Offense:**_____(date) ____Conference w/student ____Parent Contact ____4-day lunch detention ____Administrator Option: ***Possible Behavior Assessment** **5th Offense:**_____(date) ____Conference w/student ____Parent Contact ____5 day lunch detention ____Administrator Option: ***Possible Behavior Assessment** **6tht Offense:**_____(date) ____Conference w/student ____Parent Contact ____1/2-day ISS ____Administrator Option:	**•Possible Behavior Assessment** **1st Offense:**_____(date) ____Conference w/student ____Parent Contact ____1/2-day ISS ____Administrator Option: ***Possible Behavior Assessment** **2nd Offense:**_____(date) ____Conference w/student ____Parent Contact ____1-day ISS ____Administrator Option: ***Possible Behavior Assessment** **3rd Offense:**_____(date) ____Conference w/student ____Parent Contact ____2-day's ISS ___Administrator Option: ***Possible Behavior Assessment** **4th Offense:**_____(date) ____Conference w/student ____Parent Contact ____3-day's ISS ____Administrator Option: ***Possible Behavior Assessment** **5th Offense:**_____(date) ____Conference w/student ____Parent Contact ____1 day OSS ____Parent letter home ____Administrator Option: ***Possible Behavior Assessment** **6tht Offense:**_____(date) ____Conference w/student ____Parent Contact ____2 day OSS ____Parent letter home ____Administrator Option:

Severe Behavior

Once students complete the "sever behavior" level or for serious misbehavior - Serious misbehavior includes but not limited to: *Fighting – punching, Tobacco/drugs/alcohol, Disorderly conduct - causing disruption to the environment, Assault, Sexual harassment/Title IX, Arson, threat to public safety pulling the fire alarm, or any threat to the school.*

•Possible Behavior Assessment

1st Offense:_____(date)
____Conference w/student
____Parent Contact
____1 day OSS
____Parent letter home
____Administrator Option:

***Possible Behavior Assessment**

2nd Offense:_____(date)
____Conference w/student
____Parent Contact
____2 days OSS
____Parent letter home
____Citation
____Administrator Option:

***Possible Behavior Assessment**

3rd Offense:_____(date)
____Conference w/student
____Parent Contact
____5 day's OSS
____Parent letter home
____Citation
____Administrator Option:

***Possible Behavior Assessment**

4th Offense:_____(date)
____Conference w/student
____Parent Contact
____10 day's OSS
____Parent letter home
____Citation
____Administrator Option:

***Possible Behavior Assessment**

5th Offense:_____(date)
____Conference w/student
____Parent Contact
____10 day OSS
____Parent letter home
____Citation
____Administrator Option:

:

Citations

Sex-ting

- When receiver bring to adult attention - no consequence
- When receiver accepts and sends to others - just as responsible as sender
- Child pornography - did you create, did you send, what was intent
- Kids creating fake account using a staff name (can trace back to where created -- long process/investigation)
- Parent contact law enforcement
  - If outside of school day
  - School contact SRO - share information
- Under 14 no consent - parent choice
- 14- 16 can waive Miranda and can choose not to have a parent involved (parent has to be present and agree to waive)
- At 16 children can consent to sexual contact without parent consent
- OK to share with child that parent owns phone

Citations for vaping vs marijuana

- Vaping (MIP= violation of tobacco laws) - status offense city court
- Marijuana (illegal drug) non-status and goes to youth court
  - Seems backwards

Citing for fighting - does the parent have to request or can the school share information of repeated offenses

- Threats toward student/staff in a public setting may have alternative avenues (threats could also be considered disorderly conduct)
- Victim needs to press charges if personal
- Assault does not have to be physical - can be a threat and believed to be imminent
- **Crime Victim Advocates office** - will help in extreme circumstances when students/families are fearful

Behavior Consequences

Leveled Behaviors

- Removal - classroom behavior
- Skip/Truancy
- Tardies
- Minor - non classroom behavior
- Major
- Severe

Minor Behaviors

- Identified Behaviors Include
    - Classroom Disruption
    - Minor profanity
    - Refusing to work
    - Sleeping in class
    - Dress code violation
    - Excessive teasing
    - Off task
    - Out of seat
    - Not following teacher directive
    - Throwing items
    - late/tardy
    - Minor technology

- 1st - 5th offense:
    - Teacher contacts parents, completes ODR if assigning the ODR
    - BIR/CR assigns 1 lunch/recess restriction
        - Email to teachers
        - P/u at lunch
    - AP meet with student at lunch
    - AP contacts parents if student misses lunch/recess restriction
        - Receive additional day
        - Blackboard call to parents
        - After 5 missed days = ½ day ISS
- 6th Minor offense = 1 Major offense
    - ½ day ISS + parent contact

Major Behaviors

- Identified Behaviors Include
    - Physical aggression
    - Major profanity
    - Weapons
    - Threats
    - Theft
    - Sexual/Inappropriate/Racist comments
    - Vandalism
    - Cheating
    - Truancy/Skipping (10+ minutes)
    - Gang activity
    - Bus violations
    - Technology violation
    - Non-Compliance during an emergency drill or emergency
    - Chronic Minor (5 minors)

- 1st offense:
    - ½ day ISS + parent contact
- 2nd offense
    - 1 day ISS + parent contact
- 3rd offense
    - 2 days ISS + parent contact
- 4th offense
    - 3 days ISS + parent contact
- 5th offense
    - 1 day OSS + parent contact
- 6th offense
    - 2 days OSS + parent contact

Severe Behaviors

- Identified Behaviors Include
    - Fighting - punching
    - Tobacco/drugs/alcohol
    - Disorderly conduct - causing disruption to the environment
    - Assault
    - Sexual harassment/Title IX
    - Arson
    - Any Major behavior that is citable

- 1st offense:
    - 1 day OSS + citation + parent contact
    - Self report -- 1 day OSS + parent contact
        - Provide option for student to present at initial conversation
- 2nd offense
    - 2 days OSS + citation + parent contact
- 3rd offense
    - 5 days OSS + citation + parent contact
- 4th offense
    - 10 days OSS + citation + parent contact
- 5th offense
    - 10 days OSS + Possible Recommendation to expel

Citations

Sex-ting

- When receiver brings to adult attention - no consequence
- When receiver accepts and sends to others - just as responsible as sender
- Child pornography - did you create, did you send, what was intent
- Kids creating fake account using a staff name (can trace back to where created -- long process/investigation)
- Parent contact law enforcement
    - If outside of school day
    - School contact SRO - share information
- Under 14 no consent - parent choice
- 14- 16 can waive miranda and can choose not to have a parent involved (parent has to be present and agree to waive)
- OK to share with child that parent owns phone

Citations for vaping vs marijuana

- Vaping (MIP= violation of tobacco laws)
- Marijuana (illegal drug) non-status and law enforcement notified

Citing for fighting - does the parent have to request or can the school share information of repeated offenses

- Threats toward student/staff in a public setting may have alternative avenues (threats could also be considered disorderly conduct)
- Victim needs to press charges if personal
- Assault does not have to be physical - can be a threat and believed to be imminent
- **Crime Victim Advocates office** - will help in extreme circumstances when students/families are fearful

FIREARMS

In accordance with the provisions of the state and federal law and the GUN FREE SCHOOLS ACT, any student who brings a firearm onto school property shall be expelled for a period of not less than one calendar year unless modified by the Board of Trustees, upon a recommendation from the District Superintendent.

OUT OF SCHOOL SUSPENSION

Students receiving OSS (out of school suspension) are not allowed to participate or perform in any school-sponsored activity until completing one full day of their regular schedule following the suspension. Students who are suspended from school are not allowed on any District #9 grounds or buses, or at any District #9 activities until they re-enter school.

RE-ENTRY MEETINGS

Any student who serves OSS must return with a parent/guardian for a re-entry meeting. If a parent/guardian does not bring the student to school for the re-entry meeting, the student will be sent home until the meeting occurs. Re-entries will begin at 9:00 a.m.

BULLYING REPORTING PROCESS

The Bullying Incident Log documents the following information from students when a report is given:

1. Date, Time
2. Names of all Students Involved, grade level, and nature of their involvement
3. The student is then asked what Type of Bullying Incident occurred.
4. An Incident Description is then given by the student and documented in the log
5. The Incident Location is then documented
6. The person taking the report and turning the report/log over to administration is identified in the Incident Report By section
7. The final part of the Bullying Incident Log is the completing of the Action Taken section by administration
8. Parent contact will be made by student, teacher, administrator-verbally and/or in writing See APPENDIX A for a copy of the Bullying Incident Log.

BULLYING CONSEQUENCES

The Bullying Incident Log consequences will include, but are not limited to: detention, ISS/OSS, parent contact, Check In/Check Out, and education/training on how to stop bullying

SEVERE BULLYING

Severe Bullying includes, but is not limited to: physical bullying, threats/intimidation, and verbal bullying

1. Physical Bullying-hitting, punching, pushing, kicking, inappropriate touching, wrestling
2. Threats/Intimidation-instigating fight, threatening to fight, requesting a fight, physical gestures
3. Verbal Bullying-cussing, screaming, gossip, cyber, teasing, mean/inappropriate comments, inappropriate gestures

Severe Bullying consequences will include, but are not limited to: ISS/OSS, parent contact/support, Check In/Check Out Card, education/ training, parent escort for day(s), multiple days lunch detention. Students will receive a Severe referral for Bullying.

REPEATED BULLYING

Students making the choice to continue bullying other students despite having received consequences for multiple Bullying Incident Logs and/or four referrals for Severe Bullying will face Out of School Suspension for up to 10 days. Repeat bullying incidents by individual students may result in those students being removed from school for up to 10 days with a possible recommendation for expulsion. Repeat bullying will be determined by the accumulation of multiple Bullying Incident Logs and/or multiple Severe Bullying referrals by individual students. Students who repeatedly bully will be considered a safety risk to the students that they are bullying and may no longer be allowed into the general school setting.

BULLYING: PARENT/GUARDIAN SUPPORT

Browning Middle School is dependent upon active parent/guardian participation for complete and successful elimination of bullying on the school campus. BMS requests parents/guardians provide the appropriate help and support to all students involved in the bullying circle. Parents/guardians will be given the opportunity to be involved in helping prevent bullying in school by talking to their child about bullying, sharing concerns with the teacher/administration, taking reports of bullying given by their student, and reporting to administration.

Parents of students being reported as bullies will have the option to attend each class in school with their child, in lieu of the student receiving consequences.

ATHLETICS AND ACTIVITIES

Various activities, clubs, and sports will be available for students to participate in throughout the school year. A list of all available activities will be given to the students at the beginning of the school year. Students must meet academic eligibility to participate in all extra-curricular activities.

Student/Parent Handbook

2020-2021

Principal:	Mrs. Jennifer Wagner
Assistant Principal:	Mrs. Kari McKay
Assistant Principal:	TBD
Secretary:	Ms. Josephine Wagner
Assistant Secretary:	Mr. Jocko Parrent
Receptionist:	Mrs. Fran Racine
Attendance:	Ms. LaDean Racine

Browning High School Staff

Nurse
Charlene White Quills .5

Student Activities
Everett Armstrong (Director)
TBD (Secretary)

Counselors
Sienna Speicher (9), John Parente (10),
Jack Parrent (11), Lynnel BullShoe (12)
Kathleen Broere-Therapist
Daniella Langlois – Spookinapi

Math
Lucy Muragin, Randall Rivas,
Lester R. Johnson IV,
TBD (2)

Science
Jim Vaile, Melody Small
Meri Gobert, Debra High

Technology
Roger Zentzis

BNAS
Darcy Skunk Cap
Kevin Kicking Woman

Health/PE
Robert Miller
Ross DeRoche
TBD

Business Education
Travis Miller

Instructional Coaches
Andrea Evans, Violet Sinclair

Security/Home School Coordinator/TAs
Carl Little Dog, Sr., Jolene Vance,
John McClure, Gail Oscar

Special Education/TAs/PCAs
Katherine Skunkcap, Jenna Skunkcap,
(Teacher)TBD, Ronnel Goss, Gala Upham,
Edward RunningRabbit, Marjorie LaBuff
Mary Beth Lazy Boy, Susan Racine,
PCA (TBD)

ELA
Brenda Johnston, Cheryl Tailfeathers,
Johanna Hellman-Johnson, Fonatee Blay
Wilma MadPlume

Social Studies
Leo Bullchild, Glenn Castle
TBD (2)

Family Consumer Science
Dr. Lester R. Johnson

Music
June Matt .5
Adrien Wagner .5

Vo-Tech/Vo-Ag
Zebah Burdeau
Richard Hagberg
Travis Blue

Freshman Academy/AVID
Brian Harrell

Art
Francis Guardipee

Library
Amy Conrey Andreas
Glenn Castle .5

Gear Up
Marissa Krupa
Melanie Magee

Custodians	Cooks	TRIO
Calvin McKay	Kylye Farmer (Head cook)	Alysa ArrowTop-Upward Bound
Angel DustyBull	Ronald MadPlume	
Anson Cummins	Ken Burland	
Wayne Wippert		
TBD		

Browning Public Schools 07/01/2020 through 06/30/2021	Browning High School 2020-2021 Calendar Year	Calendar Report 06/16/2020 // 10:12:58 AM

Legend

Non-instructional day

Non school day

Key Dates

We, Aug 19 ..... Non school Day, In Service
Th, Aug 20 ..... Non school Day, In Service
Fr, Aug 21 ..... Non school Day, In Service
Mo, Sep 7 ..... Non school Day, Labor Day
Th, Oct 15 ..... Non school Day, Teacher Convention
Fr, Oct 16 ..... Non school Day, Teacher Convention
We, Oct 28 ..... Instructional Day, 1st quarter end
Tu, Nov 10 ..... Instructional Day, Parent-Teacher Conference
Th, Nov 12 ..... Instructional Day, Parent-Teacher Conference
We, Nov 25 ..... Non school Day, Thanksgiving
Th, Nov 26 ..... Non school Day, Thanksgiving
Fr, Nov 27 ..... Non school Day, Thanksgiving
Mo, Dec 21 ..... Non school Day, Winter Break
Tu, Dec 22 ..... Non school Day, Winter Break
We, Dec 23 ..... Non school Day, Winter Break
Th, Dec 24 ..... Non school Day, Winter Break
Fr, Dec 25 ..... Non school Day, Winter Break
Mo, Dec 28 ..... Non school Day, Winter Break
Tu, Dec 29 ..... Non school Day, Winter Break
We, Dec 30 ..... Non school Day, Winter Break
Th, Dec 31 ..... Non school Day, Winter Break
Fr, Jan 1 ..... Non school Day, Winter Break
Mo, Jan 18 ..... Instructional Day, 2nd quarter/1st semester end
Tu, Jan 19 ..... Non school Day, In Service
Fr, Feb 26 ..... Non school Day, No School (Make up day if needed)
We, Mar 24 ..... Instructional Day, 3rd quarter end
Mo, Mar 29 ..... Non school Day, Spring Break
Tu, Mar 30 ..... Non school Day, Spring Break
We, Mar 31 ..... Non school Day, Spring Break
Th, Apr 1 ..... Non school Day, Spring Break
Fr, Apr 2 ..... Non school Day, Spring Break
Tu, Apr 6 ..... Instructional Day, Parent-Teacher Conference
Th, Apr 8 ..... Instructional Day, Parent-Teacher Conference
Mo, May 31 ..... Non school Day, Memorial Day
Th, Jun 3 ..... Instructional Day, 4th quarter/2nd semester end

July

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Total Instructional Days: **180** Minutes: **NaN**

Total Non-Instructional: Days: **0** Minutes: **NaN**

Total Non-School: Days: **185** Minutes: **NaN**

Dear Parents, Families & Guardians of 9th, 10th, 11th, & 12th grade students at BHS:

Oki! Welcome to the start of a wonderful year!

We encourage you to come visit your student's school so you can meet the great staff and we have here at BHS. We will work on assisting your student to be safe, responsible and respectful in their decision making while at BHS.

At BHS we do our best to make everyone feel welcome, safe and comfortable. If at any point throughout the year you feel different, please bring your concerns to the school-staff, teacher or principal.

Please read through the Student & Parent Handbook and familiarize yourself with our policies and procedures. Please pay close attention to the BHS addendum at the beginning of the handbook. This outlines some important information directly related to Browning High School.

It is our mission to provide a quality education for your child and we can't do that without you; become involved in all the activities here at BHS.

We look forward to meeting and seeing you during the 2019-20 school year!

Sincerely - Your Partners in Education,
Mrs. Jennifer Wagner, Principal
Ms. Kari McKay, Assistant Principal
TBD, Assistant Principal
Browning High School

HIGH SCHOOL INFORMATION

STUDENT INVOLVEMENT

We encourage BHS students to become actively involved in a school activity outside of their regular academic schedule. Membership in school clubs is open to everyone.

CLUBS

This list may be changed at any time based on student participation/interest.

Academic Challenge	Random Acts of Kindness	National Honor Society
Science Club	AIBL	Library Club
Art Club	FFA	Shop Club
Hiking Club	Speech, Debate & Drama	Rodeo Club
Student Council	Pep Club	Weightlifting Club
Human Rights Club	Rising Voices Poetry Club	Sewing Club
Coding Club	Spirit of the Buffalo Club	LGBTQ Club
AVID/Chess Club	Gardening Club	

ACTIVITIES

Football	Cheerleading	Softball
Golf	Basketball	Track
Cross Country	Volleyball	Wrestling
Speech, Debate & Drama	HomeComing	Prom
Native American Week	Red Ribbon Week	

SCHOOL HOURS

Browning High School office hours are Monday, Tuesday, and Thursday 8:00 a.m. - 4:00 p.m., Wednesday 8:00 a.m.- 5:00 p.m. and Friday 8:00 a.m. to 3:00.

BUILDING USE AFTER SCHOOL HOURS

Areas of the building may be used after school hours when a faculty member is in attendance and in charge. Students will be asked to report to the most convenient entrance at a definite time. The activity or group sponsor must be with the students or adults and is responsible for the securing of the facility. Unauthorized students in the building will be asked to leave and expected to do so.

STUDENT/PARENT DUE PROCESS

The school district recognizes the rights of all students without regard to race, sex, religion, creed or national origin. The exercise of these rights may not interfere with the rights of others. Students/parents may present complaints to a teacher or the building Administrator. Opportunities shall be provided for students/parents to exercise this right through channels established for consideration of complaints. The following student/parent appeals procedures will be provided:

1st- The complaint shall be brought to the attention of either the teacher or administrator in a scheduled meeting.

2nd-If satisfaction is not reached the student/parent shall be referred to the building administrator.

3rd- If satisfaction is not reached at the building level, the building administrator shall refer the student/parent to the Superintendent.

4th- If satisfaction is not reached at the Superintendent level the matter may be referred to the board of trustees if a violation of law or written School Board policy is alleged.

ACADEMIC INFORMATION

GRADES

The evaluation of student achievement is one of the important functions of the teacher. The accepted marking system is as follows:

- At least one student grade per week will be recorded in the grade book.
- All grades will be posted in the grade book as percentages.
- All grading systems are to include points for daily assignments, testing, and attendance. Grades are cumulative over the semester.
- The semester exam is to evaluate student competence for the semester. Each semester will have a final for each class. Grades will be available for students each semester.
- If a point system of grading is used, the maximum number of points possible for the term must be made known to the students and distributed at the beginning of the term in the course syllabus.
- An incomplete may be given with prior building administrator approval. The work that must be completed and the final due date must be shared with the student, their parent/guardian, and the building principal.

A 100-90 % B 89-80 % C 79-70 % D 69-60 % F 59 % OR BELOW

CREDIT (BOARD POLICY 3020)

Grade level attainment or class status is recognized through credit accumulation. The purpose of class status is to inform the student, parents, administrators and instructors of the prospective graduation year of the student. High school students must have earned the following credits to be affiliated with the appropriate class:

Freshman	0-6 credits
Sophomore	6-12 credits
Junior	13 credit minimum
Senior	18 credit minimum

Credit status will be reviewed at least quarterly by students and their advisors. Credit status for each class will be reviewed by the counseling department and students identified as failing to obtain the next class status will receive individual support from a school counselor which will outline individual intervention/support available to the student.

CREDIT RECOVERY

If a student fails a course with 45% or higher they may participate in Credit Recovery. Credit Recovery is completed through the use of computer based programs, Odyssey Ware and Google Classroom Courses, and will take place after school, study hall and during summer school. Students will take a pre-test and then have lessons/units assigned based on the results. Students must complete all lessons assigned, and pass the Unit Assessments with a minimum of 70% in order to recover credit. Students who complete Credit Recovery courses will receive a grade of "C" for that course. If students wish to try and raise their grade higher than a "C" they must repeat the entire course as part of their regular course schedule.

GRADE POINT AVERAGES AND WEIGHTED GRADE POINTS

DEFINITIONS

- **Advanced Placement:** courses are those that are approved through the College Board Audit Process. Advanced Placement courses are designated in the Browning High School Course Description Catalog.
- **Grade points**: are the numeric equivalent of a student's grade in a credit-bearing course according to the following scale: A = 4 B = 3 C = 2 D = 1 F = 0 I = 0
- **Grade Point Average (GPA)**: is the average number of grade points earned per course in Grades 9 through 12. The cumulative GPA is shown on the student's transcript.

- **cumulative GPA** is calculated by dividing the total number of grade points earned by the total number of course credits included in the computation. The GPA should be rounded to two decimal points by rounding the second decimal position upward if the third decimal position is greater than four.
- **Transcript:** is a report of final grades and credits indicated by course.
- **Weighted grade points**: are similar to grade points except that weighted grade points differentiate between regular courses and Advanced Placement courses (not including Honors courses). Weighted grade points are the numeric equivalent of a student's grade in a credit-bearing course according to the following scale:

Grade	Grade Points	
	Regular	Advanced Placement
A	4	5
B	3	4
C	2	3
D	1	1
F	0	0
I	0	0

- **The weighted grade point average (WGPA):** is a recalculation of the GPA substituting weighted grade points for regular grade points earned in courses designated advanced placement. The WGPA is computed by dividing the total number of grade points earned by the total number of course credits included in the computation. The order of class rank for students above a four point will be determined by an inverse analysis.

Grade Point Average / Weighted Grade Point Average Computations

All credit-bearing courses for which the student is assigned a grade of A, B, C, D, F, or I will be used for GPA and WGPA computations.

The grade earned in a course initially taken in high school and subsequently repeated is included in the computation each time it is taken. Credits granted for approved courses offered by institutions other than Browning High School (classroom, correspondence, or online courses), work study, and transfer courses, if used for graduation credit, are included in the GPA/WGPA computations.

1. Grades and credits for dropped or incomplete courses will be treated for computing the GPA and WGPA as follows:
   a. Courses which a student does not complete all requirements:
      If the student does not complete all course requirements a notation of "I," or "Incomplete," will be entered on the transcript, and report card. The student can follow procedures as per the Student-Parent Handbook to complete courses and have the "I" replaced with a letter grade. Any student who receives an "I" and does not complete all course requirements within the allowed time period, as per the Student-Parent Handbook, will have that grade replaced with an "F".
   b. Should the student, with prior approval, transfer to a course in the same subject area, appropriate credit is awarded for those courses completed successfully.
2. Transferred credits and grades from other school systems shall be converted by the building administrator/designee into appropriate Browning High School credits and are included in the computations.

   a. Courses in subject areas not traditionally taught in Browning High School, such as religion, will be included in the computations if grades are earned through an accredited school or program.
   b. Advanced level courses not taught in Browning High School, but in subject areas taught in Browning High school, are included.
   c. For transferred credits (non-Browning High School courses) to which marks such as "O" (Outstanding), "S" (Satisfactory), and "U" (Unsatisfactory)or numeric grades or percentages have been assigned, the school must secure or translate such marks to a scale of A, B, C, D, and F. These courses must be entered into the computerized student database separately.

STUDENT TRANSCRIPTS

Transcripts shall include the following:

- Any Browning High School course completed, or in which the student earned an "I" Incomplete, and has not exceeded the time limit to complete the requirements as per the Student-Parent Handbook
- Designation of honors, and advanced level courses;
- Grades and credits earned for each course;
- Cumulative grade point average and the weighted grade point average; and
- Graduation date.

The building administrator/designee is responsible for the following:

- Ensuring that each student's grades have been verified and accurately reflect the record of the student, including approved courses offered by institutions other than Browning High School (classroom, correspondence, or online courses), and transfer courses
- Furnishing transcripts to schools to which the student seeks enrollment, including high schools and institutions of higher learning; and
- Furnishing transcripts to scholarship foundations, technical institutions, and current or prospective employers provided that the release of this information is approved by the student's parents or by the student if the student is 18 years of age or older or married.

HONOR ROLL

The Browning High School honor roll is published at the end of each 18-week period. In order to be on the Honor Roll, a student must earn at least a 3.0 Grade Point Average (GPA).

NATIONAL HONOR SOCIETY

Students may earn the right to apply for Browning High School National Honor Society by receiving a cumulative GPA of 3.0 or better for a minimum of three semesters, consecutively, in high school. (Grades are not weighted when determining GPA for the National Honor Society, all grades are on a 4.0 grade scale)

SEMESTER EXAMS

All students take semester exams as scheduled by the high school administration. Semester exams will be held the last week of each semester, and senior finals will be held the last week before graduation.

TUTORING

Students can receive tutoring services, and are encouraged to participate in the tutoring program throughout the year. Hours for tutoring are scheduled and posted at the beginning of each school year. We highly recommend that students failing any classes participate in this program.

GRADUATION REQUIREMENTS

Graduation requirements shall reflect high expectations and appropriate standards. Students graduating from Browning High School will enter society as adults who are prepared to participate actively and knowledgeably as citizens in their community, tribe, state, and federal government. Students will graduate with prerequisite skills that allow successful entry into and completion of post-secondary education or vocational training opportunities.

No student will be permitted to graduate from Browning High School unless he/she has completed the course requirements prescribed by District #9 Board of Trustees and meets the prescribed course of study for the state of Montana. All graduation requirements must be completed 48 hours prior to the graduation ceremony. All students will enter Browning High School on a "Distinguished Diploma" track; students must opt out in order to graduate according to the "Foundational Diploma" track requirements. You must contact the school principal if you wish to opt out of the Distinguished Diploma.

Course requirements for graduation from Browning High School:

Foundational Diploma:

English..... 4
Mathematics..... 2 (Starting 2019-2020 **only** Algebra 1 and above counts towards math credits)
Science..... 2
Social Studies..... 3.5
- World Geography (.5)
- Blackfeet History (.5) (not including Blackfeet Language, song/dance)
- World History (.5)
- American History (1)
- Government (1)

Physical Education..... 1
Health Enhancement..... (.5)
Fine Arts..... 1
Vocational Practical Arts..... 1
Computer Technology..... (.5)
Electives..... 5 (minimum)
Total Required for Graduation.....20.5

Distinguished Diploma:

English..... 4
Mathematics..... 3/4 (Starting 2019-2020 **only** Algebra 1 and above counts towards math credit. Once the student has completed Algebra II, the option to take a 4th credit in science or computer science
Science..... 3/4
Social Studies..... 3.5
- World Geography (.5)
- Blackfeet History (.5) (not including Blackfeet Language, song/dance)
- World History (.5)
- American History (1)
- Government (1)

Physical Education..... 1
Health Enhancement..... (.5)
Fine Arts..... 1
Vocational Practical Arts..... 1
Computer Technology..... 1
College Prep Electives*..... 2
Other Electives..... 3
Total Required for Graduation.....24

*College Prep Electives can include world language, computer science, music, fine arts, career, and technical education, dual-enrollment courses.

COLLEGE PREP REQUIREMENTS:

- 4 credits - English
- 3 credits - Math
- 3 credits - Social Studies including World History
- 2 credits - Laboratory Sciences
- 2 credits - chosen from the following: foreign language (preferably 2 years), computer technology, fine arts, or vocational education units which meet OPI guidelines.

***Rigorous Core is 4 credits Math and Science**

Waiver of Requirements/Academic Variance

The building administrator will establish an academic variance committee composed of staff representing both the traditional high school and alternative education program to review all petitions for a waiver. This petition will include a detailed request documenting extenuating circumstances that warrant the waiver. It will also include an information packet regarding the student's school history and performance as documented by a transcript, graduation plan, detailed attendance, and enrollment history. This information packet will also include a projected course plan for the remainder of the student's high school career and a transition plan for the first year beyond high school.

At minimum, all students will have met the basic graduation requirements as specified in A.R.M. 10.55.905. Under special circumstances, the building administrator may recommend modification to local graduation requirements to the District

Superintendent. The Superintendent will have the authority to approve or deny the recommendation. In accordance with A.R.M. 10.55.906 (3), the Superintendent will then make the recommendation to the local board of trustees to accept the waiver.

Diplomas

All graduating students shall receive a diploma. Diplomas may be earned through completing either required credits or criteria identified in an approved IEP. Diplomas may be received prior to 4 years of high school attendance in accordance with District #9 Early Graduation Policy, which requires the expressed recommendation of the Superintendent and the permission of the Board of Trustees.

The high school building administrator shall approve of independent study alternative curriculum offerings prior to credit being applied to the core graduation requirements.

Transfer Student Graduation Requirements

Transfer students must meet the prescribed course of study for the State of Montana and Browning School District #9 in order to graduate. Transfer credits must be congruent with BHS core class requirements as determined by the high school building administrator.

Graduation

The graduation ceremony is an activity of the Board of Trustees to honor graduating seniors from Browning High School each year.

A. The Superintendent of Schools shall set/approve the date for the graduation ceremony each year.
B. Only students who have met all credit requirements, both state and local, may be allowed to participate in the graduation ceremonies.
C. The Board of Trustees may deny any student the honor of participating in graduation ceremonies for infractions of federal, state, or local laws, district policies or school rules.
D. All graduation requirements must be completed forty-eight (48) hours prior to and approved by the high school building administrator before a student is allowed to participate in the graduation ceremony.
    - Graduation requirements require the student to complete 20.5/24 credits. These students are also required to complete 20 hours of community service and a senior oral examination based on a four-year portfolio.
    - Students receive 1/2 credit for all courses completed during the eighteen-week period.
    - All students must be enrolled for seven periods per day. Exceptions to this rule for students may be made if approved by the Administrator. Exceptions include 504 plan, IEP, college, work release, or parenting responsibilities.
    - Students will complete graduation plans with their counselor each year. Students are responsible for the timely completion of their plan. Documentation of credit earned from an agency other than Browning High School must be provided to the building administrator at least 5 school days prior to the scheduled graduation date for the student to participate in the graduation ceremony. Documentation of completion of all graduation requirements must be provided to the High School building administrator two days prior to the scheduled graduation date in order for the student to participate in the graduation ceremony.
    - Maintaining tradition and pride in our school is very important. One way this can be accomplished is by using our school colors in school ceremonies. Therefore, graduating seniors will choose graduation caps and gowns that are black, white and/or red in color. Valedictorian and salutatorian will be determined after completion of eight semesters of grades earned with attendance at Browning High School for the last two full years.

SENIOR PORTFOLIO REQUIREMENTS

Students have the option of presenting a hard copy of the portfolio (binder) or a digital presentation. The portfolio must have the following items:

Title Page

Table of Contents

Academic Reports

- HS transcript through 1st semester of Senior year
- Detailed Attendance Report through March
- 1 copy of Standardized Tests: ACT, ASVAB, ITBS,
- MCIS Career Assessment from Senior year

Financial Literacy

- BHS will offer Financial Literacy workshops in early spring

Career/College Prep

- 2 Letters of reference **Ask Early**
- Resume – MUST be in "Resume" format
- Copy of 2 ID's – One MUST be your Social Security card
- Job Application
- Career Profile
- 2 page Life Goal Essay/Scholarship Letter
- College and Financial Aid application (optional, extra points granted)
- Immunization (from the school nurse)

Community Service

- 20 hours documented community service ***Must be pre-approved by counselor***
  Job shadowing is NOT considered community service
- 1-page explanation of community service

Academic Highlights

- Writing Samples: (minimum of two) i.e. Term Paper, Writing Assessment
- Math Samples: (a minimum of one) i.e. assignment, test, quiz
- Science Samples: (a minimum of one) from each science taken
- Social Studies Samples: (minimum of two) Blackfeet Studies, World History, World Geography, U.S. History, Government.
- Physical Education/Vocational Ed./Fine Arts: (minimum of one sample) Project, Song, Artwork, etc.

Clubs/Activities/Awards

Include all (optional, extra points granted)

Oral presentation of this portfolio is required for all students

STUDENT EMPLOYMENT PROGRAM POLICY

The administration and staff at Browning High School have a strong commitment for our students to remain in school for the entire four years. However, we understand there are circumstances where a student may need to work. This program is for seniors only.

CRITERIA FOR THE PROGRAM

- Students must be enrolled in four classes at the high school. Students must have at least 21 credits to be eligible for this program and maintain a C average in all classes. The student may not be over the attendance policy in any class.
- **Students must submit a request for work prior to the first day of the semester in which they wish to work.** The request must include:
    - A letter from the student explaining why they wish to work, who they will be working for, and who their direct supervisor will be.
    - A letter from the parents requesting their student be allowed to work, and stating that they have met with the student's counselor to discuss how the student may be affected academically by participating in the program.
    - A letter from the student's prospective employer stating the work hours, and that they understand that they will be required to complete a bi- weekly evaluation form.
    - A copy of their current transcript.
    - A Student Employment Program Checklist signed by their counselor.

- The building administrator will approve or disapprove the student's acceptance into the program.
- Failure to adhere to these requirements may result in the student's termination from this program.
- When the student is out of school on work release, he/she will not be allowed to be on the school grounds during his/her work release period.

INDEPENDENT STUDY PROGRAM

Browning High School provides alternative independent study resources to allow students the opportunities to earn extra credit outside the regular class/curriculum schedule to meet minimum graduation requirements at Browning High School. Teachers may elect to work with a student independently on a course of study within that teacher's certification and that is being offered by the high school during the current semester. All independent courses must be pre-approved by the High School building administrator.

CONDITIONS OF INDEPENDENT STUDY

- Counselors will assist students in determining the need for any independent study courses needed to supplement their regular curriculum to meet graduation requirements and set up the program plan for this extra credit work. This plan will need approval of counselor, parent, student, and building administrator with a copy sent to the parents/guardians.
- The student is responsible for successfully completing requirements of the independent study program and submitting documentation of completion at least 5 school days prior to graduation, or will not be allowed to participate in the graduation ceremony.
- After successfully completing the independent study courses, grades will be entered on the student's transcript at BHS.
- Before the building administrator will approve a course of independent study, a Browning High School cooperating teacher must sign the application to confirm that the course meets curriculum goals and objectives.

SCHEDULING

Students shall be pre-registered for classes each year. Pre-scheduling for the following year will take place each year between February-August. All students are expected to carry a full schedule of classes. Seniors who qualify may participate in the work release program in the a.m. or p.m. No schedule changes will occur until a conference has been held between the high school building administrator and the parents or guardians of the student requesting the schedule change. All schedule changes must be made by appointment only with the main office head secretary.

PLACEMENT

The goal of Browning Public Schools shall be to place students at levels and in settings that will enhance the probability of both individual and collective student successes. Developmental testing, together with other relevant criteria including, but not limited to health, maturity, emotional stability, and developmental disabilities will be considered in the placement of all students*. Final disposition of all placement decisions rests with the building administrator.*

CRITERIA FOR STUDENT AIDE: OFFICE AND LIBRARY ONLY

- Student must be a Junior or Senior.
- A student aide may not be in credit deficient status.
- Supervisors will have "Duties and Expectations of a Student Aide" available for the student and parent. Duties and expectations will be pre-approved by the building administrator.

TRANSFER

School District policies regulating pupil enrollment from other elementary and secondary schools are designed to protect the educational welfare of the child and of other children enrolled in the Browning School System.

Secondary Grades (9-12), Credit Transfer. Requests for transfer of credits from any secondary school shall be subject to a satisfactory examination of the following:

- Appropriate certificates of accreditation
- Length of course, school day and school year.
- Content of applicable courses.
- The school facility as it relates to credit earned (i.e., lab areas for appropriate science or vocational instruction).
- An appropriate evaluation of student performance leading toward credit issuance.
- Final approval of transfer credits will be determined by the high school building administrator, subject to review upon approval by the Superintendent and Board of Trustees.
- Montana Accreditation Rules and Standards, in accordance with local alternate procedures for earning credit, shall be applied to all credit transfer review.

STUDENT BUILDING INFORMATION

BUILDING PASSES

Students are not permitted to leave the school building or school grounds without an authorized pass to leave the building from the attendance office during the school day. Students who leave the school grounds without a pass will be subject to disciplinary action.

BIKERS/WALKERS/SKATEBOARDS/HOVERBOARDS

Students are to abide by all school rules whether they are walking, riding their bikes, skateboards, or hover boards to and from school. Bikes/skateboards/hover boards are to be checked in to the office in the morning when the student arrives and may be picked up after school. Bikes/skateboards/hover boards may not be used on campus during the course of a school day. Students caught riding any of these in the school will be subject to disciplinary consequences.

BUS SAFETY POLICY/TRANSPORTATION

Students on school-sponsored trips are under the jurisdiction of the school and its policies as outlined in the Activities Handbook, the Student Handbook and the School District #9 policy manual. Students must travel to and from the activities by transportation authorized by the school. Occasionally, circumstances require special travel arrangements. On those occasions, the Parent/Guardian must contact the Athletic Director or building administrator for approval of the travel plan prior to the bus leaving for the event. Parents wishing to have their student ride home with them after an event are to personally notify the coach/sponsor and submit a written request for permission to take the student.

Students are asked to keep in mind that when they travel, they are Browning's "Ambassadors" and are expected to behave in a manner that will reflect positively upon themselves and our community.

Students apprehended breaking the law, such as theft, consuming or having consumed alcohol, drugs, and tobacco or non-prescription drugs will forfeit their opportunity to participate in the present activity, will be sent home and will be subject to further disciplinary action. ***If a student is sent home, the parent/guardian will be required to provide transportation or pay the cost of providing transportation. Furthermore, if a student is detained by Law Enforcement the parent is responsible for penalties and transportation.***

GUEST PASSES

No guest passes will be given for Students wishing to bring a guest to school. No Middle School students are allowed to attend dances at BHS, nor are BHS students allowed to attend dances at BMS. Guests for the prom must be enrolled high school students and they must be approved by the building administrator prior to attending.

LOST AND FOUND

All students are asked to please turn in any belongings that are found to the office so that they may be returned to the rightful owner. Articles turned-in will be stored in the lost and found for a period not to exceed 30 calendar days. Students should report to the office when they are missing personal or school belongings.

OPEN CAMPUS

During the school year, students will be able to leave during their assigned lunch break. However, students who continuously return to school late for 5th period may be subject to disciplinary action.

STUDENT GOVERNMENT

Student Council is the organization which enables the students to express their opinions, assist in the administration of the school, act as a clearing-house for student activities, and participate in the management of the school. The Student Council promotes leadership, initiative, and self-discipline among its members. The student body will elect members in the fall. In addition, each class and club will hold elections prior to Homecoming to elect their officers and representatives to the Student Council.

CAFETORIUM

Browning High School will furnish breakfast and lunch to all students free of charge for the school year. Students are expected to display appropriate behavior while in the cafetorium.

GYM FLOOR

Street shoes are not allowed on the gym floor. Students must wear clean gym shoes used only for P.E., athletics or play in their stocking feet.

TELEPHONES

Students are not to use the telephones in teacher's rooms or the office during the school day. Students may use the counselor's' phone before and after school only. Students will not be allowed to use the counselor's phone during class.

DRIVING AND PARKING

All student and staff vehicles must be registered with the high school office. The high school will provide a registration sticker to be placed on the front windshield. Vehicles that are not registered may be towed at the owner's expense. Students are expected to abide by all traffic laws. Students who violate traffic laws may have their driving privileges suspended or terminated on school property. All vehicles in or around the school are subject to searches directed by the School district.

Students who do not have a driver's license are not allowed to drive to school. Students driving to school unlicensed will be subject to disciplinary action and may have their vehicle towed at the owner's expense.

Student parking is located in the South parking lot (by the gym). Students are NOT allowed to park in the staff parking area. Students will be asked to move if they are parked in the staff parking area.

High School Behavior Management Plan/MTSS Matrix

	BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
HALLWAYS	· Honor personal space · Speak respectfully · Treat others as you wish to be treated · Greet others with a smile and kind word	· Carry a valid hall pass, monitored by staff · Honor time/people by going directly to your destination · Deposit litter in proper receptacle · Treat our high school with respect	· ***Walk*** on the right side · Be mindful of people and surroundings · Report bullying
CAFETORIUM	· Follow directions · Listen to others · Exhibit good table manners · Show appreciation like our ancestors	· Remain in designated area · Clean up your eating area · Pick up after yourself · Use respectful language	· Wait in line · Join line at the back without stepping in front of anyone · Follow directions

BATHROOMS	· Respect privacy · Keep facilities clean	· Flush as needed · Put litter in appropriate receptacle · Wash hands with soap · Conserve faucet water	· Report problems, vandalism, to nearest staff
CLASSROOM, LIBRARY, OFFICES	· Follow directions · Practice turn-taking · Use appropriate language · Use appropriate tone · Use inside voice · Leave the space tidy · Employ active listening · Participate actively	· Access only appropriate websites · Use equipment correctly · Follow location rules	· Keep your hands and feet to yourself · Remain in assigned location · Enter and exit in orderly fashion · Report any incidents
BUSES	· Be kind · Follow directions · Wait in line · Listen to the bus driver · Share seats · Use appropriate language	· Keep your body and belongings inside the bus · Put litter in proper receptacle	· Enter and exit in an orderly fashion · Stay in your seat · Report any incidents
SCHOOL GROUNDS, FIELDS, GYM	· Follow adult directions · Use appropriate language	· Dispose of trash in appropriate receptacles · Use equipment correctly	· Obey fire drill procedures · Use equipment correctly · Keep your hands & feet to yourself

Browning High School BEHAVIOR Management Plan

STUDENT:_____ **GRADE:**_____

****MINOR OFFENSE****
Students are placed on this level when Misbehavior in the classroom has Progressed through the steps in teachers Classroom management plan. This level is For less severe but consistent infractions And also includes but not limited to:
Rough-housing, leaving campus, Repeated use of electronic devices

1st Offense:_____(date)
___Conference w/student
___Parent Contact (Phone)
___1 day lunch detention
___Administrator Option:___

2nd Offense:_____(date)
___Conference w/student
___Parent Contact (Phone)
___2 days lunch detention
___Administrator Option:___

3rd Offense:_____(date)

****SEVERE OFFENSE****
Once students complete the "minor" level I or for serious misbehavior - Serious misbehavior includes but not limited to:
-Bullying -Hazing
-Harassment (any) -Cursing
-Insubordination -Tobacco/E-cigarette
-Instigating a fight -Overt defiance
-Profanity towards staff
-Stopping class from functioning

1st Offense:_____(date)
___Conference w/student
___Parent Contact (Phone)
___2 days Study Hall
___Administrator Option:___

2nd Offense:_____(date)
___Conference w/student
___Parent Contact (Phone/Letter)
___1 day OSS and/or 1 day Study Hall
___Re-entry/Contract (review)
___Solutions Team Meeting
___Administrator Referral:___

****EXTREME OFFENSE****
Students who complete "severe" Level And Includes but not limited to:
fighting, videoing a fight, theft, vandalism:

1st Offense:_____(date)
___Conference w/student
___Parent Contact (Phone/Letter)
___3 days OSS and/or 1 day Study Hall
___Re-entry/Contract
___Administrator Option:___

2nd Offense:_____(date)
___Conference w/student
___Parent Contact (Phone/Letter)
___4 days OSS and/or 2 days Study Hall
___Re-entry/Contract (Review)
___Review for Tier 3 Services Referral
___Administrator Option:___

___Conference w/student
___Parent Contact (Phone)
___4 days lunch detention
___Solutions Teacher Meeting
___Administrator Option:___

4th Offense:_____(date)
___Conference w/student
___Parent Meeting
___1/2 day Study Hall
___Counselor Referral (Tier 1)

5th Offense:_____(date)
___Conference w/student
___Parent Contact
___1 day Study Hall
___Administrator Option:___

6th Offense:_____(date)
___Move to Severe 1

3rd Offense:_____(date)
___Conference w/student
___Parent Contact (Phone/Letter)
___2 days OSS and/or 1 day Study Hall
___Tier 2 Services Referral
___Re-entry/Contract Review
___Administrator Option:___

4th Offense:_____(date)
___Move to Extreme 1

3rd Offense:_____(date)
___Conference w/student
___Parent Contact (Phone/Letter)
___10 days OSS
___Recommend for Expulsion

****ASSAULT*****
PHYSICAL, VERBAL, WRITTEN
Assault is intentional infliction of, or an attempt to inflict harmful/offensive touching or contact upon a person. A student shall not intentionally cause or attempt to cause injury to any school employee or student

1st Offense:_____(date)
___Notify Police
___(up to) 10 days OSS
___Parent Contact
___(Possible) Recommend for Expulsion
___Assault Contract
___Administrator Option:___

2nd Offense:_____(date)
___Notify Police
___10 days OSS
___Parent Contact
___Recommend Expulsion

****ALCOHOL/DRUGS****
Students who are using, in possession Of, or with another student who is Using and/or in possession of any drug/alcohol/paraphernalia

1st Offense:_____(date)
___Parent Contact (Phone/Letter)
___2 day OSS and/or 1 day Study Hall
___ Re-entry/Contract
___Insight Class/Tier 2 Services referral
___Notify Police
___Administrator Option:___

2nd Offense:_____(date)
___Parent contact (Phone/Letter)
___3 days OSS and/or 2 days Study Hall
___Re-entry/Contract Review
___Insight Class
___No school activities (Possible)[Office15]
(dances, home games, etc)
___Notify Police
___Administrator Option:___

3rd Offense:_____(date)
___Parent Contact/team conference
___5 day OSS/2 days ISS

****WEAPONS****
Students are forbidden to knowingly and voluntarily to possess, handle, transmit or use any instrument in school or on school grounds that is Ordinarily considered a weapon. Any Object which could be used to injure another person which has no school related purpose for being in school or on school grounds will be considered a weapon for purpose of this code.

1st Offense:_____(date)
___Parent Contact
___Up to 10 days OSS
___Possible recommend Expulsion

*Any student who brings a **firearm** onto school property shall be expelled for a period of not less than one calendar year unless modified by the Board of Trustees, upon a recommendation from The District Superintendent. As provided By state law, the student may be suspended up to 20 days pending the school board hearing for the expulsion*

Offense:_____(date)

****OTHER****
Includes but not limited to bomb threat, false fire alarm, gang activity, cheating/plagiarism, breaking and entering of school property, verbal threat against a staff member, arson, etc.

1st Offense:_____(what)
Date:_____
___Administrator Option:___

2nd Offense:_____(what)
Date:_____
___Administrator Option:___

3rd Offense:_____(what)
Date:_____
___Administrator Option:___

___Letter home
___Re-entry with team
___Insight Class
___Administrator Option/Change
Of Placement:___
___Possible notify police

4th Offense:_____(date)
___Notify Police
___Parent Contact/team conference
___Up to 10 days OSS
___Recommend for Expulsion

Any student who does or is with a student
Who is selling, providing, distributing,
Manufacturing alcohol and other drugs
Or drug paraphernalia are subject to the
Following:
___Notify Police
___Parent contact/team conference
___Up to 10 days OSS
___Recommend for Expulsion

Use/possession of drug, alcohol, tobacco, e-cigarette is in violation of Montana State Law. As such, It is the Browning High School's procedure to enforce disciplinary action upon any student who violates this. In addition to disciplinary action, students will be required to attend/participate/complete an Insight Class (hours to be determined based on the severity) which is a drug, alcohol, tobacco awareness class. Any student who does not meet or fulfill this requirement will not be allowed to participate in or attend any extracurricular activities including Homecoming, Prom, and clubs.

Parent/Student Handbook

BABB ELEMENTARY

Billie Jo Juneau – Principal

Parent/Guardians, and Students,

We are pleased to welcome you to a new and exciting year at Babb Elementary School – We encourage your involvement in your child's education and welcome your support throughout theyear. You are invited to come into the school at any time with questions, concerns, and to celebrate your child's successes with us.

Please read and review this handbook with your student as it contains important information regarding school policies and procedures. Pay close attention to the BABB portion of the handbook – it outlines important information directly related to Babb Elementary. If you have any questions, please contact us by phone or come into the school and talk to us personally. We encourage frequent communication between home and school, as it is important for the success of ourstudents.

Please sign and return the student/parent signature page to the school acknowledging that youhave read the handbook and discussed its contents with your child. It is through working together that we will reach our goal of increased student achievement. Thank you for your cooperation.

We look forward to seeing you during the 2020-21 school year! Have a wonderful year!

Sincerely,

Billie Jo Juneau,
Principal

&

BABB ELEMENTARY SCHOOL STAFF	
K-2/Lead Teacher: JoAnn Powell	**3-6 Teacher:** Suzanne Weekes
Teacher Assistant: Samantha Devereaux	**Teacher Assistant**: Jennifer Reed

Custodian: MaryAnn Flamand **Cook:** Kimberly Walker

School District #9, Glacier County, Montana
Browning Public Schools
P.O. Box 610
Browning, MT 59417

Student and Parent Handbook Receipt Form

2020-2021

I acknowledge that I have received and read a copy of the Browning Public Schools Student/Parent Handbook). I understand that the policies and practices contained in the handbook govern student behavior and expectations while in attendance of Browning Public Schools. I understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the handbook.

Parent's or Guardian's Signature _____

Date _____

I acknowledge that I have received and read a copy of the Browning Public Schools Student/Parent Handbook. I understand that the policies and practices contained in the handbook govern student behavior and expectations while in attendance of Browning Public Schools.

Student's Signature _____

Date _____

TABLE OF CONTENTS

Babb Elementary School Staff 2

School District BOARD MEMBERS 6

BROWNING PUBLIC SCHOOLS ADMINISTRATION 6

DISTRICT MISSION STATEMENT 6

DISTRICT VISION STATEMENT 6

BABB ELEMENTARY SCHOOL INFORMATION ***7***

Safety Matters 7

Graduation Matters 8

Attendance Matters 8

Culture Matters 9

Behavior Expectations 10

Babb Elementary MBI/MTSS (Multi-Tiered System of Support) for Behavior 11

MTSS TIER PLACEMENT: Levels on the Behavior Management Plan 12

Babb School Calendar 13

SCHOOL DISTRICT BOARD MEMBERS

- Donna Yellow Owl -Chairperson
- Wendy Bremner -Vice Chairperson
- Brian Gallup-Board of Trustees
- Mistee Rides At the Door-Board of Trustees
- Brenda Croff-Board of Trustees
- Kristy Salway-Bull Shoe-Board of Trustees
- James Evans-Board of Trustees
- Rae TallWhiteman-Armstrong– Board of Trustees

BROWNING PUBLIC SCHOOLS ADMINISTRATION

- Corrina Guardipee-Hall ED.S. - Superintendent of Browning Public Schools
- Dennis Juneau- Assistant Superintendent of Browning Public Schools
- John Salois– Human Resources Director of Programs
- Billie Jo Juneau– Director of Curriculum and Assessment
- Everett Holm – Director of Technology
- Stacy Edwards – Director of Finance
- Maureen Stott – Director of Special Services

DISTRICT MISSION STATEMENT

Browning Public Schools works with all stakeholders – families, students, staff, trustees and community – to provide a high quality, culturally diverse education for all our children using guidance, teaching, and support through collaboration and communication.

DISTRICT VISION STATEMENT

- Browning Public Schools is a safe environment that teaches personal and community wellness and provides support and strategies for overcoming adversity.
- In Browning Public Schools, we are free to teach and learn successfully. We instill and develop respect and pride for self, family, school, community, our environment and all cultures through service to others.
- We model hard work and personal accountability through humility and dedication – demonstrating that these values are the responsibility of all.
- We cultivate and nurture strong partnerships with the community to build citizens who have a sense of place, respect for Mother Earth, and an understanding of the rights and responsibilities of, and to, all people in all communities.

BABB ELEMENTARY SCHOOL INFORMATION

Safety Matters

Office hours are 8:00 A.M – 4:00 P.M Monday through Thursday and 8:00 A.M – 3:00 P.M on Fridays.

- Parents are advised that the school grounds are supervised from 7:45 A.M. – 3:30 P.M. Students are expected to arrive no earlier than 7:45 A.M. and leave no later than 3:30 p.m. unless involved in extra-curricular activities.
- Students can enter the building at 7:45 A.M through the front doors.
- Breakfast is served from 7:45 A.M – 8:15 A.M.

Classes begin at 8:15 A.M. each day. School dismissal is at 3:20 P.M. Monday through Thursday, and 2:20 P.M. on Fridays and early holiday dismissals.

Students **are not allowed** to be in the hallways, classrooms, or gym after school unless they are participating in an extra-curricular activity.

Student Visitors

Babb students are not permitted to have guests attend class with them throughout the school year. The principal will approve/disapprove circumstances where students may request a visit if they are transferring to Babb. Daily schedule will be created to allow for a visit under these circumstances.

Shoes

Babb students are expected to wear shoes at all times (NO EXCEPTIONS!). During winter/rainy season please plan on bringing an extra pair of dry shoes to wear indoors.

Book Bags/Purses

Students are asked to carry only necessary books and supplies to class. All bags/purses will be placed in lockers upon arrival to school and remain there until the end of the day. School authorities may conduct a search of the student's bag that is based on a reasonable suspicion that the student has in his/her possession any item that he/she is forbidden to possess.

Toys, Trading cards, Electronics

In the interest of preserving instructional time on task, students are discouraged from bringing play items to school. Students who bring these items to school without permission will have the item confiscated and the parent will have to pick it up from the student's teacher.

Administration of medication

A student who **must** take prescription medicine during the school day must have the parent/guardian present to administer the medication.

Field Trip Expectations

Babb Elementary School students are expected to conduct themselves in an orderly and respectful manner whether on the school grounds or attending a school-sponsored function or trip off school grounds. Field trips and off-campus school-sponsored activities are a **privilege** and **not a right**. As such, Babb School reserves the right to disallow participation in field trips or other travel for those students who have demonstrated inappropriate behavior in the school setting or who have an excessive amount of absences from school.

Students who receive an ***extreme*** referral will not be allowed to attend field trips/extra-curricular activities for the entirety of the school year. Students who receive a ***severe referral*** will be put on a probationary period of at least one month in which to prove that they are capable of maintaining appropriate behavior. Students who have an excessive number of referrals may not be able to attend field trips or extra-curricular activities.

If a student has more than 5 absences per quarter, he/she will not be allowed to attend the field trips during that quarter.

Graduation Matters

Honor Roll

Students, in grades 4-5-6, whose quarterly report card reflects a proficient or higher in each of the core subjects, Reading, Math, Science, Social Studies, and Language (including Spelling, Writing, Punctuation, Grammar, and Speaking) will earn a place on the Honor Roll.

Grades

Grading scale and conversion system is as follows:

Grades 2-6	**Kindergarten-First Grade**
A – Advanced (A) 97%-100%	A – Advanced (A) 97%-100%
B - Proficient (P) 80%-96%	B- Proficient (P) 80%-96%
C – Nearing Proficient (NP) 70%-79%	C – Nearing Proficient (NP) 70%-79%
D – Novice (N) 60%-69%	D – Novice (N) 69% and below
F - Below Novice (BN) 59% and below	

Athletics

Babb Sponsors activities in the area of basketball, flag football, volleyball and track (depending on the availability of coaches). Grade participation will be determined by the coach, teacher, and/or administration. All sports activities at the Babb School are instructional and geared toward fun. To be eligible the student must:

- Be academically eligible: Student cannot be failing any classes or have more than two missing homework assignments.
- Have attended school at least 4 hours the day of the activity/practice or have an appropriate excused absence.
- Have no missing or damaged library books, textbooks, or school equipment. Fines are to be paid.
- Any athlete with a behavior referral will be ineligible to play in the next scheduled game.
- Students who receive a referral considered to be severe or extreme, or accumulate referrals equaling severe will be ineligible for the rest of that particular extracurricular season.

Although students may not be eligible to participate in games, they will be responsible for attending practices and sitting behind the team during the game. We want students to be involved in the team, but want them to realize how much they miss when they do not complete assignments during school.

Attendance Matters

Attendance in school is essential for student growth and success. Our goal is to have 95% attendance which means that a student should not miss more than 9 days in a school year. Please help us by getting your child to school, on time, every day.

We will make every attempt to resolve attendance issues by the following means:

1. Parent/Guardian meeting
2. Home visit(s)
3. Implement an Attendance Plan
4. Blackfeet Tribal Court Referral

Students are celebrated for their attendance:

Perfect Attendance: Presented on a quarterly basis to those students who have 0 absences (excluding school related). All students who have perfect attendance for the entire year will be entered in a drawing for a major attendance prize at the end of the year.

Excellent Attendance: Presented on a quarterly basis to those students who have not missed more than 2 days.

If a student has more than 5 absences per quarter, he/she will not be allowed to attend the field trips during that quarter.

Culture Matters

Babb Elementary values family, culture and language; we strive to provide as much access to these as much as we can. We are working with the district BNAS program to provide language, native games, and Blackfeet History. We will have quarterly culture activities and we encourage parent participation.

Family Activities

- Open House (Fall)
- Monthly Family Activities (ELA/Math)
- Christmas Program
- Easter Dinner
- I Love to Read Month
- Good Behavior Field Trips
- End of Year Field Trip
- Culture Activities
- Awards Ceremonies
- Attendance Incentives
- Fall/Spring Data Meetings
- Parent Teacher Conferences
- Science Club
- PTO

Please watch the Babb Facebook page for Babb Elementary School Activities

Behavior Expectations

B A B B

Settings	Be Responsible	Always Be Respectful	Be a Learner	Be Safe
Classroom	-Use time wisely -Complete schoolwork/homework -Clean up after yourself -Tell the truth -Own behavior -Use positive language	-Appreciate differences -Listen while others talk -Control volume -Maintain personal space -Keep hands and feet to self -Comply with teacher requests	-Be on time and ready to learn -Give full effort -Stay on task -Participate -Ask for help if you need it	-Move appropriately in the classroom -Handle all classroom equipment and materials properly and carefully -Know and follow Emergency procedures
Cafeteria	-Be on time for meals -Wash hands before coming to the cafeteria -Be polite in line -Leave your area as clean as you found it, this includes the floor -Use your time to eat your food -Put all of your trash in the garbage -Follow the lunch room rules	-Follow the direction of all adults -Practice good listening skills -Practice good table manners (Please, thank you, mouth closed while chewing, no talking with food in mouth) -Keep personal utensils out of the community condiments -Visit quietly with your neighbor -Make sure no one eats alone	-Try new foods -Make healthy and nutritious choices -Learn proper etiquette and then practice it	-No running or pushing -Keep hands and feet to yourself -Know the procedure in case of emergency
Bathroom	-Wash hands with soap and water -Flush the toilet -Don't write on the walls -Keep floors and mirrors clean -Throw your trash in the garbage can	-Use restroom for intended purposes only -Do not pee on the seat, walls or floor -Report any problems -Use only what you need	-Clean up after yourself -Leave it like you would want it to be when you use it	-Don't get water on the floor or counter -Wash hands before you leave the bathroom
Hallway	-Get where you need to be in a timely manner -Keep halls clean	-Monitor voice level -Remove hat when entering building	-Travel hallway quietly so not to disrupt others	-Walk, don't run -Keep to the right side of the hallway when walking to your destination -Keep hands, feet and objects to self
Recess	-Put away anything you play with -Stay in designated areas	-Include others in activities -Take care of equipment -Share equipment -Take turns	-Be active, get some exercise -Try new games	-Avoid physical contact and rough play -Dress appropriate -Report any broken or unsafe equipment -Report anyone being unsafe
Specials	-Use time wisely -Clean up after yourself	-Use positive language -Listen when others are talking -Follow directions	-Participate -Try new things -Be creative	-Keep hands and feet to self -Use equipment and tools properly

In addition to the expectations matrix our school will also follow the Olweus Program Plan.

<u>All students will follow these four anti-bullying rules:</u>

1. We will not bully others

2. We will try to help students who are bullied

3. We will try to include students who are left out

4. If we know somebody is being bullied, we will tell an adult at school and an adult at home

Babb Elementary MBI/MTSS (Multi-Tiered System of Support) for Behavior

TIER I: Classroom Referrals	TIER II: Severe Behaviors	TIER III: Extreme Behavior
Step 1 □ 1 lunch detention □ Parent/Guardian Contact □ Principal option	Severe 1 □ OSS for the rest of the day □ ISS for ½ day □ Re-entry Meeting □ Principal's option	Extreme 1 □ OSS for up to 5 days □ Parent/Guardian Contact □ Possible recommendation for expulsion.
Step 2 □ 1 lunch plus 1 recess detention □ Parent/Guardian Contact □ Principal option	Severe 2 □ OSS for the rest of the day □ ISS for 1 day □ Re-entry meeting □ Principal's option	Extreme 2 □ OSS for up to 10 days □ Parent/guardian meeting with principal □ Principal's option □ Possible recommendation for expulsion
Step 3 □ 2 lunches plus 2 recess detention □ Parent/Guardian Contact □ Re-entry Meeting □ Principal option	Severe 3 □ OSS for rest of the day □ ISS for 2 days □ Re-entry Meeting □ Principal's option	Extreme 3 □ Principal's option □ Recommendation for expulsion
Step 4 □ 1 week detention at lunch □ Parent/Guardian Contact □ Re-entry Meeting □ Principal option	Severe 4 □ OSS for 5 days □ Parent/Guardian contact □ Principal's option	***Principal Option includes, but not limited to: modify consequence, OSS, homebound w/homework, loss of school privileges, inability to attend field trips, letter of apology**
	Includes but not limited to: bullying, Insubordination, Overt defiance, Fighting, Harassment (any), Cussing, Instigating a fight, Vandalism	**Includes but not limited to:** Failure to comply with lead teacher/administrator request, Assault on student or staff, Selling, possession, use, or distribution of drugs, alcohol, or tobacco, Weapons

Physical assault of a staff member will not be tolerated. Students who assault a staff member will be placed on the TIER III - Extreme Level on the BEHAVIOR ACTION Plan and may be recommended for expulsion

IN ACCORDANCE WITH THE PROVISIONS OF THE STATE AND FEDERAL LAW AND THE GUN FREE SCHOOLS ACT ANY STUDENT WHO BRINGS A FIREARM ONTO SCHOOL PROPERTY SHALL BE EXPELLED FOR A PERIOD OF NOT LESS THAN ONE CALENDAR YEAR UNLESS MODIFIED BY THE BOARD OF TRUSTEES, UPON A RECOMMENDATION FROM THE SCHOOL DISTRICT SUPERINTENDENT.

MTSS TIER PLACEMENT: Levels on the Behavior Management Plan:

Steps 1-4 Classroom Referral – A student may be placed at these levels for the following:

- Reached Step 5 in the classroom behavior log and/or was sent out of the buddy room
- Disrupted the teaching/learning process to the point that he/she kept the class from functioning
- Misbehaved in the hallway, lunchroom, outside, etc. where following the step plan would not be appropriate
- Any other misbehavior that disrupted the teaching/learning process
- Non-compliance with safety rules in classroom and/or school
- Disrespect of any adult in the building

Severe 1-4 – A student may be placed at these levels for the following:

- Five or more classroom referrals
- Fighting
- Bullying
- Cussing
- Instigating a fight
- Harassment (any)
- Vandalism or theft
- Overt Defiance, severe disrespect of any adult in the building
- Non-compliance with safety rules in classroom and/or school
- Other offences that fall between the misbehavior and extreme columns as determined by the administrator

Extreme Level

Students are placed at these levels for extreme behaviors that endanger himself or herself or the school community. Parents will be immediately contacted for referrals at this level, and police/proper authorities may also be contacted.

Although we cannot possibly name every behavior that may occur at this level, failure to comply with lead teacher/administrator request, use/possession of illegal substances (tobacco, drugs, and alcohol), weapons, and assaults are some of the behaviors that will be dealt with at the extreme level.

BULLYING / HARASSMENT

Bullying / Harassment will be treated in the same manner as a fight and will begin on the TIER II - Severe Level of the Behavior Action Plan.

Bullying is when someone **repeatedly and over time** says or does mean or hurtful things to another person who has a hard time defending him/her self.

Bullying can take many forms including:

- Verbal bullying such as name calling and verbal harassment
- Leaving another person out of a group
- Physical bullying such as pushing, hitting, kicking
- Telling lies and spreading false rumors
- Taking away money or other things or damaging personal property
- Threatening or forcing another person to do things they don't want to do
- Racial bullying
- Cyber bullying (social media)

Students are encouraged to report the bullying to the teacher and/or administrator immediately or in a reasonable amount of time.

Students are also encouraged to report the bullying to an adult at home to allow parent/guardian participation to take place.

Reports will be handled on an individual basis and investigated thoroughly.

Buffalo Hide Academy Handbook

Student Handbook 2020-21

"Creating a Culture of Respect"

School District #9, Glacier County, Montana
Browning Public Schools
P.O. Box 610
Browning, MT 59417

Student and Parent Handbook Receipt Form

2020-21

I acknowledge that I have received a copy of the Browning Public Schools Student/Parent Handbook, which includes a copy of the Student Acceptable Use Policy (see appendix F). I understand that the policies and practices contained in the handbook and AUP govern student behavior and expectations while in attendance of Browning Public Schools. I understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the handbook.

Parent's or Guardian's Signature _____

Date _____

I acknowledge that I have received a copy of the Browning Public Schools Student/Parent Handbook, which includes a copy of the Student Acceptable Use Policy (see appendix F). I understand that the policies and practices contained in the handbook and AUP govern student behavior and expectations while in attendance of Browning Public Schools.

Student's Signature _____

Date _____

ACCEPTABLE USE POLICY OPT-OUT AGREEMENT

I choose to **not accept** Student AUP agreement, with the understanding that my child **will not** be allowed computer or Internet access at Browning Public Schools except for required assessment testing.

_____ _____
Parent/Guardian Signature Date

School-Parent Compact

Dear Parent/Guardian:

We value your role in working to help your child achieve high academic standards. The following is an outline of some of the ways you and school staff can build and maintain a partnership to share the responsibility for supporting your child's learning.

School's Responsibility:

- Provide high quality curriculum and learning materials
- Provide you with assistance in understanding academic achievement standards and assessments and how to monitor your child's progress
- Provide opportunities for ongoing communication between you and teachers through, at a minimum:
    - annual parent-teacher conferences,
    - frequent reports regarding your child's progress, and
    - opportunities to talk with staff, volunteer in class, and observe classroom activities.

Parent's Responsibility:

- Encourage your child to attend school regularly
- Encourage your child to show positive school behavior
- Review your child's homework
- Monitor television watching and encourage positive use of your child's extracurricular time
- Volunteer in your child's school and classroom if time or schedule permits
- Attend parent-teacher conferences and participate, when appropriate, in decisions relating to the education of your child.

Please review this School-Parent Compact with your child. This School-Parent Compact may be discussed with you during a parent-teacher conference as it relates to your child's school progress.

Thank you for your support and involvement in your child's education. Please contact the person listed below for more information.

Name:_____ Title:_____

Telephone Number: _____ Email Address:_____

Please sign and date below to acknowledge that you have read and received this information and return the entire form to your child's teacher.

Parent/Guardian Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

OFFICE USE ONLY				
Student ID #	Student Name	Date Distributed	Faculty Name	Faculty ID #

00NCLB-F5b (Rev. 05/08 US) © 2008 TransACT Communications, Inc.

To students and parents:

Parent/Guardians, and Students,

We are pleased to welcome you to a new and exciting year at Browning Public Schools – a year focused on Standards Based Education resulting in our goal of increased student achievement.

Please read and review this handbook with your student as it contains important information regarding school policies and procedures. If you have any unanswered questions, please contact us at by phone or come into the school and talk to us personally. We encourage frequent communication between home and school, as it is important for the success of our students.

We encourage your involvement in your child's education and welcome your support throughout the year. You are invited to come into the school at any time with questions, concerns, and to celebrate your child's successes with us.

Please sign and return the student/parent signature pages to the school acknowledging that you have read the handbook and discussed its contents with your child. It is through working together that we will reach our goal of increased student achievement. Thank you for your cooperation.

The BPS student handbook contains information that student and parents are likely to need during the school year. The Student Handbook is designed in harmony with Board Policy. Please be aware that this document is updated annually, while policy adoption and revision is an ongoing process. Therefore, any changes in policy that affect student handbook provisions will be made available to students and parents through newsletters and other communications. These changes will generally supersede provisions found in this handbook that have been made obsolete by newly adopted policy. Please note that references to policy codes are included to help parents confirm current policy. A copy of the District's policy manual is available in the school office and on the District website. In case of conflict between Board policy or any provisions of student handbooks, the provisions in the student handbooks are to be followed.

Browning Public School Organization

Board Members:

- Donna YellowOwl-Chairperson
- Brian Gallup-Vice Chairman
- Brenda Croff-Board of Trustees
- Mistee Rides At the Doore-Board of Trustees
- James Evans-Board of Trustees
- Kristy Salway-Bullshoe-Board of Trustees
- Rae TallWhiteman-Armstrong- Board of Trustees

Browning Public Schools District Administration:

- Corrina Guardipee-Hall - Superintendent of Browning Public Schools

DISTRICT VISION STATEMENT

Browning Public Schools (BPS) is a community of families, students, staff and school board members who work to provide the very best education for all our children through guidance, teaching, support, and appropriate rules and policies.

DISTRICT MISSION STATEMENT

Browning Public School shall be a safe, friendly place where students and staff feel successful on a daily basis, and where parents and staff share in strong partnerships in support of children. Culturally appropriate lessons are delivered through exciting, motivating learning experiences and are based on high expectations, which include social interaction and participation in extracurricular activities. Students will graduate with the skills they need to be successful. The Board of Trustees and Administration support students and staff in pursuit of this vision.

DISTRICT EDUCTIONAL GOALS

The district has defined the following overall educational goals:

- Improve student achievement PreK-12 as evidenced by improved assessment results and increased graduation rates.
- Assure that all staff, through frequent, respectful interactions with students and families, contribute to a student's educational experience and influence a student's personal development, academic performance and achievement.
- In conjunction with family and community, implement a well-developed, multicultural curriculum and insist on high standards for students within that curriculum. Provide each student with relevant instructional information PreK-12 through effective, developmentally appropriate methods of engaging students and meaningful assessment related to student achievement.
- Model effective governance through exemplary leadership that is demonstrated through the efficient management of financial and human resources.

Contents

To students and parents: 4
Browning Public School Organization 4
Board Members: 4
Browning Public Schools District Administration: 4
DISTRICT VISION STATEMENT 5
DISTRICT MISSION STATEMENT 5
DISTRICT EDUCTIONAL GOALS 5
I. IMPORTANT NOTICES 8
EQUAL EDUCATION AND NON-DISCRIMINATION (BPS #3000) 8
EDUCATION OF HOMELESS CHILDREN (BPS#3125) 8
STUDENT RIGHTS AND RESPONSIBILITIES 9
RELEASE OF "DIRECTORY INFORMATION" 9
WEATHER EMERGENCIES/SCHOOL CLOSURE (BPS Policy #4013) 10
VIDEO SURVEILLANCE (BPS Policy # 3235) 10
ACCEPTABLE USE OF ELECTRONIC NETWORK (BPS Policy #3612) 10
SCHOOL RECORDS (BPS Policy #3600, #3601) 10
SPECIAL EDUCATION (BPS Policy # 4435) 11
504 ACCOMMODATIONS (BPS Policy# 4436) 11
GIFTED AND TALENTED PROGRAM (BPS # 4420) 11
INDIAN EDUCATION FOR ALL (MCA 20-1-501) 11
II. GENERAL INFORMATION 12
ENROLLMENT IN BROWNING PUBLIC SCHOOLS 12
WITHDRAWAL FROM SCHOOL (BPS POLICY #3005) 12
TELEPHONE USE AND MESSAGES 12
CLOSED CAMPUS 12
HIGH SCHOOL (9-12) 12
CHECKING STUDENTS OUT 12
VISITORS TO THE SCHOOL 13
CONFERENCES AND APPOINTMENTS 13
LOST AND FOUND 13
SCHOOL LOCKERS 13
SCHOOL LIBRARY 13
FINES FOR BOOKS AND EQUIPMENT (BPS Policies #3535 and 4300P) 13
DISTRIBUTION AND POSTING OF MATERIALS 13
FUNDRAISING COLLECTION AND SALES (BPS Policy # 3533) 14
SCHOOL PICTURES 14
FIRE DRILLS/EVACUATION PROCEDURES (BPS Policy # 3432) 14
LOCK DOWN 14
CHILD ABUSE REPORTING 14
VOLUNTEERS 14
III. HEALTH SERVICES AND MEDICATION 14
EMERGENCY MEDICAL TREATMENT (BPS Policy #3431r) 14
COMMUNICABLE DISEASES/CONDITIONS [Board Policy #3417] 15
SCHOOL INSURANCE 15
ADMINISTRATION OF MEDICATION (policy #3416) 15
HIGH SCHOOL (9-12) 16
STUDENT IMMUNIZATION (BPS Policy #3413) 16
IV. PARENT SUPPORT AND INVOLVEMENT 16
COMMUNICATION 16
PARENT RIGHTS AND RESPONSIBILITIES 16
ABUSE OF TEACHERS 16
PARENT INVOLVEMENT (BPS Policy #6000) 17
PARENT-TEACHER CONFERENCES 17
SURVEYS 17
V. ACADEMIC INFORMATION 17
REPORT CARDS 17
HOMEWORK (BPS Policy #4110) 17
MAKE UP WORK (BPS Policy #3010) 18
RETENTION POLICY (BPS Policy #3020) 18
GUIDANCE AND COUNSELING 18
TUTORING 18
VI. ATTENDANCE POLICY AND PROCEDURES (BPS Policies # 3005, 3010, 3121, 3121r) 18
COMPULSORY ATTENDANCE POLICY 18

TARDY PROCEDURES 18
ABSENCE NOTIFICATIONS 19
TEN DAY ABSENCE RULE 19
CLASSIFICATION OF ABSENCES 19
SECONDARY (GRADES 9-12) INCOMPLETE GRADE RECOVERY PROCESS 19
Process 19
EARLY CHECKOUTS (elementary) 20
VII. SAFE AND DRUG-FREE SCHOOLS 20
LAW ENFORCEMENT (BPS Policy #3220) 20
WEAPONS AND GUN-FREE SCHOOLS POLICY (BPS #3210) 20
DRUG-FREE SCHOOL POLICY 21
BOMB THREATS/ FALSE FIRE ALARMS (BPS Policy #3770) 21
SEARCH AND SEIZURE (BPS Policy #3220) 21
School Property and Equipment and Personal Effects of Students 21
Students 21
DRUG DETECTION DOG 22
GANGS AND GANG ACTIVITY (BPS Policy# 3611) 22
HARASSMENT, BULLYING, INTIMIDATION, AND HAZING 22
SEXUAL HARASSMENT (BPS Policy # 3205) 22
VIII. STUDENT CONDUCT 23
APPLICABILITY OF SCHOOL RULES AND DISCIPLINE 23
STUDENT EXPECTATIONS 23
FIGHTING 24
ASSAULT (PHYSICAL, VERBAL, OR WRITTEN) 24
PROFANITY AND INAPPROPRIATE LANGUAGE 24
CHEATING & PLAGIARISM 24
NOTES/ELECTRONIC COMMUNICATION 24
ELECTRONIC DEVICES (BPS Policy #3630) 24
USE & CARE OF SCHOOL PROPERTY/VANDALISM/THEFT 25
DRESS/ATTIRE 25
FOOD AND DRINK: 25
FIELD TRIP EXPECTATIONS 25
HALLWAY/SIDEWALK EXPECTATIONS 26
ASSEMBLY EXPECTATIONS 26
BUS EXPECTATIONS AND SAFETY 26
IX. BLACKFEET ALTERNATIVE EDUCATION WELCOMES YOU 28
BLACKFEET ALTERNATIVE EDUCATION VISION STATEMENT 28
BLACKFEET ALTERNATIVE EDUCATION MISSION STATEMENT 28
GENERAL INFORMATION 28
ADMISSIONS PROCEDURES 28
EXIT PROCEDURES 29
Process for Exiting 29
APPEAL PROCESS FOR EXITING 29
STUDENT ROLES AND RESPONSIBILITIES 29
STUDENT SENATE 29
STUDENT SUPPORT SERVICES 30
SCHOOL HOURS & CLASS SCHEDULE 30
CLOSED CAMPUS 30
DRIVING TO SCHOOL 30
SCHEDULING 30
BLACKFEET ALTERNATIVE EDUCATION ACADEMIC PHILOSOPHY 30
THE ACADEMIC COURSE 31
EARNING CREDIT 31
STUDENT PROGRESS 31
PROGRESS REPORTS 31
TESTING 31
HOMEWORK 32
MAKE UP WORK 32
TUTORING 32
LEARNING OPPORTUNITIES BEYOND THE ACADEMIC DAY 32
PLACEMENT 33
EXTRACURRICULAR ACTIVITIES 33
Academic Eligibility Policy 33
Extra-curricular Activity Participation Guidelines 34
Browning Public Schools 34
Policy # 4500 34
Policy Name: *Graduation* 34
Regulation: ---------- 34
Graduation Requirements shall reflect high expectations and appropriate standards. Students graduating from Browning Public Schools will enter society as adults who are prepared to participate actively and knowledgeably as citizens in their community, tribe, state and federal government. Students will graduate with prerequisite skills that allow successful entry into and completion of post-secondary education or vocational training opportunities. 34

CLASS STANDING 37
SENIOR PORTFOLIO REQUIRMENTS 37
COLLEGE PREP REQUIREMENTS 37
COMMENCEMENT 37
PARENT ORIENTATION 37
STUDENT-LED-PARENT-TEACHER CONFERENCES 38
STUDENT SUPPORT TEAM 38
ADDITIONAL FAMILY ACTIVITIES 38
ATTENDANCE OUTREACH 38
BUILDING A FOUNDATION OF RESPECT 38
STUDENT RIGHTS 39
BLACKFEET ALTERNATIVE EDUCATION BEHAVIOR MANAGEMENT PLAN 39
Specific Positives 40
Specific Consequences 40
Appendix 41
APPENDIX A: TITLE IX information 42
APPENDIX B – Board Policy 3010 Attendance/Tardy 45
APPENDIX C – FERPA Notice 45
..... 47
APPENDIX D: ASBESTOS NOTIFICATION 48
APPENDIX E: Education of Homeless Children 49
APPENDIX F: Acceptable Use of Electronic Networks 50
APPENDIX G: Blackfeet Language 53
BROWNING PUBLIC SCHOOLS 55
Volunteer handbook 55
Volunteer Handbook Introduction 56
Policies and Procedures 57
BPS #9 Board Policies 57
Special Volunteer Positions 58
Chaperone Guidelines 58
After School Programs and Outside Organizations 59
Appropriate Physical Contact With Youth 61
BPS Volunteer Registration 62
Confidentiality Agreement 63
Volunteer Background Check 64-66

I. IMPORTANT NOTICES

EQUAL EDUCATION AND NON-DISCRIMINATION (BPS #3000)

BPS, District #9 is committed to nondiscrimination in the provision of all educational services. An equal educational opportunity is a fundamental right under both the Montana and United States Constitutions; it is the policy of this District to provide a learning environment free of discrimination. All students have the opportunity to participate in and receive benefits from all programs or activities including, but not limited to, course offerings, graduation requirements, athletics, counseling services, extracurricular and other school-related activities.

Discrimination in education because of sex, race, color, creed, religion, national origin, age, physical or mental handicap, political belief, and marital or parental status is prohibited unless based upon reasonable grounds as provided by law. The District is committed to taking the appropriate and feasible remedial action necessary to eliminate existing discrimination and its effects. **Inquiries regarding discrimination or intimidation should be directed to your child's school Title IX/504 Compliance Officer or the BPS Title IX/504 coordinator 338-2715.** In compliance with federal regulations, the District will notify annually all students, parents, staff, and community members of this policy and the designated compliance officer to receive inquiries. Notification should include the name and location of the compliance officers and will be carried in all handbooks and published in community newspapers. (see Appendix A)

EDUCATION OF HOMELESS CHILDREN (BPS#3125)

Each child of a homeless individual and each homeless child has equal access to the same free, appropriate public education as provided to other students. The trustees must assign and admit a child who is homeless to a school in the District regardless of residence and irrespective of whether the homeless child is able to produce records normally required for enrollment. The trustees may not require an out-of-District attendance agreement and tuition for a homeless child.

The federal government's legal definition of homelessness based on the McKinney-Vento Homeless Education Assistance Act is anyone who...

- Is lacking a regular, fixed and adequate nighttime residence (substandard housing)
- Is sharing housing due to economic struggles (double-up)
- Is living in a shelter, hotel or motel
- Is living in a public place not designed for sleeping (cars, parks)
- Is an unaccompanied youth, a child or youth awaiting foster care placement
- Is a child or youth abandoned in a hospital
- Is a migrant child who qualifies under any of the above

A complaint regarding the placement or education of a homeless child shall first be presented orally and informally to the District's homeless liaison/coordinator. Thereafter a written complaint must be filed in accordance with the District's Uniform Grievance Procedure. (see Appendix E)

STUDENT RIGHTS AND RESPONSIBILITIES

Each student is expected to contribute to creating and maintaining a sound learning environment. Students shall behave in a safe and orderly manner. Student behavior will be respectful toward adults and other students. Students will engage in instructional task focus while in the school setting. Students have an obligation to avoid engaging in behavior that detracts from the learning environment of others.

Every student has the right:

- **To be free from discrimination, sexual harassment, harassment, bullying or menacing**
- To learn in a safe healthy environment
- To have his/her property safe and protected
- To be treated fairly
- To know what teachers and parents expect of him/her
- To present his/her side of any story
- To be respected as an individual
- To have an opportunity to attend school and classes regularly

Every student has the responsibility:

- To respect others
- To be honest and always tell the truth
- To obey the rules of the school
- To complete and do his/her best on all schoolwork
- To treat school property with respect
- To attend school daily and arrive on time
- To use the District network/technology in an appropriate manner for educational purposes only

A student shall not:

- Disrupt school or display any behavior which is disruptive to the orderly process of classroom instruction. ("Disrupt school" shall mean use of profanity, force, noise, coercion, intimidation or other disorderly conduct on school premises, going to and from school, while riding on any school transportation, or attending or participating in any school sponsored activity while within the jurisdiction and/or supervision of the school.)
- Exhibit hostile, physical or verbal action against another individual.
- **Engage in any behavior that would be considered sexual harassment.**
- **Engage in any behavior that would be considered, harassment, bullying or menacing**
- Fight, push, rough-house, or kick others
- Uses profane, obscene, indecent, immoral or offensive language and/or gestures.
- Cheat, plagiarize, lie, or forge any documents
- Defy the reasonable request or direction of school personnel.
- Damage, destroy or steal property belonging to the school or others.
- Be in possession of dangerous chemicals, i.e.; mace, pepper spray.

RELEASE OF "DIRECTORY INFORMATION"

Browning Public Schools will publish the names and/or pictures of students in the newspaper, hallways, radio stations, TV stations and/ or on the district web page. Publishing may include filming of entire classroom instruction and district sponsored events.

Regarding student records, federal law allows that directory information on your child be released by the District to anyone who requests it unless you object in writing to the release of all of this information. **This objection must be filed within ten days of the time this handbook was given to your child.**

Directory information is considered to be public information unless you request that it be kept confidential. Throughout the year, the District may release directory information regarding student, limited to the following:

- Student's name, address, and phone number
- Gender
- Date and place of birth
- Field of study
- Participation in officially recognized activities or sports
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received and class standing
- Most recent previous educational agency or institution attended
- Parent/Guardian names and addresses
- Enrollment status
- Photograph

WEATHER EMERGENCIES/SCHOOL CLOSURE (BPS Policy #4013)

If a weather or other emergency occurs, and/or all roads are closed by 7:00 A.M. by the Montana Highway Patrol and B.I.A. Roads Department, schools will close. Announcements will be made on 96.7 FM - KZIN, 1150 AM - KSEN: 560 AM- KMON; KBWG (Thunder Radio) 107.5, Local TV and KFBB. The District will attempt to make up the missed day on the following Saturday.

VIDEO SURVEILLANCE (BPS Policy # 3235)

The District may use video equipment, which may include audio, in schools or on school property to safeguard district property and ensure student, staff, and visitor safety. The District may use the videotapes for appropriate student discipline, and the tapes may become part of the student's permanent record. Video surveillance can include transportation to and from school, field trips, and extracurricular bus trips. Videotapes may be released to the proper legal authorities in compliance with appropriate state and federal laws.

ACCEPTABLE USE OF ELECTRONIC NETWORK (BPS Policy #3612)

All BPS students who use school computers will need to sign and abide by the SD #9 Acceptable Use Policy.

Internet access and interconnected computer systems are available to the District's students and staff. Electronic networks, including the Internet, are a part of the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

a) *In order for the District to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. Students utilizing school-provided Internet access are responsible for good behavior on-line. The same general rules for behavior apply to students' use of district-provided computer systems. Students must understand that one student's misuse of the network and Internet access may jeopardize the ability of all students to enjoy such access. While the District's teachers and other staff will make reasonable efforts to supervise the use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.*

b) *Internet Access Conduct Agreements. Each student and his/her parent(s)/legal guardian(s) will be required to sign and return to the school at the beginning of each school year the Internet Access Conduct Agreement prior to having access to the District's computer system and/or Internet Service.*

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

SCHOOL RECORDS (BPS Policy #3600, #3601)

Student Records

A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the District until the time the student withdraws or graduates. A copy of this record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18. A parent whose rights have been legally terminated will be denied access to the records, if the school is given a copy of the court order terminating these rights.

Certain officials from various governmental agencies may have limited access to the records. The District forwards a student's records on request and without prior parental consent to a school in which a student seeks or intends to enroll.

The District shall maintain those student records necessary for the educational guidance and/or welfare of the students, for orderly and efficient operation of the schools and as required by law.

The District will maintain two (2) sets of school records for each student: a permanent record and cumulative record.

The permanent record shall include:	**The cumulative record may include:**
• Basic identifying information • Academic transcripts • Levels of achievement (grades, standardized achievement tests) • Immunization records (per §20-5-506, MCA) • Attendance records • Record of any disciplinary action taken against the student, which is educationally related	• Intelligence and aptitude scores • Psychological reports and achievement test results • Participation in extracurricular activities • Honors and awards • Teacher anecdotal records • Verified reports or information from non-educational persons • Verified information of clear relevance to the student's education • Disciplinary information • Information pertaining to the release of this record

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over eighteen (18) years of age ("eligible students") certain rights with respect to the student's education records. See Appendix B for the FERPA rights.

Special Education Records

In accordance with Board Policy #3601 and Administrative Rule (ARM) 10.55.2003 the Special Education Department will destroy special education/speech-language records of former students and students who have not been served by special education for five years. Parents and/or former students (18 years or older) who wish to review their file or request the permanent file for their personal use or for certain rights which are guaranteed by federal law should contact the Special Education Secretary at 338-2715 within 60 days of written notification.

SPECIAL EDUCATION (BPS Policy # 4435)

School District #9 provides programs designed to meet the academic needs of the special needs students. Special Education and other staff along with the academic services work in a variety of settings that include:

- Small group instruction within the general education classroom. (Inclusion Model) The inclusion program is designed to allow Special Education students to maximize their potential by providing access to the general education curriculum as mandated by law. Individual modifications, accommodations and specialized instruction in the classroom afford these students the opportunity to demonstrate success and understand the general curriculum in the least restrictive environment. A coordinated team approach is used to deliver this service model in a manner that promotes self-esteem and provide strategies for diverse learning styles.
- Small group instruction of basic skills in a separate setting (Basic Skills Development) The Basic Skills Development model is designed to provide students that have special disabilities in language arts and mathematics with skills instruction in small groups either in the regular classroom or in another classroom. The amount of time outside the general education classroom varies from student to student based on need. Instructional strategies are geared to remediation of specific skill deficit areas with the goal of fulltime classroom involvement.
- Self-contained functional academic programs (Functional Academic Program) The Functional Academic Program are designed to provide academic and life skills to students that are significantly academically challenged. Instruction takes place in the Special Education Classroom.

A team approach is used to coordinate services for these students. Consultations with various staff happen on a regular basis to develop a program that best meets the needs of each student.

504 ACCOMMODATIONS (BPS Policy# 4436)

Pursuant to Section 504 of the Rehabilitation Act of 1973, School District #9 has a duty to identify, refer, evaluate, and if eligible, provide a free appropriate education to disabled students. For additional information about the rights of parents with an eligible child, or for any questions you might have about identification, evaluation or placement into 504 Programs, please contact the school office or the district's 504 Compliance Officer at 338-2715.

GIFTED AND TALENTED PROGRAM (BPS # 4420)

Browning Public Schools offer a program for the academically gifted and talented student. Our curriculum meets the needs of most students in our school. However, there is a need to provide a more challenging curriculum for some students. There are two ways which an academically gifted student can be referred for possible placement in the Browning Gifted Education Program: Students who score ADVANCED on the total score on the MontCAS in math and reading will be targeted for further consideration. Students can be nominated at any time by a teacher, parents or a community member for consideration.

Philosophy

Browning Public Schools recognizes that many students possess gifts and talents and have unique needs that are not commonly met in the regular classrooms. These students may require differentiated instruction and opportunities in order to make adequately year progress that is commensurate with their abilities. School administrators, staff, parents and community members must work together to ensure that the educational needs of our gifted and talented students are being met.

INDIAN EDUCATION FOR ALL (MCA 20-1-501)

20-1-501. Recognition of American Indian cultural heritage -- legislative intent.

(1) It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage.

(2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution:

(a) every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and

(b) every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural

heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.

(2) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

I. GENERAL INFORMATION

ENROLLMENT IN BROWNING PUBLIC SCHOOLS

School District #9 requires that parents or guardians personally come to school to enroll their students. Within forty days of enrolling their children in school, parents/legal guardians must present to the school proof of identity of the child enrolled. A birth certificate and an immunization record are required for admission to all Browning Public Schools. In the event a child's parent, guardian, or legal custodian does not present required proof of identity within forty days of enrollment, or if the school district does not receive the school records from the sending school within sixty days of enrollment, the school shall notify the Montana Missing Children Information Program as described in 44-2-503, MCA.

WITHDRAWAL FROM SCHOOL (BPS POLICY #3005)

A parent/guardian intending to withdraw a student from Browning Public Schools must bring his/her child to the school office and obtain a check-out form. The student must check in books and equipment and have each of his/her teachers sign the check-out form. A copy of the student's records will be forwarded to the new school upon receipt of a request for records from that school. In the event that a student does not properly check out and/or records are not requested by the transfer school within 10 working days, the student will be officially dropped and receive no credit for the time spent in Browning Public Schools during that grading period. Parents of students who are dropped after 10 days will be reported to Blackfeet Family Court for educational neglect.

TELEPHONE USE AND MESSAGES

Students may use school phones only in cases of emergency. Please have your student make necessary transportation arrangements before leaving home in the morning.

Personal telephone calls will not be transferred to classrooms, but messages will be delivered at the end of the school day. In case of emergencies the principal or assistant principal will immediately deliver messages.

Please call the office with any changes in your child's after-school destination before 2:00 p.m. Monday through Thursday and 1:00 p.m. Fridays and early holiday dismissals. Messages for changes in your child's dismissal plan will not be taken after 2:00 p.m. on regular school days and 1:00 p.m. on early-out days. The office personnel get busy later in the day and we cannot guarantee that messages that come in after that time will be delivered before school dismisses. Thank you for your cooperation.

CLOSED CAMPUS

Each District #9 school has a closed-campus. This closed-campus begins when a student arrives at school (whether by bus, private car, or walking) and ends when the school day is over and the student leaves the campus. Students may not leave school grounds unless an adult, who is on the approved check-out list, checks them out. All adults checking out students must do so through the attendance or main office. **For the safety of our students, no student will be released unless an adult picks him/her up at the office.**

HIGH SCHOOL (9-12)

For the high school there are certain exceptions to the closed campus rule. Exceptions include students who are on work release, job shadowing, enrolled in college courses or under a special circumstance that is approved by a principal and a parent or guardian.

CHECKING STUDENTS OUT

Only authorized persons who are on a student's check out list may check a student out, and these checkouts must be done in person. When changes in guardianship arise, contact the office immediately with the proper paperwork to ensure we have the correct checkout information.

Students who are checked out are counted absent for the time that they do not attend and these absences count toward student's absence total.

We ask that parents avoid allowing students to be checked out at lunch time. Our lunch period is not long enough to allow for lunch off-campus, and when students return late they miss important instruction and interrupt the learning of others.

VISITORS TO THE SCHOOL

As a matter of safety, any person entering a district school building will be considered a visitor to our campus. This includes school district employees on official school business when entering a different school, family or guests of staff, parents/guardians, and community members. Upon entering the school, visitors must report to the office and state your name, business, and register on the building visitor log. If the visitor's presence is approved, the visitor will be issued a temporary name tag for a specified length of time. Upon leaving the school, visitors must check out through the attendance office.

Parents/guardians who would like to sit in on their child's classes must notify the principal or assistant principal at least one day prior to the observation.

Students are only allowed on the campus of the school they attend and are not allowed to be on the school grounds of any other school in the district except in cases of official school business.

CONFERENCES AND APPOINTMENTS

The principal and assistant principal (where applicable) will be available for conferences by prior appointment during school business hours. Appointments may be set up personally or by contacting the school office.

Parents can meet with teachers after school and by prior appointment during the teacher's prep period. Appointments may be set up personally or by contacting the school office. We encourage parents to contact teachers with their concerns as soon as possible to ensure the best success for their children.

LOST AND FOUND

All students are asked to please turn in any belongings that are found to the office so that they may be returned to the rightful owner. Articles turned-in will be stored in the lost and found for a period not to exceed 30 calendar days. Students should report to the office when they are missing personal or school belongings. **The District and each individual school are not responsible for any lost or stolen items.**

SCHOOL LOCKERS

In the schools where lockers are available, each student will be assigned a locker. Combinations will be distributed. Students should keep their lockers locked at all times. Students may not move to another locker without permission from the office.

Only school locks may be used; other locks will be removed. The school is not liable for any items lost or stolen from a locker. Any money or other valuables should be kept in the student's personal possession while at school.

The District and the Board of Trustees reserve the right to search any locker at any time, without the student's knowledge and/or presence.

Students are not allowed to share lockers or give out their locker combinations. Problems with the lock or mechanical operation of the lock are to be reported to the office immediately. Each student must take care of his/her assigned locker and will be billed for any repairs or cleaning needed at the end of the year. **Students will be responsible for whatever is in their assigned lockers, regardless of whether they claim to have placed a given item within the locker or not.**

SCHOOL LIBRARY

The library offers books, magazines and computer access for assigned study and recreational reading. It is open for use during the entire school day, and for a short period of time before and after school. ***Students are strongly encouraged to check out books from the school library.***

Students must have permission from their teacher to use the library during class periods. All students must follow the rules posted in the library. All students have the right to learn at all times; therefore, no disruptions will be permitted. Any student misusing his/her library privileges may be restricted from using the library. Students must comply by the district's acceptable use policy when utilizing technology in the library.

FINES FOR BOOKS AND EQUIPMENT (BPS Policies #3535 and 4300P)

In the case of unusual wear and tear, willful destruction, or the loss of a book, uniform, or other school property, students will be charged the cost of the book or item. **Lost, overdue, and unpaid fines will make a student ineligible to participate in extra-curricular activities according to district policy, including sports, clubs, and incentive field trips or activities.** Fines follow a student throughout his/her school career, and may result in the withholding of grades or diploma.

DISTRIBUTION AND POSTING OF MATERIALS

The distribution of materials from outside the school system uses a considerable amount of valuable educational time. This time is taken away from students, teachers, and the clerical staff. It is the District's policy to limit the distribution of materials to parent and student organizations sponsored by the school district or other governmental agencies. Materials which provide information valued or needed by the school district may also be distributed. All organizations must have the approval of the superintendent before materials may be distributed. In order to facilitate the distribution of materials with information about student activities offered in the community, each school will do the following:

1. Maintain a centrally located bulletin board for the posting of bulletins.
2. Maintain a table where flyers and other information can be made available to students.
3. Include announcements for student related activities in newsletters that go home to students.

The announcements must be submitted one month prior to the newsletter in which the announcement is to go home and must advertise a youth-oriented activity.

It is the intent to post all notices and place flyers on the distribution table except those that are viewed by the principal as likely to be disruptive, libelous or obscene.

Any student who posts material without prior approval will be subject to disciplinary action.

Materials displayed without prior approval will be removed.

FUNDRAISING COLLECTION AND SALES (BPS Policy # 3533)

Any class or school-sponsored organization desiring to do fund-raising must first clear the project through the sponsor, the school principal, and superintendent's office. Funds raised by each organization must be maintained in the school activity fund. No collections of any type for any purpose may be made by the students without the approval of the principal. Students who collect money must turn in all collections to the club sponsor before the end of each day. Students/parents will be responsible for all merchandise and funds collected. All fundraising projects will be limited according to the principal's discretion.

SCHOOL PICTURES

Students are presented with the opportunity for school pictures during each school year. We encourage all students to have their picture taken at this time for the school yearbook and for use by the office.

FIRE DRILLS/EVACUATION PROCEDURES (BPS Policy # 3432)

Fire drills at regular intervals are required by law and are an important safety precaution. It is essential that when the fire alarm sounds, everyone obeys orders promptly and clears the building by the prescribed route as quickly as possible.

The teacher in each classroom will give the students instructions. When the students are outside of the building, they will go immediately to the predetermined designated area and line-up with their teacher. The classroom teacher will take attendance once the students are lined-up. Under no circumstance are students allowed to leave the group and exit school campus. If this occurs, the student will be marked as an unexcused absence, with disciplinary consequences to follow.

If buses arrive for the removal of students from campus, the students should board the buses in an orderly manner and stay with their teacher. Students cannot be checked out during any drill or evacuation procedure. For the safety of the students, parents or guardians must abide by school emergency procedures protocol until the situation is under control.

In the event that a building needs to be evacuated, a prearranged sheltering site will be chosen. However, for security reasons, if there is a bomb threat, alternate sites will be used on a random basis.

LOCK DOWN

In the event of a lock down, **no one will be allowed to enter or leave the school** until the lock down is completed. Signs will be placed on the exterior doors and no one will be allowed to enter or leave the school.

In the event of a fire, lockdown, or other security measures being taken for the safety of students, parents will be notified via the radio of the situation.

CHILD ABUSE REPORTING

Staff members are required by law to report any suspected abuse/assault to Child Protective Services, and will report the abuse to the counselor and/or principal. Police may also be notified. It is the responsibility of the police and Child Protective Services to investigate all allegations. Child Abuse Hotline- 1-866-820-5437

VOLUNTEERS

Browning Public Schools welcome and encourage volunteers in the school setting. However, we also place the highest of priorities on the safety and well-being of our students and staff members.

The volunteers, which may include parents and friends of the children, are a critical component in assisting the students and teachers. Every effort is greatly appreciated, and the total worth of the volunteer program in our school is priceless. Some examples of how volunteers may help the school are:

- Working with small groups of students under the supervision of the classroom teacher.
- Helping with student achievement by listening to students read, helping with math problems, assisting with research projects, drilling spelling words, correcting student work, and assisting with art projects.
- Operating office machines and assisting in the office.
- Sharing special talents or areas of interest.
- Preparing student materials and display boards.

Please contact the school principal for more information regarding volunteering in your child's school.

III. HEALTH SERVICES AND MEDICATION

EMERGENCY MEDICAL TREATMENT (BPS Policy #3431R)

If a student is injured on the campus during the school day or during after-school activities, the accident should be reported to the teacher, coach, supervisor, or the office as soon as possible. If a student has a medical emergency at school or school-related activity when the parent cannot be reached, the school needs written parental consent to obtain emergency medical treatment. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up to date (name of doctor, emergency phone numbers, allergies, etc.)

COMMUNICABLE DISEASES/CONDITIONS [Board Policy #3417]

To protect children from contagious illnesses, student infected with certain disease are not allowed to come to school while contagious. Parents of a student with a communicable or contagious disease should phone the school nurse or principal so that other students who may have been exposed to the disease can be alerted. Please refer to your school specific handbook or to the ***Montana Department of Health and Human Services Communicable Disease Summary*** at http://www.dphhs.mt.gov/PHSD/epidemiology/documents/CommunicableDiseaseSummaryFINAL.pdf.

SCHOOL INSURANCE

BPS provides membership in our school insurance for each student under a policy provided at no cost to the student. The coverage applies to some expenses incurred as a result of an accidental injury sustained while attending BPS during the school year. This plan may not cover all the costs of medical expenses and does not cover medical expenses that are payable by other insurance. Therefore, you must file a claim with your family insurance coverage or health provider. Address any concerns regarding this insurance to:

Browning Public Schools
Business Office
P.O. Box 610
Browning, MT 59417-0610

ADMINISTRATION OF MEDICATION (policy #3416)

Montana State Law and the Administrative Rules of the Board of Nursing (effective May 27, 1994) allow licensed nurses to delegate specific nursing tasks to unlicensed persons. In the school setting, this allows the school nurse to delegate administration of student medication to specific school personnel. At the beginning of each school year, the school nurse, in consultation with the building administrator, will delegate two to three school personnel to administer student medication.

Browning Public Schools requires all medications to be given at home whenever possible. However, under certain circumstances, it may be necessary for medication to be administered to a student during the school day. These circumstances may include, but are not limited to, treatment of chronic disabilities and/or illness. When a student requires medication to be administered at school, a parent may make arrangements to come to school to give the medication or the following procedures must be complied with regarding the administration of medication during the regular school day.

School personnel may not accept or supervise the administration of medication unless a completed "Physician Order-Permission for Medication to Be Given at School" form accompanies it. This form will specify:

- » demographic information regarding the student diagnosis
- » type of medication
- » time indication for administration
- » dosage prescribed
- » additional instruction for administering
- » starting and ending date of administration of medication
- » potential side affects
- » signature of parent/guardian
- » signature of physician/dentist or other health care professional authorized by statute(s) of the State of Montana to prescribe medication and provide treatment services.

Note: Parent signature is required for school administration of *both* prescription and non-prescription medication. A physician's signature is a requirement for school administration of prescription medication only.

1. Students taking medication prescribed by a physician/dentist, or any over-the-counter medication must present the medication in its original container to the school nurse or delegate, with the required form signed by physician/dentist and parent/guardian. This may require the issuance of duplicate bottles of medication authorized by the physician, one for home and one for school. The original container must be provided to the school with a label indicating the name and telephone number of the pharmacy, the student's name, the physician's name, the name of the drug, the time/indication for administration, the dosage to be given and the date.
2. It is recommended that the initial dose be administered at home, in the physician's office or hospital to avoid adverse reactions from occurring at school.
3. Students must take medication in the presence of designated school personnel, and all administrations will be recorded and initialed.
4. Students may self-administer asthma, severe allergy, or anaphylaxis medication if the school has received written documentation filled out by a medical doctor and the parents/guardians. Forms are available from the school nurse.
5. All medication must be stored in a designated area that is to remain locked when not in use.
6. Browning Public Schools assumes no responsibility for the supply of any medications.
7. Permission to administer medication must be re-authorized at the start of the new school year by consent of parent/guardian and accompanying physician's order.

HIGH SCHOOL (9-12)

Senior High school students who are older and more mature should be responsible for the taking of their own medication. However, permission of parent/guardian and physician's authorization is still required. The District must be informed of pertinent information regarding the diagnosis, type of prescription, dosage, and time(s) to be administered. Additional information regarding possible side effects and cautions to the student who is self-administering must also be included. High school students are also permitted to self-administer non-prescription medications. *Permission for self-administration of non-prescription medication must be specified annually by parent instructions on the student enrollment form.*

STUDENT IMMUNIZATION (BPS Policy #3413)

No person may enter a Montana school, and no school may allow a person to begin attending, unless he/she meets the immunization requirements of the law. If students transfer from one school district to another, a photocopy of immunization records shall be made by the school of origin and provided to the student who is transferring. The school to which the student is transferring shall accept photocopies as evidence of immunization. Within 30 days after a transferring pupil ceases attendance at the school of origin, the transferring school shall send the original immunization records for the pupil to the school district to which the pupil transfers. State law requires that all 6th through 12th grade students must have 2 MMRs prior to the start of the school year.

IV. PARENT SUPPORT AND INVOLVEMENT

At Browning Public Schools we encourage parents to be actively involved with their children's learning. We know that parental involvement in this process helps children to learn more effectively. We encourage parents to talk daily with their children about school, to support their efforts in completing assignments and meeting deadlines, to send their children to school well prepared and rested, and to make regular contact with their children's teachers. Through working together as a team, we can achieve our goals to provide the best learning opportunity for all students.

COMMUNICATION

Communication between home and school is an essential part of a successful educational experience. Because events at home can affect a student's behavior at school, we ask that parents/guardians notify the school if there is a problem so that staff members can work more effectively with the student. Students have the opportunity to talk with the guidance counselor or principal at any time. Progress reports will be sent home on a weekly or bi-weekly basis, and students are required to write their homework assignments in their planners on a daily basis. Please contact your child's teacher if you have any concerns about your child's performance in class.

PARENT RIGHTS AND RESPONSIBILITIES

Browning Public Schools recognizes and respects the positive impact that parents have on the education of their children. The District strives to create a positive and productive working relationship with all parents and families. Parents play a formative role in the development of their children's sense of justice, equity, and worth of all members of the school community. Parents also act as one of the most influential role models within their children's lives. Therefore, it is the expectation of the school that all parents model acceptable behavior at all times within the school setting.

With respect to the school's obligations to the parents, the parents can expect:

- To be treated with an attitude of professionalism from all staff members
- To be listened to and clearly communicated with in regard to their child's education
- To have confidentiality over sensitive issues respected by staff
- To be treated in a caring and polite manner
- To be respected by staff and students
- To be assured that their child will be will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.
- To be contacted with information concerning the academic achievement and behavior of their child.

With respect to their obligations to the school, a parent or guardian should:

- Adhere to the school's policies, and endeavor to support in the home the work that is done in the school
- Cooperate where the child's behavior has overstepped accepted school standards
- Maintain respectful communication and behavior while visiting the school or attending school events
- Support the school in its efforts to maintain a positive teaching and learning environment.

ABUSE OF TEACHERS

School Laws of Montana, 2007, 20-4-303: Abuse of teachers – Any parent, guardian, or other person who shall insult or abuse a teacher anywhere on the school grounds or school premises shall be deemed guilty of a misdemeanor, and upon conviction of such misdemeanor by a court of competent jurisdiction, shall be fined no less than $25 or more than $500.

PARENT INVOLVEMENT (BPS Policy #6000)

The amount of parent involvement in a child's education is significant in determining the child's success. For this reason, it is the goal of BPS that the parents of all students be involved in their children's education in and out of school. In an effort to reach this goal and the goal of high achievement for all students, the District agrees to provide parents with the following:

1. Notice providing parents with information regarding building School Improvement Plans, including opportunities for parents to serve on School Improvement Teams, which all require parent participation.
2. A public meeting in the first quarter of each school year to explain programs and activities, meet staff, and answer questions.
3. A public meeting in the last quarter of each school year to allow parents the opportunity to evaluate the School Improvement Plan and have input into modifying the plan.
4. The opportunity to coordinate and integrate parental involvement strategies with other programs such as Head Start, Even Start, Reading 1st, and other relevant preschool programs.
5. School-Parent Compacts at each building outlining how parents, students and staff will share responsibility for promoting high student achievement. (attached at beginning of handbook)
6. An annual report prepared by the superintendent summarizing school performance. Information regarding school performance will be reported regularly via the local media, fall parent meetings and an annual meeting of the Board of Trustees.
7. Quarterly reports informing parents of their children's progress and information regarding staff availability for conferences.
8. A minimum of two parent teacher conferences where parents will be informed about the district curriculum and given evidence of multiple ongoing assessment, and proficiency levels of their students.
9. Encouragement to meet with the staff and observe and/or volunteer in their children's classes.
10. A variety of parent training opportunities throughout the school year.
11. A minimum of one school-sponsored family literacy activity per month during the school year.
12. Access to a parent advocate, family support person, or home-school coordinator.
13. An opportunity to participate annually in an evaluation of parent involvement programs.
14. Assurance that the District will conduct, with the involvement of parents an annual evaluation of the content and effectiveness of the parent involvement policy and use the findings to revise the policy if necessary.
15. Assurance that all communication will be clear and understandable.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are scheduled two times yearly for the purpose of improving communication between the schools and home. At any other time, if you would like to meet with your child's teachers, please call a teacher, principal, or counselor to set up an appointment to do so.

SURVEYS

The District may occasionally choose to administer or allow the administration of a survey or evaluation that collects personal information about students. Such surveys will be approved by the Board before the survey is administered. Parents have the right to inspect any survey or evaluation and refuse to allow their child to participate in such survey or evaluation.

V. ACADEMIC INFORMATION

REPORT CARDS

Report cards will be issued to the students at the end of every nine (9) week period. At the high school credits will be earned at the end of each semester.

Parents will be kept informed during the nine weeks grading period on their child's academic progress. Parents are encouraged to contact the school if they have any questions or concerns about their child's performance in any class. Midterm reports are sent home four times during the school year.

Report cards will not be released if any fines are owed to the school for lost or damaged school property, including library fines, textbook fines, uniforms, and activity fines.

HOMEWORK (BPS Policy #4110)

Homework assignments are meaningful extensions of classroom activity designed to help the student master skills and subject matter as well as develop responsibility and independent study skills. Homework assignments are required at all grade levels, with the frequency and duration of assignments being flexible for teachers and students depending on the developmental appropriateness of the children in each class.

A student's ability to read is strengthened by reading each day at home. Browning Public Schools strongly urges each student to spend time reading for pleasure or for information, in addition to other homework time.

At times, students may struggle in meeting their homework obligations. When students experience difficulties in completing homework assignments, teachers and parents will meet to discover the nature of the student's difficulties. The successful development of students' study habits is an important goal for the school. We know that the collaboration efforts can be effective in

helping improve their study skills. Please contact the school with your questions/concerns when you believe your child is experiencing chronic problems.

MAKE UP WORK (BPS Policy #3010)

It is the responsibility of the student to request makeup work either in advance or on the day of returning to class, or parents may call or request homework during the absence. Teachers will provide makeup work within 24 hours of the request. Work may be made up for excused absences or if the student is on out of school suspension (OSS). Students will be allowed twice the amount of time absent to complete any assignments missed due to excused absences (example: If a student is absent for two days, he/she will have four days to complete make-up work). The practice recommended by administration is that make up work will not be accepted for credit after the time allowed.

RETENTION POLICY (BPS Policy #3020)

Students who are failing two or more core classes may be considered for retention. Parents will be kept informed of possible retention. Interventions tied to other services, such as summer school, tutoring, or alternative placement will be considered for each individual student. Retention of a student will be a cooperative decision made by the student, parents, counselor, and administrator, and will be made in the best interest of the student.

GUIDANCE AND COUNSELING

Counseling services are provided for each Browning Public Schools student. Counselors will assist students with scheduling, testing services, college applications, scholarships, and financial aid information (when applicable), appropriate placement, academic and social issues, as well as personal counseling.

Psychological testing

The school will not conduct a psychological examination, test, or treatment without first obtaining a parent's written consent, unless required by state or federal law for educational purposes.

TUTORING

Tutoring is available at each Browning Public School. Please contact the school for specific times and services.

VI. ATTENDANCE POLICY AND PROCEDURES (BPS Policies # 3005, 3010, 3121, 3121r)

Our goal is to have 95% or better attendance at Browning Public Schools. To meet this goal, students should not miss more than nine (9) total days during the school year.

COMPULSORY ATTENDANCE POLICY

Regular school attendance promotes student success and positively influences academic achievement. Regular school attendance is essential for the student to make the most of his or her education – to benefit from teacher-led activities, to build each day's learning on that of the previous day, and to grow as an individual. Parents and guardians provide the necessary support for student commitment to attend school regularly, and therefore will be informed of each absence. Regular school attendance is essential for the student to make the most of his or her education - to benefit from teacher led activities, to build each day's learning on that of the previous day, and to grow as an individual.

In accordance with MCA 20-5-102 (Montana Annotated Code) and/or Blackfeet Tribal Code and Resolution 71-2004 a student shall not voluntarily withdraw from school without having reached his/her 17th birthday and completed 8th grade.

Parents can give their child no greater help educationally than to assure their child's attendance at school every day. Regular attendance is necessary for success in school. The student who is frequently absent misses valuable class instruction and discussion and finds it difficult to keep up with the class, which can lead to frustration and failure. Perfect attendance should be the goal of every parent and child.

TARDY PROCEDURES

PRIMARY/ELEMENTARY (K-6) TARDY RULE: Students are expected to arrive at school on time. Students will be counted tardy to school if they arrive after the school day has begun, up to 9:00 a.m. After 9:00 a.m. those student tardies will be changed to absences for the morning session.

SECONDARY (7-12) CLASS TARDY RULE: Students are expected to arrive in their assigned class before the bell rings. A student who enters the classroom after the bell has rung may be required to sign the tardy log. Students who enter the class more than ten (10) minutes late may be marked absent.

ABSENCE NOTIFICATIONS

Absence Notification by Parent/Guardian: A student's parent/guardian (K-12) must contact the school secretary or attendance clerk on the morning of the absence to verify the reason for the absence. If this is not possible, verification must be given to the attendance office on the day of return.

ABSENCE NOTIFICATION TO PARENT/GUARDIAN: Attempts to notify parents or guardians of their child's absence, in the event the child has not been reported absent by the parent, will occur by the end of the school day to assure that parent, guardian, or legal custodian is aware of the child's absence from school (MCA 44-2-507).

TEN DAY ABSENCE RULE

All Browning Public Schools are responsible for contacting Blackfeet Family Court when a child misses more than ten (10) days of school during a semester.

CLASSIFICATION OF ABSENCES

The following absences count against the Ten-Day Absence Rule:

- Illness: This is an absence involving students who stay at home due to an illness; however, they do not have a medical verification slip (A).
- Cultural Activities: This is an absence involving students who are excused from school by their parent/guardian to participate in non-school related cultural activities (A).
- Weather: This absence involves students whose parents feel it is unsafe for their children to come to school due to weather related issues (A).

The following absences do not count against the Ten-Day Absence Rule:

- School Related: This is an absence involving participation in school sponsored activities away from school. Students under school sponsorship are automatically excused and have full make-up privileges (SR).
- Medical Absence: Absences caused by a student's medical or dental treatment or emergency illnesses are considered medical absences. These absences must be verified in writing by an attending physician, physician's assistant, nurse or community health nurse and be provided to the building secretary or attendance clerk (MA).
- Special Circumstances: This class of absence may be the result of a death of an extended family member (student's parent, legal guardian, brother, sister, aunt, uncle, and grandparent). Special circumstances may also include hospitalization of extended family or other family emergencies. Verified special circumstances will result in excused absences and full make up privileges. Length of special circumstance absence determined at the discretion of the building principal (SC).

All absences have makeup privileges for the student class work. Students will receive 2 days to make up the class work for each day absent. Special considerations will be made for those students who have lengthy extended absences as provided through the Office of the Principal.

SECONDARY (GRADES 9-12) INCOMPLETE GRADE RECOVERY PROCESS

It is the District's belief that there is a strong relationship between student attendance and student achievement. Students are expected to be in attendance at school each day. Essential learning takes place in the classroom each day. Students who exceed ten (10) absences per semester in any course, therefore, will be considered as not meeting all requirements of that course, and will receive a grade of "Incomplete".

Process

Once a student has reached ten (10) absences in a course per semester, the student receives a grade of incomplete in that course. The student is expected to remain in the course for the semester and complete the curriculum.

The district approved credit recovery program will assign fifty (50) minutes of coursework in the specific subject area for each absence over the tenth (10^{th}) absences to be completed at a passing level. Once a student completes the coursework, they will receive the original grade (A-D) that was earned in the class and it will replace the incomplete on their transcripts. A student who earns an "F" in any course, regardless of attendance, must follow the district credit recovery process to earn credit in that course.

- Students can attend night school or after school tutoring as soon as they exceed ten (10) absences in any class. Students do not have to wait until the end of the semester. Any student who does not have a passing grade in a minimum of 4 classes (not including Advisory) at the end of any semester will be ineligible to participate in any MHSA sport/activity during the following semester. A grade of "I" or incomplete is not a passing grade.

Students are expected to complete all requirements for each course in which they exceed 10 absences through a district approved credit recovery program within two (2) consecutive semesters after receiving the incomplete.

If a student does not complete all required coursework with two (2) consecutive semesters after receiving the incomplete, the grade will permanently remain an incomplete on the student's transcript and they will lose credit for the class. In order to receive credit the student will need to repeat the course.

In extreme cases, where attendance is due to extended illness or circumstances beyond the student's control, an appeal may be filed with the high school principal. Students must have a 60% or above in any class which they appeal. The appeal must be received by the principal within ten (10) school days after the end of the semester for which the appeal is being filed. The principal will have ten (10) school days to respond. If the appeal is denied, the student must complete the credit recovery process as stated above.

The appeal must contain:

- A letter from the student stating the reason that they exceeded ten (10) absences
- A letter from the student's parent(s)/Guardian(s)

Any relevant documentation. Example: Doctor's statements

EARLY CHECKOUTS (elementary)

Students checked out before 3:00 P.M. (Monday thru Thursday) or before 2:00 P.M. (Fridays and early outs) will be counted absent for the afternoon sessions.

VII. SAFE AND DRUG-FREE SCHOOLS

In order to provide an environment that enables students to learn and develop as young people preparing to make the transition from grade level to grade level, the school takes the obligation of providing a safe environment very seriously. The following information has been developed to keep our school safe for all.

Building administrators may call law enforcement for assistance in instances when students or visitors display unsafe or overt defiant behavior creating a hostile situation. Unsafe behavior may be verbal or physical in nature. Law enforcement may be contacted prior to contacting parents/guardians.

LAW ENFORCEMENT (BPS Policy #3220)

The District is obligated to cooperate with law enforcement or other lawful authorities in connection with the performance of their official duties. When law enforcement officials or other lawful authorities wish to question or interview a student at school, the following steps will be taken:

1) The principal will verify and document the identity of the official, will request an explanation of the need to question or interview the student, and will document that explanation.
2) The principal will attempt to notify the parent/ guardian prior to the interview, unless the law enforcement official or other authority objects to such action. In that event, the principal will document the specific basis for the objection.
3) The principal will be present for the interview, unless the law enforcement official or other authority objects to the principal's presence. In that event, the principal will document the specific basis for the objection.
4) The principal will cooperate fully regarding the conditions of the interview if the questioning or interview is part of a child abuse investigation.

Requests to Take Students into Custody

The District is obligated to cooperate with law enforcement or other lawful authorities in connection with the performance of their official duties, including actions to take a student into legal custody under the following circumstances:

- to comply with an order of the juvenile court;
- to comply with the laws of arrest;
- by a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision;
- by a probation officer if there is probable cause to believe the student has violated a condition of probation;
- to comply with any other properly issued directive to take a student into custody;
- by an authorized representative of the Montana Department of Public Health and Human Services, a law enforcement officer, a juvenile probation officer or other lawful authority, without a court order, under the standards set forth in state or federal law relating to the student's physical health or safety.

Before a student is released into the custody of a law enforcement officer or other lawful authority, the principal will contact the Superintendent. The Principal will also verify and document the identity of the official, will request documentation of and/or an explanation of the basis for the request to take the student into custody, and will retain a record of that documentation and/or explanation. The principal will attempt to notify the parent/ guardian of the request to take the student into custody, unless the officer or other lawful authority objects to such notification. Because the District does not have the authority to prevent or delay a custody action, such notification may not occur until after the student is taken into custody.

WEAPONS AND GUN-FREE SCHOOLS POLICY (BPS #3210)

In accordance with the provisions of the state and federal law, any student who brings a firearm onto school property shall be expelled for a period of not less than one calendar year unless modified by the Board of Trustees, upon a recommendation from the

District Superintendent. As provided by state law, the student may be suspended up to twenty (20) days pending the School Board hearing for the expulsion.

Students are forbidden knowingly and voluntarily to possess, handle, transmit, or use any instrument in school or on school grounds that is ordinarily or generally considered a weapon. Any object which could be used to injure another person and which has no school-related purpose for being in school or on school grounds will be considered a weapon for purposes of this code. The following are examples of instruments ordinarily or generally considered weapons: knives of all types, guns, metal pipes, chains, wallet chains, chuck-sticks, throwing stars, darts, metal knuckles, black-jacks, unauthorized tools, fireworks, explosives, or other chemicals. Students may be out of school suspended up to ten days and may be recommended for expulsion to the Board of Trustees.

DRUG-FREE SCHOOL POLICY

BPS recognizes that the use of tobacco (including e-cigarettes), alcohol and other drugs is illegal and detrimental to students' education and other activities provided by the District (See BPS Board of Trustees Resolution approved on February 24, 1999). The District will provide educational programs for prevention and intervention, establish standards of conduct and discipline for students in its schools (See BPS Policy #3200). Administrative rules and procedures will govern these programs.

GUIDELINES:

Substances covered under these rules include any alcoholic beverage, narcotic drug, hallucinogenic drug, inhalant, anabolic steroid, barbiturate, amphetamine, marijuana, Spice/K2 or other designer drugs, nicotine, any other stimulant such as phenylpropanolomine, depressant, intoxicant of any kind, substance purported to be one of the above, any dangerous drug as defined in Section 50-32-101 MCA or any imitation dangerous drug as defined in § 45-9-111 MCA. The proper use of medication prescribed by a medical doctor who is permitted by law to prescribe medication for that student does not violate this rule.

The following are prohibited in school buildings, on school grounds, in school vehicles, or at any school sponsored activities at any location at any time:

a. Possessing, using or purchasing tobacco, alcohol, other drugs and drug paraphernalia or being under the influence.
b. Selling, providing, distributing or manufacturing tobacco, alcohol, other drugs, or drug paraphernalia.

Students exhibiting evidence of intoxication, incapacitation, or a drug over-dose in school or at school-sponsored events may be transported immediately to a local hospital or facility designated to provide detoxification services. Law enforcement will be immediately notified. Following his/her return to school, the appropriate disciplinary procedures from the behavior management plan will be implemented.

BOMB THREATS/ FALSE FIRE ALARMS (BPS Policy #3770)

Bomb threats and false fire alarms are against federal law and school policy. The District will collaborate with law enforcement agencies in order to support the arrest and prosecution to the full extent of the law of any individual who explicitly threatens the safety of the students, staff and community. Expulsion will be recommended.

SEARCH AND SEIZURE (BPS Policy #3220)

The goal of search and seizure with respect to students is meeting the educational needs of children and ensuring their security. The objective of any search and/or seizure is not the eradication of crime in the community. Searches may be carried out to recover stolen property, to detect illegal substances or weapons or to uncover any matter reasonably believed to be a threat to the maintenance of an orderly educational environment. The Board authorizes school authorities to conduct reasonable searches of school property and equipment, as well as of students and their personal effects, to maintain order and security in the schools. Searches are conducted without a warrant and as permitted by law.

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

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

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

School Property and Equipment and Personal Effects of Students

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

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

Students

School authorities may search a student or a student's personal effects in a student's possession when reasonable grounds suggest a search will produce evidence that the particular student has violated or is violating a law or District student conduct rules.

The search itself must be conducted in a manner that is reasonably related to its objectives and not excessively intrusive in light of age and sex of a student and the nature of the suspected infraction.

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is a reasonable cause to do so, with or without the presence of the student. A student has full responsibility for the security of his or her vehicle and must make certain that it is locked and the keys are not given to others

DRUG DETECTION DOG

The District is taking action to keep illicit drugs out of our schools. One of the ways to assist school personnel in detecting drugs in the school is the use of specially trained dogs that are able to sniff out drugs. The dogs are highly specialized and certified for this purpose. It is the intention of the School District officials to periodically use a drug-detection dog to check for drugs in our schools.

The procedure for these searches is as follows: on a day known only to administration the dog will be brought to the school to search lockers and common areas. This search may include lockers, gym lockers, classrooms, and the parking lot. It will not include sniffing any students. If the dog identifies a specific locker or bag; it will be noted, and searched by school personnel based on the reasonable suspicion created by the dog. If contraband is found, the police will be called in. If nothing is found, it is reasonable to suspect that at some prior time contraband may have been there. Students are assigned lockers and will be held responsible for any contraband found in their assigned lockers.

GANGS AND GANG ACTIVITY (BPS Policy# 3611)

Gang activities create an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive to the process of education and school activities. Groups of individuals which meet the definition of gangs, as defined below, shall be restricted from school grounds or school activities.

A gang is defined as any group of two (2) or more persons, whether formal or informal, who associate together to advocate, conspire, or commit one or more criminal acts; or acts which threaten the safety or well-being of property or persons, including, but not limited to, harassment and intimidation.

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

- Wear, possess, use, distribute, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other items which are evidence of membership in or affiliation with any gang and/or representative of any gang;
- Engage in any act, whether verbal or nonverbal, including gestures or handshakes, showing membership in or affiliation with any gang and/or that is representative of any gang; or
- Engage in any act furthering the interest of any gang or gang activity, including, but not limited to:
    - Soliciting membership in or affiliation with any gang;
    - Soliciting any person to pay for protection or threatening another person, explicitly or implicitly, with violence or with any other illegal or prohibited act;
    - Painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols, or signs on school property;
    - Engaging in violence, extortion, or any other illegal act or other violation of school property.

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

HARASSMENT, BULLYING, INTIMIDATION, AND HAZING

Bullying is:

- Punching, shoving, and other acts that hurt (or could potentially hurt) people physically
- Spreading bad rumors about people
- Keeping certain people out of a "group"
- Teasing people in a mean way
- Making mean comments to or about a person
- Getting certain people to "gang up" on others

Bullying also can happen online or electronically. ***Cyberbullying*** is when children or teens bully each other using the Internet, mobile phones or other cyber technology. This can include:

- Sending mean text, email, or instant messages
- Posting nasty pictures or messages about others in blogs or on Web sites, or sending these types of pictures over a cell phone.
- Using someone else's user name to spread rumors or lies about someone

Bullying is prohibited in Browning Public Schools. If bullying occurs at school or while attending school functions or on school grounds, it will be dealt with as a severe violation of the behavior management plan.

SEXUAL HARASSMENT (BPS Policy # 3205)

(see appendix A for Title IX information)

SD #9 believes that each student has the right to attend school and school-related activities free from all forms of discrimination on the basis of sex, including sexual harassment. The District considers sexual harassment to be serious and will consider the full range of disciplinary options, up to and including expulsion, according to the nature of the offense. All students are expected to treat one another courteously, with respect for the person's feelings; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop. All students are prohibited from engaging in offensive verbal or physical conduct of a sexual nature directed toward another student or staff member. This prohibition applies whether the conduct is by word, gesture, or any other intimidating sexual conduct, including requests for sexual favors that the other student regards as offensive or provocative. Sending messages/pictures of a sexual nature by electronic means will be considered sexual harassment.

Any student who believes he/she have been subjected to sexual harassment, or any parent or guardians who believe his/her child has been subjected to sexual harassment, should report the incident to the building principal. If a parent or student is not comfortable with making a complaint to the principal, the complaint may be made to a teacher or guidance counselor, with the understanding that the incidents must be reported to administration for review and action. The Title IX coordinator will conduct the investigation. The student will not be required to present a complaint to the person who is the subject of the complaint.

It is the intent of the Browning Public School District to create an atmosphere where complaints will be treated promptly and fairly. Third party witnesses are strongly encouraged to report observed incidents of sexual harassment to the building principal. Every effort will be made to maintain the confidentiality of witness identity.

Federal EEOC – Sexual harassment is illegal in two areas: in the workplace and in schools

Report all harassment to the Title IX Compliance Officer:

- Browning School District #9 Compliance Officer (338-2715)
- Browning High School: Assistant Principal
- Buffalo Hide Academy: School Counselor
- Browning Middle School: Principal
- Napi Elementary: School Counselor
- Browning Elementary: School Counselor
- KW Vina BElementary: School Counselor
- Babb Elementary: Principal

VIII. STUDENT CONDUCT

APPLICABILITY OF SCHOOL RULES AND DISCIPLINE

To achieve the best possible learning environment for all our student, Browning public schools rules and discipline will apply:

- On, or within sight of, school grounds before, during or after school hours or at any other time when the school is being used by a school group.
- Off school grounds at a school sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
- Traveling to and from school or a school activity, function or event; and
- Anywhere, if the conduct may reasonably be considered to be threat or an attempted intimidation of a staff member, or an interference with school purposes of an educational function.

STUDENT EXPECTATIONS

Students are expected to behave appropriately. Unacceptable conduct, if occurring on the school grounds or while under the jurisdiction of the District, will not be tolerated. The statements of expectations listed below cannot hope to cover every situation that may arise, nor is it intended to be a long list of do's and don'ts. The purpose of the consequences imposed is to change behavior. The school administrative team has the authority to impose suspension of students for failure to comply with school regulations, and if it should become necessary, to recommend the expulsion of a student to the Superintendent of Schools and the Board of Trustees.

In order for students to take advantage of available learning opportunities and to be productive members of the Browning School Community, each student is expected to:

- Use appropriate language at all times with all students, teachers, and other district staff.
- Demonstrate courtesy-even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate material and assignments to class.
- Meet district or building standards of grooming and dress.
- Obey all building and classroom rules.
- Respect the rights, feelings, privileges, and safety of other students, teachers and district staff.
- Respect and obey the lawful requests of teachers and all school staff.
- Not to start or participate in any physical or verbal altercations or confrontations.
- Respect the property of others, including district property and facilities.
- Cooperate with or assist the school staff in maintaining safety, order, and discipline.

FIGHTING

Fighting is a confrontation between two individuals in which each attempt to harm the other. **The purposeful instigation of a fight will also be considered fighting for discipline purposes. Watching a fight will also result in appropriate disciplinary consequences.**

Fighting will result in a severe referral.

ASSAULT (PHYSICAL, VERBAL, OR WRITTEN)

Browning Public Schools recognizes that our schools should be a safe learning environment for our staff and students. The District will not allow assault on its' school campus'. A physical assault is the intentional infliction of, or an attempt to inflict a harmful or offensive touching or contact upon a person. A student shall not intentionally cause or attempt to cause physical injury to any school employee or student. **Reasonable** self-defense against bodily harm is not to be considered an intentional act under this rule. A student shall not intentionally cause or attempt to cause physical injury to any school employee or student. Students who engage in any kind of physical, written, or verbal activity which would result in or have the intent to injury will be subject to the following consequence(s):

1) Conference with victim(s) to obtain verbal and written documentation as to nature of assault.
2) Immediate removal of the individual from student or employee contact. Out-of-school suspension may occur. Length of suspension may be up to 10 days. For a serious infraction of this assault policy an immediate recommendation for expulsion may happen.
3) Police will be notified.
4) Prior to reinstatement, an in-person parent conference will be required.
5) If reinstatement occurs the student will be placed on an assault contract for the balance of the school year. Any additional instances of similar behavior will result in a disciplinary hearing before the Board of Education, which may result in the student's expulsion from school.
6) While the student is awaiting a disciplinary hearing, they may be suspended for an additional 10 days.

A student who engages in the physical assault of a staff member will be recommended for expulsion to the Board of Trustees.

All threats of violence, whether oral, written, or symbolic, against students, staff, or to school facilities are prohibited. All such threats will be promptly investigated. Law enforcement may be contacted. Threats issued and delivered away from school or school activities may be grounds for disciplinary action if the threat impacts the orderly and efficient operation of the school.

The following factors will be considered in determining the extent to which a student will be disciplined for threatening or terrorist behavior: the background of the student, including any history of violence or prior threatening behavior; the student's access to weapons of any kind, the circumstances surrounding the threat, the age of the student and the mental and emotional maturity of the student as well; cooperation of the student and his/her parent (s) or guardian (s) in the investigation; the existence of the student's juvenile or criminal history; the degree of legitimate alarm or concern in the school community created by the threat; and any other relevant information from any credible source.

School Laws of Montana, 2007, 20-4-303: Abuse of teachers – Any parent, guardian, or other person who shall insult or abuse a teacher anywhere on the school grounds or school premises shall be deemed guilty of a misdemeanor, and upon conviction of such misdemeanor by a court of competent jurisdiction, shall be fined no less than $25 or more than $500.

PROFANITY AND INAPPROPRIATE LANGUAGE

Using profanity or other inappropriate language, in either written or verbal form, will not be tolerated. Any violation will result in immediate, appropriate consequences, based upon the severity of the situation, as determined by the building administrator.

Swearing at a teacher will result in a severe consequence.

CHEATING & PLAGIARISM

A student shall not cheat, plagiarize, lie, or forge any documents. Any violation will result in immediate, appropriate consequences, based upon the severity of the situation, as determined by the building administrator.

NOTES/ELECTRONIC COMMUNICATION

Notes or electronic communications are not to be written in class and are not to be passed/sent or received in the school setting, or on school sponsored events, unless authorized by the classroom teacher for specific educational purposes. Students are responsible for all content written in a note/electronic communication. Notes/electronic communications with inappropriate language, threats, or put downs will be confiscated and turned over to the principal, and the student will receive appropriate consequences.

ELECTRONIC DEVICES (BPS Policy #3630)

Student possession and use of cellular phones, pagers, and other electronic signaling devices on school grounds, at school-sponsored activities, and while under the supervision and control of District employees is a privilege which will be permitted

only under the circumstances described herein. ***At no time will any student operate a cell phone or other electronic device with video capabilities in a locker room, bathroom, or other location where such operation may violate the privacy right of another person. Electronically recording a fight will result in a severe referral.***

Students may use cellular phones, pagers, and other electronic signaling devices on campus *before school begins and after school ends.* IPODS and other musical devices are ***not allowed*** in classrooms or hallways during the school day unless authorized by the classroom teacher for specific educational purposes. Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore, unauthorized use is grounds for confiscation of the device by school officials, including classroom teachers.

Confiscated devices will be returned to the parent and guardian. Repeated unauthorized use of such devices will result in appropriate disciplinary action.

School District #9 is not responsible for any lost or stolen items.

USE & CARE OF SCHOOL PROPERTY/VANDALISM/THEFT

Students, please take pride in your school. If you see something happening that is inappropriate please be responsible and help correct it and/or report it immediately. If no action is taken on your part, you may be subject to disciplinary actions. Students are responsible for the proper care of all books, supplies and furniture supplied by the school.

Vandalism/Theft:

Students who damage or steal school property or equipment are required to pay in cash as restitution for the damage. Vandalism and theft will result in severe or extreme consequences and a report filed with law enforcement.

Fines:

Students will be fined for lost or damaged property. Fines will be assessed for property such as lost and/or damaged texts, library books, locks or athletic equipment. Students will not participate in extra-curricular activities, dances, field trips or receive grades or report cards until all fines are paid.

DRESS/ATTIRE

School is a very important place of work. Students should come to their place of work with neat, clean, and adequate clothing that show they are proud Browning Public School students. All students will wear clothing that is conducive to an education atmosphere and is safe and appropriate for all school activities. The following guidelines should be followed in determining appropriate school attire:

- Clothing advertising or advocating drugs, alcohol, tobacco use or products, or promoting gang activity, sexual content, obscenity or antisocial behavior is not allowed. Students wearing or displaying offensive messages will be required to change or cover the disputed message.
- Hats may be worn to school and left on during breakfast or lunch time, but must be removed upon entering the hallway and left in the locker for the duration of the day.
- Gang-related apparel is not allowed
- Dresses must be of reasonable length: halter tops, tops with straps less than an inch in width, tops baring midriffs or cleavage, short shorts and short skirts are not allowed
- Sunglasses are not to be worn unless a certified medical reason is provided and a 504 plan is in place.
- Excessively baggy or saggy pants are not allowed: the waistband of pants should fit at the hipbone. Pants should not be worn so low that the undergarments are visible.
- Trench coats, spiked necklaces, bracelets or wallet chains are not allowed.

Students who are in violation of the dress code will be excluded from class until appropriately dressed for school.

FOOD AND DRINK:

Students are NOT allowed to consume food or liquid beverages in the hallways or in classrooms unless given permission by the classroom teacher or building administrator. Students are permitted with teacher permission to have water in a clear container.

Energy drinks are not allowed in Browning Public Schools.

FIELD TRIP EXPECTATIONS

Field trips are designed as an extension of the regular classroom, and all school and bus rules apply. When on a field trip, Browning Public School students are to conduct themselves in a respectful manner. When in public, BPS students must remember that they represent not only themselves, but also the school, the community, and their families. Parental permission and consent for emergency medical treatment is required for a student to participate.

Each school will set school expectations for eligibility to attend field trips.

HALLWAY/SIDEWALK EXPECTATIONS

Before school, after school, and between classes there may be a large number of students in the hallways or on school sidewalks. **It is important to be patient, courteous, and understanding of others at all times.**

- Be respectful of others.
- Talk in a quiet, calm voice. Help keep hallway noise to a minimum.
- No pushing, running or inappropriate language.
- Be on time and prepared for class
- Travel on the right side of the hallway/sidewalk.

ASSEMBLY EXPECTATIONS

Assemblies are a regularly scheduled part of the school day and are designed to promote pride and school spirit as well as to provide alternative educational and enrichment experiences. **Since they are part of the regular school day, it is expected that the students display appropriate assembly behavior.**

- Food, drink, coats, gum and backpacks are not allowed during assemblies.
- Show your appreciation by giving generous and appropriate applause.
- Yelling and/or booing will not be tolerated
- Once the assembly has started you are expected to remain seated until the assembly has concluded.
- Assemblies will be immediately stopped and students removed for inappropriate behavior.

BUS EXPECTATIONS AND SAFETY

Introduction

The transporting of children to school by school bus is not mandatory; it is the option of the local Board of Trustees. The service is provided in the Browning School District for those who wish to ride under the terms established. The following information for parents and students states the school transportation guidelines. Non-compliance may be met by refusal to transport.

School Transportation Guidelines

Busing to and from school is a privilege provided to students in grades K-12 beginning on the first day of school. A permanent bus plan, including one morning pick up and one afternoon drop off location will be established. **Daily changes to the child's bus schedule will be allowed prior to 2:00 pm M-Th, and prior to 1:00 pm on Fridays. Weekly changes to the bus schedule must be done on the Friday before the change is to go into effect**. Permanent bus changes, due to the family moving, etc., will be made through the Transportation Department.

Rules at the Bus Stop

1. Be on time and waiting for the bus.
2. Stay out of the road while waiting for a bus.
3. Do not participate in horseplay or destroy surrounding property.
4. Wait for the school bus to come to a complete stop before attempting to board the bus.
5. Do not run toward the bus in an effort to be the first to board the bus.
6. Do not cross the street at the bus stop until traffic has stopped for flashing red lights.
7. Board the bus only at the school of attendance.

While Riding the School Bus

1. Follow directions of the driver the first time given.
2. Students may be assigned a seat and held responsible for that seat.
3. Go directly to assigned or available seat upon entering bus.
4. Remain seated and keep aisles and exits clear.
5. Observe classroom conduct while on the bus.
6. Refrain from throwing or passing objects on, from or into bus.
7. Do not extend arms or head out of bus windows at any time.
8. Do not get on or off, or move about the bus while it is in motion. .
9. Refrain from using profane language or obscene gestures on the bus
10. There will be no tobacco products, alcohol or drugs allowed on the bus.
11. Students will not board or depart the bus at a stop other than their own without written permission.
12. Do not eat food or drink beverages on the bus unless permitted to by the driver.
13. Do not exit from the emergency door unless a bona fide emergency exists.
14. Students who are not regular riders must have written permission to ride.
15. Animals, firearms, weapons, insects, bottles, balloons or any other potentially hazardous materials will not be permitted on the bus.
16. Refrain from hitching rides via the rear bumper or other parts of the bus.

Leaving the School Bus

1. Do not run or push while unloading from the bus.
2. When crossing in front of the bus, always watch for the driver to give the "all clear" signal before crossing.
3. Students should go directly from their bus stop to their homes

Violation of School Bus Rules

Failure to follow the rules on the bus will result in the following consequences:

1. The student will be given a verbal warning to stop the behavior.
2. If the behavior continues, the driver will ask the student to change seat positions at the next bus stop or pull the bus over in a safe place and require the student to change to a different seat for the remainder of the ride.
3. If the driver must change a student's seat position more than once, a seat assignment will be given to the student for a period of 5 bus days. (Bus days are defined as days in which the student actually rides the bus.)
4. If behavior persists, student will be suspended from riding the bus for a period of 5 bus days.

Major Offenses

Bullying & harassment will result in an automatic 5-day suspension from the bus. In addition, a referral will be made to the school principal and considered a violation of school rules with accompanying school consequences.

Fighting and sexual harassment will result in a 10-day suspension from the bus, In addition a referral will be made to the school principal and/or Title IX coordinator and considered a violation of school rules with accompanying school consequences.

Possession of firearms, explosives, or paraphernalia designed to inflict bodily harm and use, possession, sale or being under the influence of drugs or alcohol are considered MAJOR OFFENSES and will be reported to law enforcement. These offenses will be referred to the school principal and the offense will be considered a violation of school district policy and will be managed by the principal.

Parent/Guardian Responsibilities

Your support and assistance may prevent an accident

1. Understand and support bus regulations for the safety of your child.
2. Be certain your student understands and follows bus regulations.
3. Teach your students proper procedures for crossing roadways.
4. Support procedures for emergency evacuation as prescribed by state and school officials
5. Teach your child to respect the rights and privileges of others.
6. Report safety concerns to school administrators.

Emergency Weather Conditions

In the event that weather conditions create hazardous driving conditions information pertaining to closing school, bus cancellations, and sending buses home early will be broadcast over all local radio stations, KSEN, K96, KMON, and Thunder Radio KBWG.

Information regarding school bus service or other questions pertaining to transportation may be obtained by calling the school Bus Garage at 338-2952.

Video Surveillance

For the safety of all students and the driver, buses are equipped with video surveillance, which may include audio.

IX. BLACKFEET ALTERNATIVE EDUCATION WELCOMES YOU

The faculty at the Blackfeet Learning Academy would like to welcome our returning and new students and their families to the 2015-2016 academic year. We look forward to sharing many educational opportunities with you and assisting you in fulfilling your potential as a young adult learner. We strongly encourage you to get involved with your school and community by taking advantage of the many opportunities available through the Blackfeet Learning Academy.

Faculty:

Mr. Matthew Johnson, Alternative Education Director
Brenda Bird, Secretary/Tutor
Mr. Charlie Speicher –Counselor/Student Support
Vacant- Counselor Student Support
Mrs. Katie Boyce, Instructor
Mr. Nick Rink, Instructor
Mr. Jason Krane, Instructor
Mr. Greg Klauk, Instructor

BLACKFEET ALTERNATIVE EDUCATION VISION STATEMENT

The Blackfeet Learning Academy will provide a positive learning environment that encourages our students to become respectful and hard-working young adults who are willing and capable of making positive decisions to affect their own lives, families and our community.

BLACKFEET ALTERNATIVE EDUCATION MISSION STATEMENT

Upon your enrollment at the Blackfeet Learning Academy, our staff will provide the opportunity for you to have a fresh start. We will accept you as a new person, free from past judgments, so long as you are willing to see yourself as a new person too.

- Blackfeet Academy students will graduate high school with a strong backbone of Blackfeet Culture that will support within them the ability to carry out their lives as self-motivated, hard-working, responsible, positive role models.
- Blackfeet Academy students will be prepared for both the opportunities and the struggles of college, employment, and raising their own families.
- Blackfeet Academy students will gain the ability to make positive and healthy life choices so that they can avoid being pulled down by drugs, alcohol, unsupportive family/friends/community members or even negative images of themselves.
- Blackfeet Academy students will know that they always have a choice and that something as simple as their own attitude will affect the outcome of that choice.

GENERAL INFORMATION

The Blackfeet Learning Academy provides a unique educational opportunity to students who wish to attain their high school diploma but who feel that traditional high school does not accommodate their needs. There are 40 slots available which are filled by students who are committed to completing their high school education.

ADMISSIONS PROCEDURES

The Blackfeet Academy is an admissions-only school.

Admission Requirements
1. Referral from Browning High School counselor
2. Completed application
3. Student interview with selection committee
4. Successful completion of pre-orientation prior to enrollment

The Admissions Review Committee will review applications, interview students and make recommendations for students to be accepted into the Blackfeet Academy as slots become available.

The following factors will be considered when applications are reviewed:
1. Students who are within 5 credits of the state graduation requirements
2. Students whose credit status is most near that of their age and grade level of peers, yet who still qualify as “credit deficient”
3. Students who are pregnant or parenting
4. Students who have a history of non-violent, respectful behavior
5. Students who have been successful in another alternative school

NOTE: While the Admissions Review Committee will consider all of these criteria in the admission process, the order listed does not indicate the importance placed on each factor.

EXIT PROCEDURES

The Blackfeet Academy is an open-entry/open-exit program. Students can exit or be exited from the Academy at any time through the following:

1. Student Self Exit- Student can decide to leave the Academy at any time.
2. Parent/Guardian Exit- Parents/Guardians can exit their student at any time.
3. Academy Exit- Student can be exited from the Blackfeet Academy due to:
    a. Failure to Maintain Adequate Academic Progress (earn 1 full credit per academic mini-term)
    b. Failure to Maintain Acceptable Behavioral Performance
    c. Failure to Maintain Acceptable Attendance
    d. Students will be automatically exited from the Academy if they:
        i. Physically assault an Academy staff member
        ii. Violate the Drug/Alcohol Procedure (please see "Drug/Alcohol Procedure" in this handbook)
        iii. Have progressed through the School Wide Behavioral Plan

Process for Exiting

NOTE: If a student is recommended for exiting due to failure to maintain acceptable performance, the staff member will have exhausted all other Behavior Management steps.

Conference between parent/guardian, student and Alternative Education Director

- Parent/guardian will be informed of circumstances resulting in recommendation for Exit
- Parent/guardian and student will be given information in regard to the student's other educational options outside of the Academy
- Appeals must be made within 10 days of the Exit Conference

APPEAL PROCESS FOR EXITING

- The Alternative Education Director will give verbal notice to all students and written notice to parents for reasons leading up to the decision to Exit.
- The Alternative Education Director will have available for students the Student Appeal Form with the due date.
- Students will have the opportunity to explain and validate their attendance/behavior/academic progress record on the remainder of the form, which then must be signed by the student and parent/guardian.
- The student will return the form to the Alternative Education Director prior to, or on the due date.
- The decision to not Exit students rests with the appeal committee.

STUDENT ROLES AND RESPONSIBILITIES

Blackfeet Alternative Education students *will be successful if*:

- Students use effective time management strategies
    - Attend class every day; arrive on time and stay entire class period
    - Remain on task; do not be distracted by others
    - When finished with a task, immediately request another to begin
    - *Remember- you are making up for lost time- every minute counts!*
- Students display self-discipline in their learning and interactions with their peers and staff
- By following their individualized schedule, students demonstrate trust worthiness, honesty, a commitment to their learning and respect for the relationship with their academic advisor
- Students demonstrate responsibility and accept consequences for the daily choices they make
- Students track their progress in all classes using their Graduation Plan and by communicating with their academic advisor
- Students ask for help when they don't understand materials

STUDENT SENATE

Blackfeet Alternative Education students are encouraged to create a Student Senate each academic year. It is recommended that students hold elections, complete with student campaigns, within the first three weeks of the new academic year. The following are recommended expectations for student senate members:

- Lead activities to support school spirit (ie. Decorate floats for parades, decorate for BLA Senior receptions)
- Serve on community and school district committees
- Serve as hosts for BLA guests (including the annual BLA School Board meeting)
- Serve as BLA student voice for other issues relevant to students

STUDENT SUPPORT SERVICES

A Student Support Coordinators will be available to provide referrals for counseling services, assistance with transportation and housing concerns, and address issues relating to parenting, domestic violence, drug and alcohol concerns, in addition to serving as a liaison between home and school. The Student Support Coordinator will also assist in all academic advising, career counseling and work study placements. Students are strongly encouraged to seek the assistance of the Student Support Coordinator if they have questions regarding any of these areas.

SCHOOL HOURS & CLASS SCHEDULE

Students are welcome to be in the building before class and stay after class *if they are engaged in a meaningful educational activity*. The following is the Academy's daily class schedule:

Monday-Thursday	
8:15 AM – 10:00 AM	Morning Core Class
10:00 AM-10:10 AM	Morning Break
10:10 AM- 11:20 AM	Morning Core Class
11:20 AM- 11:55 AM	Lunch
11:55 AM – 1:35 PM	Afternoon Core Class
1:35 PM-1:45 PM	Afternoon Break
1:45 PM-3:25 PM	Afternoon Core Class
3:25 PM	Dismissal
3:25PM – 4:00 PM	Tutoring for students on academic probation

Friday	
8:15 AM – 10:00 AM	Morning Core Class
10:00 AM-10:05 AM	Morning Break
10:05 AM-11:20 AM	Morning Core Class
11:20 AM- 11:55 AM	Lunch
11:55 AM-1:00 PM	Afternoon Core Class
1:00 PM-1:05 PM	Afternoon Break
1:05 PM-2:25 PM	Afternoon Core Class
2:25 PM	Dismissal
2:25 PM-3:00 PM	Independent Study

CLOSED CAMPUS

Blackfeet Alternative Education students will not be allowed to leave campus during school hours without permission of the Blackfeet Alternative Education staff. The only exception to this expectation is for breakfast and lunch, which will be served across the street at Browning Elementary School. Students are allowed to take their breaks in the outdoor classroom on the East side of the building, or on the entrance steps on the North side of the building.

DRIVING TO SCHOOL

All student vehicles must be registered with the Academy Receptionist and be legally licensed, registered, and insured. Students are expected to abide by all traffic laws. Students who violate traffic laws will have their driving privileges suspended or terminated on school property. All vehicles in or around the school are subject to searches directed by the School District.

SCHEDULING

During the 2018-2019 academic year, scheduling of classes will be based on a four and a half week mini-term. This means that the student is formally enrolled in only one subject in the morning and one subject in the afternoon. Assuming that the student attends regularly and completes all assignments, the student will then earn ½ credits for each of the classes every four and a half weeks. The student will also have had opportunities to bank points from other subject areas.

BLACKFEET ALTERNATIVE EDUCATION ACADEMIC PHILOSOPHY

Students are given the freedom to approach their learning activities according to their unique needs and abilities. Students are expected to make continuous progress in all of their classes and yet they are allowed the time and help necessary to master each skill before moving on to the next learning opportunity. Students will measure their progress by how well they accomplish the objectives and benchmarks in each learning unit.

Continuous progress ensures that students will, normally, have access to the Blackfeet Academy all day every day throughout their school experience. Continuous progress has a profound impact on the structure and organization of programs in the various subject areas. Students can take courses in any sequence unless one course is a prerequisite to another course. In continuous progress, students gain a clearer sense of their strengths and weaknesses. They are given the power to plan their programs with these in mind.

The Student Support Coordinator will work with students to plan progress through all of their courses at all times. The individual teachers will lay out expectations for completion of objectives. These expectations are communicated with the full knowledge of the student's academic and personal cohort of service providers.

THE ACADEMIC COURSE

- Each course will be offered as a four and a half week mini-term;
- At the end of the mini-term, the student will have the opportunity to demonstrate Mastery of the course; if Mastery is obtained the student will earn a ½ credit for that course;
- Many courses have a supporting course packet for independent study;
- Interdisciplinary courses are offered so that students have the opportunity to earn multiple ½ credits through completing coursework in a single mini-term;
- Each course will have appropriate supporting presentations, workshops, field labs, and other learning experiences.

EARNING CREDIT

A credit is a unit used to measure the course of study that takes place in a learning environment. Each course has a course syllabus, in which the required work is outlined for each student. When a student masters the work outlined in the syllabus, the student will be awarded the credit for that course. Credit can be earned at any point during the semester. If a student fails to complete a course in during the scheduled mini-term, the student will have one week of academic probation. During this time, the student is required to stay until 4:00 PM for tutoring in order to complete the course. If all coursework is not complete by the end of the one-week academic probation period, the student will receive an "F" and be required to make-up the course in night school or summer school.

STUDENT PROGRESS

The Blackfeet Academy is truly designed to help those students who are motivated to help themselves. This applies both to personal well-being and academic growth and success.

Student progress is evaluated and reported every four and a half weeks by the Academy teachers. The Student Support Coordinator then reviews each student's progress from the previous academic mini-term to determine whether or not that student is on pace to graduate. If the student is not on pace, the Student Support Team will meet to discuss the student's academic progress. The student will be placed on academic probation for one week to allow the student a chance to improve his/her progress. If a student does not make significant efforts to get on pace, he/she will be recommended for exiting at the conclusion of the probationary period. Students who fail to stay on pace and are placed on academic probation for two consecutive mini-terms will be recommended for Exit. NOTE: This lack of academic progress is indicative that the Blackfeet Academy is not the optimal learning environment for the student.

Attendance will have a direct effect on a student's progress and success at the Blackfeet Academy. If a student is not in class daily, their progress will be slowed and they may be recommended for exiting. If a student attends class daily, their chances of graduating on time are increased significantly.

PROGRESS REPORTS

Progress reports will be sent to the parent/guardian at the end of every quarter by the Student Support Coordinator. Parents/Guardians are strongly encouraged to contact the Student Support Coordinator if they have any questions or concerns about their student's progress in any class. Students can track their own progress by documenting each ½ credit earned on their graduation plan.

TESTING

The Blackfeet Academy participates with all standardized testing administered by School District # 9. This includes the MontCAS, ITED, LEP, and the quarterly Writing Assessments. Students also have the opportunity to take the ACT test and Compass Test at BCC. We strongly encourage Academy students to prepare themselves and demonstrate their very best skills on each of these tests.

HOMEWORK

Homework assignments are meaningful extensions of classroom activity designed to help the student reach Mastery level as well as develop responsibility and independent study skills. Homework assignments are required with the frequency and duration of assignments being flexible for teachers and students depending on the developmental appropriateness of the student in question. Homework may also function to increase parental understanding of curriculum objectives and provide a sample of student work.

MAKE UP WORK

It is the responsibilities of the student to request make up work either in advance or on the day of returning to class. Teachers will provide make up work within 24 hours of the request. Work may be made up for all *excused absences.* Make-up work will not be accepted two weeks beyond the conclusion of the academic mini-term to which the make-work applies. Make up work will not be accepted for credit after the time allowed.

TUTORING

Blackfeet Academy students are provided with an on-site tutor for additional one-to-one assistance with their academic studies during the school day. In addition, students can also receive tutoring services after school hours by making arrangements with the Secretary. Tutoring is available on-site at the Blackfeet Academy on Tuesday, Wednesday and Thursday from 3:30 PM- 4:45 PM. Students on probation are REQUIRED to attend tutoring in an effort to get caught up. NOTE: In most cases, students fall behind because of lack of attendance; therefore, tutoring is offered as a means to have more time and assistance to get caught up.

LEARNING OPPORTUNITIES BEYOND THE ACADEMIC DAY

Blackfeet Academy students may participate in a variety of supplemental educational opportunities to earn credit outside of the typical school day.

Night School

Blackfeet Academy students are welcome to attend night school at the Browning High School with the understanding that all Browning High School academic procedures for earning credit will apply and behavioral expectations will be followed.

Incompletes "I" (Credit Recovery)

Students from Browning High School who transfer to the Academy have the opportunity to make up Incomplete classes on their transcript. Incompletes occur when a student passes a class at the high school, but have exceeded the 10-day attendance policy for the district. The following guidelines will be used to make up these classes:

1. Students can only make up Incomplete classes they have actually passed.
2. Students are responsible for coordinating with BLA instructors to setup, complete, and pass the assignments.
3. In some cases, students may only be able to recover Incomplete classes through BHS night school.

Summer School

Blackfeet Academy students are welcome to attend summer school at the Browning High School with the understanding that all Browning High School academic procedures for earning credit will apply and behavioral expectations will be followed.

The Blackfeet Academy Wilderness Adventure Program (BAWAP) is a summer school program which consists of a series of experiential field labs that integrate several areas of academic study with mentoring and leadership skills for graduation credit.

Work Release Program

The administration and staff at Blackfeet Learning Academy have a strong commitment for our students to remain in school for the entire four years. However, we understand there are circumstances where a student may need to work. Because of these exceptions a Student Work Release program has been created with the following criteria:

- Student Support Coordinator must approve of student's acceptance into work release program.
- Student must maintain acceptable academic progress in all subject areas.
- Student must maintain acceptable attendance.
- Failure to adhere to these requirements may result in the student's termination from the work-release program.

Project Based Learning (PBL) Independent Study Program

Blackfeet Learning Academy provides a PBL independent study program to allow students the opportunities to earn extra credit outside the regular class/ curriculum schedule to meet minimum graduation requirements. Blackfeet Academy teachers may elect to work with a student independently on a course of study within that teacher's certification and that is being offered by the Blackfeet

Academy during the current academic year. All PBL courses must be pre-approved by the Student Support Coordinator and follow these criteria:

- Student Support Coordinator will assist students in determining which independent study courses are needed to supplement their regular curriculum to meet graduation requirements and also set up the program plan for this extra credit work. This plan will need approval of Student Support Coordinator, parent, and student.

- The student is responsible for successfully completing requirements of the PBL independent study program and submitting documentation of completion at least two school days prior to graduation, or the student will not be allowed to participate in the graduation ceremony.

PLACEMENT

The goal of Browning Public Schools shall be to place students at levels and in settings that will enhance the probability of both individual and collective student success. Developmental testing, together with other relevant criteria including, but not limited to health, maturity, emotional stability, and developmental disabilities will be considered in the placement of all students. *Final disposition of all placement decisions rests with the Alternative Education Director based upon the recommendation of the faculty*.

EXTRACURRICULAR ACTIVITIES

We encourage all students to become actively involved in a student activity outside of their regular academic schedule. Membership in school clubs at the Blackfeet Academy is open to all students. We strongly encourage students to consult with the Student Support Coordinator if they are interested in developing and implementing new clubs. Blackfeet Academy students may also participate in extracurricular activities at the Browning High School.

Academic Eligibility Policy

(*Montana High School Association Policies)*
All students participating in extra-curricular activities at the Blackfeet Learning Academy must meet the academic eligibility requirements and enrollment requirements in Browning Public Schools in addition to the rules and regulations stated in the Montana High School Association (MHSA) Handbook. MHSA statements are as follows:

MHSA Handbook
Article 2, Section (2), Enrollment/Attendance

"To be eligible to participate in an Association Contest, a student must be regularly enrolled in school, must be in regular attendance from the enrollment date, and receive a passing grade in at least twenty periods of prepared class work or its equivalent in the last previous semester at the school where the student participates…"

Interpretation of the above Article is that students will be enrolled in at least two credits of classes while participating in Extra Curricular activities in the Blackfeet Learning Academy.

MHSA Handbook
Article 2, Section (3)

"To be eligible to participate in an Association Contest, a student must have received a passing grade in at least twenty periods of prepared work per week or its equivalent during the last preceding semester in which he/she was in attendance. If a student is assigned an "incomplete" or a "condition" in a subject, he/she has not received a passing grade in this subject. The record at the end of the semester is final and scholastic deficiencies may not be "made up" in any way. This section shall not apply to students committed to Pine Hills School or to students assigned to MHSA interscholastic activities as part of their Special
Education Individual; Education Plan (I.E.P.)"

Interpretation of the above Article is that students must earn 2 credits during the semester prior to the sport season in order to participate in a particular sport. Passing four classes worth ½ credit per semester.

MHSA Handbook
Article 2, Section (18), Award Rule

No award exceeding twenty dollars ($20.00) in value shall be given per event in any MHSA sanctioned sport or in any MHSA sanctioned interscholastic activity by a member school, by any person or by an organization to a student in recognition of that student's achievement or participation in any interscholastic activity. An event is defined as a sports camp, an invitational tournament/meet, a post-season recognition function (i.e., sports banquet), or a fundraiser or similar function. Cash cannot be awarded.

Violation of this rule will render the student ineligible in the MHSA sponsored sport or activity for which the student received the award. The Board of Control will follow the same procedure for restoring the eligibility status as provided in the last paragraph of the Amateur Rule, Article II, Section (19) of the By-Laws.

Extra-curricular Activity Participation Guidelines

1. For a student to participate in practice or a contest/event, he/she must have been in attendance at school that day (Monday – Friday), or have a medical excuse or other pre-approved excuse prior to 4:30pm on the day of the activity.

2. Students who transfer to Browning Public Schools during a sports season, but prior to the divisional tournament or first playoff game date, will be considered eligible to participate if they are eligible according to Montana High School Association (MHSA) standards. The grades that transfer in with the student must meet the eligibility criteria of Browning Public Schools. The student must also meet MHSA 10-day practice requirements before participating in a contest/event.

3. A student must have passed two (2) credits of instruction from the previous term (semester) to be eligible for participation in MHSA sanctioned activities. (A previous semester is defined in the current MHSA Handbook). If a student is academically ineligible at the beginning of a MHSA sanctioned competitive sport or activity during the entire season, that student may not try out or participate in that sport or activity during the entire season, even if the season includes more than one semester.

Browning Public Schools
Policy #4500
Policy Name: *Graduation*
Regulation: ----------

Graduation Requirements shall reflect high expectations and appropriate standards. Students graduating from Browning Public Schools will enter society as adults who are prepared to participate actively and knowledgeably as citizens in their community, tribe, state and federal government. Students will graduate with prerequisite skills that allow successful entry into and completion of post-secondary education or vocational training opportunities.

No student will be permitted to graduate from Browning High School unless he/she has completed the course requirements prescribed by District #9 Board of Trustees and meets the prescribed course of study for the State of Montana. All graduation requirements must be completed 48 hours prior to the graduation day and certified by the high school principal in order to participate in the graduation ceremony. Effective with the graduating class of 2005, 23 credits will be required to graduate. Effective with the graduating class of 2016, all students will enter Browning High School on a "Distinguished Diploma" track; students must opt out, with signed parent consent, in order to graduate according to the "Foundational Diploma" track requirements. You must contact the school principal if you wish to opt out of the Distinguished Diploma.

Course requirements for graduation from Browning High School:

Foundational Diploma

English.....4
Mathematics 2
Science 2
Social Studies 3.5
World Geography…(.5)
Blackfeet Studies….(.5)
(Does not include Blackfeet Language, Song, Dance)
World History……..(.5)
American History….(1)

Government……(1)
Tribal
State
U.S.
Physical Education 2 Semesters.....1
Health Enhancement .....(.5)
Fine Arts.....1
Vocational Practical Arts 1
Computer Technology.....(.5)
Electives .....5 (minimum)

Total Required for Graduation.....**20.5**

Distinguished Diploma

Effective Beginning with Class of 2018

English.....4
Mathematics .....4 (3 or 4) Once the student has completed Algebra II the student would have the option to take the fourth credit in science or computer science
Science .....3 (3 or 4) depending on 4 credits of math
Social Studies.....3.5
World Geography….(.5)
Blackfeet Studies…..(.5)
(Does not include Blackfeet Language, Song, Dance)
World History.. ……(.5)
American History……1
Government…..……...1
Tribal
State
U.S.
Physical Education 2 Semesters.....1
Health Enhancement .....(.5)
Fine Arts.....1
Vocational Practical Arts 1
Computer Technology.....1

College Prep Electives* 2
Other Electives.....3

Total Required for Graduation.....**24**

*College Prep Electives can include world language, computer science, music, fine arts, career and technical education, dual-enrollment courses

Total Required for Graduation

In addition, beginning with the graduating class of 2003 shall be required to satisfactorily engage in a public Senior Portfolio presentation and provide documentation of 20 hours of community service.

Waiver of Requirements/Academic Variance

The principal will establish an academic variance committee comprised of staff representing both the traditional high school and alternative education program to review all petitions for waiver. This petition will include a detailed request documenting extenuating circumstances that warrant the waiver. It will also

include an information packet regarding the student's school history and performance as documented by a transcript, graduation plan, detailed attendance and enrollment history. This information packet will also include a projected course plan for the remainder of the student's high school career and a transition plan for the first year beyond high school.

At minimum, all students will have met the basic graduation requirements as specified in A.R.M. 10.55.905. Under special circumstances, the Principal may recommend modification to local graduation requirements to the District Superintendent. The Superintendent will have the authority to approve or deny the recommendation. In accordance with A.R.M. 10.55.906 (3), the Superintendent will then make the recommendation to the local board of trustees to accept the waiver.

Diplomas

a. All graduating students shall receive diplomas.
b. Diplomas may be earned through completing either required credits or criteria identified in an approved IEP.
c. Diplomas may be received prior to four (4) years of high school attendance in accordance with District #9 Early Graduation Policy which requires the expressed recommendation of the Superintendent and permission of the Board of Trustees.
d. The high school principal shall approve of independent study alternative curriculum offerings prior to credit being applied to the core graduation requirements.

Transfer Student Graduation Requirements

Transfer students must meet the prescribed course of study for the State of Montana and Browning School District #9 in order to graduate. Transfer credits must be congruent with BHS core class requirements as determined by the high school principal.

Graduation

The graduation ceremony is an activity of the Board of Trustees to honor graduating seniors from Browning High School each year.

a. The Superintendent of Schools shall set the date for the graduation ceremony each year.

b. Only students who have met all credit requirements, both state and local, may be allowed to participate in the graduation ceremonies.

c. The Board of Trustees may deny any student the honor of participating in graduation ceremonies for infractions of federal, state, or local laws, district policies or school rules.

d. All graduation requirements must be completed forty-eight (48) hours prior to and approved by the high school principal before a student is allowed to participate in the graduation ceremony.

Cross Reference: #4510 Early Graduation

Legal Reference: MCA 20-5-201 Graduation Participation Denied
MCA 20-1-301 Graduating Seniors Requirement
A.R.M. 10.55.905
A.R.M. 10.55.906 (3)

Policy History:
Adopted on: 8/96
Revised on: 4/99, 4/26/06, 8/14/07, 1/8/08, 5/29/13, 8/3/15, 8/7/18, 9/10/19

CLASS STANDING

Students must have the following earned credits to obtain the grade level:

Freshman = 0-5.5
Sophomore = 6-11.5
Junior= 12- 18.5
Senior = 18.5- 23

SENIOR PORTFOLIO REQUIRMENTS

- Title Page
- Table of Contents
- Academic Reports
  - 7th Semester Transcript
  - Detailed Attendance Report
  - 2 copies of Standardized Tests: ACT, SAT, ASVAB, ITBS, CAPS, COPS, and COPES, SDS.
  - Montana Career Information System
- Financial Literacy
  - Financial Literacy Workshop Certificate
  - Pledge Sheet
- Career/College Prep
  - 2 Letters of reference
  - Resume – MUST be in "Resume" format
  - Copy of 2 ID's – One MUST be your Social Security card
  - Job Application
  - 1-page Life Goal Essay/Scholarship Letter
  - College and Financial Aid application (optional)
  - Immunization
  - 1-page Montana Career Information System Overview
- Community Service
  - 20 hours documented community service
  - 1-page explanation of community service
- Academic Performance/Work Samples
  - Writing Samples: minimum of two; I.E. Term Paper, Writing Assessment
  - Math Samples: one sample from each math taken, STAR math may be substituted.
  - Science Samples: a minimum of one sample from each science taken.
  - Social Studies: minimum of two: Blackfeet Studies, World History, World Geography, U.S. History, Economics, Government.
  - Physical Education/Vocational Ed./Fine Arts: minimum of one sample
- Clubs/Activities

COLLEGE PREP REQUIREMENTS

4 credits - English
3 credits - Math (Algebra, Geometry, and Algebra II)
3 credits - Social Studies including World History
2 credits - Laboratory Sciences
2 credits chosen from the following: - foreign language (preferably 2 years)
computer technology, fine arts, or vocational education units which meet OPI guidelines

COMMENCEMENT

Upon successful completion of all academic graduation requirements, community service and the senior portfolio presentation, Blackfeet Academy students have the opportunity to participate with the Browning High School commencement ceremony. Blackfeet Academy students are expected to participate in all graduation practices and wear the same colors as the Browning High School students at commencement.

Additionally, the Blackfeet Academy celebrates commencement by honoring graduating seniors at our annual spring Senior Reception.

PARENT ORIENTATION

Before a student is officially enrolled at the Blackfeet Academy, his/her parent/guardian must attend the parent/student orientation. This orientation is designed to welcome the parent and student into the Blackfeet Academy with a thorough introduction of our academic and behavioral policies, procedures, and expectations. It is also designed to introduce the parents and students to the support network built into the Academy to ensure student success.

STUDENT-LED-PARENT-TEACHER CONFERENCES

Blackfeet Alternative Education believes that the best educational result for each student occurs when the staff, parents/guardians and student are working towards the same goal. Such a partnership requires trust and extensive communication between home and school. Student-Led-Parent-Teacher conferences are scheduled two times yearly for the purpose of improving communication between the schools and home. If parents/guardians wish for their students to succeed at the Blackfeet Academy, it is highly recommended that parents/guardians visit with their student's instructors to discuss the student's progress in the various subject areas.

STUDENT SUPPORT TEAM

The student support team (SST) will include the student, the student's parent/guardian, the staff and any other agencies currently working with the student. The purpose of these meetings will be to allow all members of the SST to immediately address concerns regarding the student's academic progress, attendance or behavior. These meetings may be requested by any of the SST members to ensure the individual student's success at the Blackfeet Academy.

ADDITIONAL FAMILY ACTIVITIES

Blackfeet Alternative Education strongly encourages parents/guardians to participate in our various family activities. Activities will incorporate positive parenting skills, conflict resolution skills and problem-solving skills.

ATTENDANCE OUTREACH

Blackfeet Alternative Education staff is committed to providing our students with a quality education; however, in order to accomplish this, we expect our students to maintain 95% attendance. In an effort to support student attendance, the Blackfeet Alternative Educaton staff has adopted the following outreach procedures:

Parents/guardians are expected to call in to excuse their student by 8:45 AM. If this is not done, the student will be considered "Unexcused" and we will begin the following attendance outreach procedures:

1st Absence- BLA staff member will call parent/guardian and emergency contacts
(This will occur EVERY time your student is late or absent)
3rd Consecutive absence- BLA staff member will do a home visit
5th Consecutive absence- Letter will be sent home and a home visit will be conducted.
10th Consecutive absence- Student will be exited from Blackfeet Alternative Education and referred to the Blackfeet Tribal Court in compliance with tribal policy.

BUILDING A FOUNDATION OF RESPECT

Blackfeet Alternative Education is founded on the concept that we are "creating a culture of respect" within our school and community. Respect is defined as an attitude of caring about ourselves and other people and treating ourselves and others with dignity. Blackfeet Alternative Education's behavioral expectations are based on respect.

Therefore, a student shall:

- Demonstrate courtesy – even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet District or building standards of grooming and dress.
- Obey all building and classroom rules.
- Cooperate with or assist the school staff in maintaining safety, order, and discipline.

To further demonstrate a culture of respect, a student shall NOT:

- Disrupt school or display any behavior, which is disruptive to the orderly process of classroom instruction. This includes the use of profanity, force, noise, coercion, intimidation or other disorderly conduct on school premises, going to and from school, while riding on any school transportation, or attending or participating in any school sponsored activity while within the jurisdiction and/or supervision of the school.
- Exhibit hostile, physical or verbal action against another individual

- Engage in any behavior that would be considered sexual harassment
- Fight
- Use profane, obscene, indecent, immoral or offensive language and/or gestures
- Gamble
- Cheat on academic assignments
- Defy the reasonable request or direction of school personnel
- Damage, destroy or steal property belonging to the school or others
- Be in possession of dangerous chemicals (i.e., mace, pepper spray)
- Operate a motor vehicle in an unsafe manner, including the parking area around the school
- Possess, handle, transmit, or use any instrument in school or on school grounds that is ordinarily or generally considered a weapon
- Possess, use, sell or purchase alcohol or drugs and/or drug paraphernalia, or being under the influence of drugs or alcohol

STUDENT RIGHTS

Blackfeet Alternative Education students shall also demonstrate respect by honoring the fact that other students have the right:

- To be respected and to treat others with respect
- To a safe learning environment
- To express beliefs and feelings
- To learn at a pace and in a way in which they are most comfortable
- To leave class after receiving permission
- To question authority in a respectful manner
- To be free from:
    - Any form of abuse or harassment
    - Any form of discrimination
    - Disrespectful behavior that interrupts learning

As a student in the Browning School District it is expected that you will want to take full advantage of your right to an education. You come to school with a positive attitude to learn and to take part in school activities. An important part of your education is the right to make decisions and the responsibility to accept the results of these choices. To make you aware of your rights and responsibilities as a student this Bill of Students' Rights and Responsibilities has been established. No student shall be deprived of the right to an equal educational opportunity in whole or in part by the Browning School District without due process.

Students also have the rights to privileges such as PE, Field Trips, Ee-min-ee, etc., by demonstrating they are hardworking, respectful, and self-motivated adults.

BLACKFEET ALTERNATIVE EDUCATION BEHAVIOR MANAGEMENT PLAN

Inside Building

1. BE RESPECTFUL
    a. Use appropriate language
        i. No slang, swearing or put-downs
        ii. No "gossiping" of oneself or others
    b. Avoid being disruptive
        i. If tardy, enter your classroom quietly and immediately engage in the lesson
        ii. Wait until break to enter the other classroom
        iii. Stay in assigned classroom for the entire class period
        iv. Do not encourage/invite other students to leave the building with you during the school day
        v. The use of cell phones during school hours is restricted per policy #3630
    c. Take care of our building
        i. Clean-up after yourself
2. Be prepared and ready to learn
    a. Bring a positive attitude to class
    b. Bring pen/ pencil, notebook, assignment
    c. Put forth your best effort and do your own work
        i. Cheating will NOT be tolerated
    d. Use your time effectively
    e. Use technology (ie. Chromebooks) for academic purposes ONLY

Outside Building

1. BE RESPECTFUL
    a. Follow same expectations as "Inside Academy"
    b. Use appropriate language
    c. No tobacco (chewing or smoking, including electronic cigarettes)
    d. No horseplay
    e. Drive and park responsibly

BHS campus

1. BE RESPECTFUL as outlined above
2. You MUST be accompanied by an Academy staff member if you are on the BHS campus during school hours (8:00 AM-4:00 PM)
    a. Loitering is not allowed during school hours (including lunch!)
    b. If you are on the BHS campus before or after school hours it must be for activities pre-approved of by the Alternative Education Director and BHS principal
        i. This applies to joining sports, tutoring, night school, dances, clubs and other school-related activities
3. Follow all BHS guidelines for appropriate behavior

Specific Positives

1. Be treated with respect and as an adult
2. Be admired as a positive role model
3. Receive verbal praise
4. Receive positive note/phone call home
5. Participation with incentive field labs

Specific Consequences

Step 1	Verbal Warning by Academy staff member Staff member option
Step 2	Last Out Staff member option
Step 3	Conference with Director Parent contact by phone and/or letter Director option
Severe 1	Conference with Student Support Team Behavior contract effective for one month Director option
Severe 2	Conference with Student Support Team Behavior contract effective for remainder of academic year Director option
Severe 3	Student is exited from Blackfeet Alternative Education.

- The following behaviors begin at step # 2 Severe:

  Insubordination and/or Verbal Assault- The refusal to comply with reasonable requests of staff is an act of insubordination and will not be tolerated. Insubordination accompanied by profanity or profane gesture will not be tolerated.

  Fighting: A confrontation between two individuals in which each attempts to harm the other.

  Sexual Harassment- Repeated unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature (verbal, physical and visual)

  Harassment/Intimidation/Bullying/Menacing/Hazing- defined as per school district policy #3205
    - All harassment and sexual harassment will be reported to the Title IX coordinator, School District # 9, at 338-2715.

  Drugs/Alcohol: Possessing, using or purchasing tobacco, tobacco-related products, alcohol, other drugs and drug paraphernalia or being under the influence. Please refer to the Drug/Alcohol Procedure for additional actions.

- The following behaviors immediately qualify as step # 3 Severe:

  Drugs/Alcohol: Selling, providing, distributing or manufacturing tobacco, tobacco-related products, alcohol, other drugs, or drug paraphernalia.

  Assault: The intentional infliction of, or an attempt to inflict a harmful or offensive touching or contact upon a person. A student shall not intentionally cause or attempt to cause physical injury to any school employee or student. Reasonable self-defense

against bodily harm is not to be considered an intentional act under this rule. **A student who engages in the physical assault of a staff member will be recommended for expulsion to the Board of Trustees**

Appendix

A. Title IX
B. Board Policy #3010 – Student Attendance/Tardy Policy
C. FERPA notification
D. Asbestos Notification
E. Board Policy #3125 – Education of Homeless Children
F. Acceptable Use of Electronic Networks Use Agreement
G. Blackfeet Language

Browning Public Schools

Policy: ---------
Policy Name: *Student Grievance Process*
Regulation: 3205R

The Board of Trustees supports creating a school environment that is free from discrimination and affords students and their families an opportunity for due process. The grievance process provides the Superintendent and Trustees with opportunities to identify barriers to a discrimination free learning and working environment in our schools. The appeal process facilitates identifying inconsistencies in practice and interpretation of the Board of Trustee's policy.

Public Notice of Process

In order to address potential concerns, the Superintendent shall identify a Title IX and Section 504 Coordinators for the District. District coordinators and building-based representatives will be identified in Student Handbooks annually. The grievance and the appeal process will be included in district policy and Student Handbooks.

Grievance Process

A grievance/appeal will consist of any complaint alleging discrimination.

Level 1: Informal Resolution

The grievant is encouraged to promptly discuss the concern with the teacher, counselor, Principal or building administrator with whom the issue could be resolved informally. However, in the case of alleged sexual harassment, the matter should be discussed with the first line administrator that is not involved in the alleged harassment.

Level 2: Superintendent/Designee

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating:
1. The nature of the grievance.
2. The remedy requested.
3. Signature and Date

The Level 2 grievance shall be filed within 60 days of the event or incident, or from the date the grievant could have reasonably become aware of the occurrence. The District may investigate and take-action when a student refuses or is unable to file a written grievance.

The Superintendent or Designee has the authority to investigate all grievances and if possible will resolve the grievance. A written report regarding the investigation shall include the following:

1. Clear statement of the allegations of the grievance and the remedy sought by the grievant.
2. Statement of the facts as contended by each of the parties.
3. Statement of the facts as found by the Superintendent or Designee and identification of evidence to support each fact.
4. List of witnesses interviewed and documents reviewed during the investigation.
5. Narrative describing attempts to resolve the grievance.
6. Superintendent concludes as to whether the allegations in the grievance are with merit.

The Superintendent or Designee will complete the investigation and file the report within thirty (30) days after receipt of the written grievance. The Superintendent or Designee will provide a copy of the report to the grievant.

The Superintendent or Designee may appoint an outside investigator.

Level 3: The Board of Trustees

If the Superintendent rejects the recommendation, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within 15 days of receiving the report to the Board of Trustees for a full contested case hearing. On receipt of the written appeal, the matter shall be placed on the agenda of the Board of Trustees for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported to all parties within thirty (30) days of that meeting. The decision of the Board of Trustees will be final, unless appealed within the period provided by law.

Level 4: The County Superintendent

If the case falls within the jurisdiction of the County Superintendent of Schools, the decision of the Board of Trustees may be appealed to the County Superintendent by filing a written appeal within thirty (30) days after the final decision pursuant to the Rules of School Controversy (10.6.103, et seq. ARM).

Cross Reference: #3002 Student Handbook Policy
#2112 Duties of the Superintendent
#1240 Member Authority/Responsibility
#3000 Equal Education Nondiscrimination
#3205 Sexual Harassment/Intimidation

Legal Reference: 20-USC-24.9.1001-1011 Sex Discrimination in Education
10.6.103, et seq. ARM Rules of School Controversy
MCA 20-5-201 Appeals by Pupil or Pupil's Parent or Guardian
MCA 20-3-210 Controversy Appeals and Hearings
MCA 20-3-324 Powers and Duties (Trustees)

Policy History:
Adopted on: 3/00
Revised on: 7/27/05, 7/12/16, 7/25/19

SEXUAL HARASSMENT

A Continuum of Unwanted Sexual and Gender-directed Behavior Patterns

VISUAL	VERBAL	WRITTEN	TOUCHING	POWER	THREATS	FORCE
Ogling, Leering Staring Posters, Cartoons Graphics Magazines, Flyers Pin-ups Gestures Extreme Forms (could be criminal) Mooning* Flashing*	Requests for Dates Very Personal Questions Lewd Comments Dirty/Sexual Jokes Whistling, Cat-Calling Obscene Calls Sexual Rumors	Love Letters or Poems Obscene Letters Cards, Notes Graphics	Violation of Space Patting, Rubbing Pinching Bra-snapping Caressing Blocking of Movement Kissing Groping Grabbing	Retaliation Using Position to Request Dates or Sexual Favors Gender-directed Favoritism or Disparate Treatment Hazing Rituals	Quid Pro Quo Demands Conditioning of Grades or References for Sexual Favors Retaliation for Refusal to Comply with Requests Loss of Job or School Position Loss of Promotion	Attempted or Actual Rape Attempted or Actual Assault Pantsing Stripping Extreme Forms of Hazing Stalking Indecent Exposure* Mooning Flashing

OFFENSIVE CONDUCT (may be illegal).....DEMANDS (illegal in all cases)

HOSTILE ENVIRONMENT (if severe and pervasive).....QUID PRO QUO (once is enough)

Axioms from Susan Webb: The less severe the form, usually the more it needs to be repeated before it is illegal sexual harassment. The more severe the form, the less it needs to be repeated before it rises to illegal sexual harassment from the perspective of a reasonable victim.

1995 Handout adaptation for educational settings by *The Harper Consulting Group* from sexual harassment training materials developed by GENERAL ELECTRIC in "Sexual Harassment: It's No Game" by the Center for Women in Government, Albany, NY, 1992.

Catalyst Resources, 301 South Oakes Street, Helena, MT 59601-4638

APPENDIX B – Board Policy 3010 Attendance/Tardy

BROWNING PUBLIC SCHOOLS
Policy #3010
Policy Name: *Student Tardy/Attendance*
***Regulation**:*

Regular attendance in school promotes student success and positively influences academic achievement. Parents and guardians provide the necessary support for student commitment to attend school regularly and therefore will be informed of each absence. Regular attendance and demonstrating having met course objectives are requirements for receiving credit in any class.-

PRIMARY/ELEMENTARY (K-6) TARDY RULE: Students are expected to arrive at school on time. Students will be counted tardy to school if they arrive after the school day has begun, up to 9:00 a.m. After 9:00 a.m. those student tardies will be changed to absences for the morning session.

SECONDARY (7-12) CLASS TARDY RULE: Students are expected to arrive in their assigned class before the bell rings. A student who enters the classroom after the bell has rung will be required to sign the tardy log. Students will receive disciplinary consequences from the school office for class tardiness. Students who enter the class more than ten (10) minutes late may be marked absent at the discretion of the principal or designee.

ABSENCE NOTIFICATION BY PARENT/GUARDIAN: A student's parent/guardian (K-12) must contact the school secretary or attendance clerk on the morning of the absence to verify the reason for the absence. If this is not possible, verification must be given to the attendance office on the day of return.

Absence Notification To Parent/Guardian: Attempts to notify parents or guardians of their child's absence, in the event the child has not been reported absent by the parent, will occur by the end of the school day to assure that parent, guardian, or legal custodian is aware of the child's absence from school (MCA 44-2-507).

TEN DAY ABSENCE RULE: All Browning Public Schools are responsible for contacting Blackfeet Family Court when a child misses more than ten (10) days of school during a semester.

CLASSIFICATION OF ABSENCES

The following absences count against the Ten-Day Absence Rule:

- Illness: This is an absence involving students who stay at home due to an illness; however, they do not have a medical verification slip (A).
- Cultural Activities: This is an absence involving students who are excused from school by their parent/guardian to participate in non-school related cultural activities (A). **(Any further absences after 3 days will count against the ten-day rule).**
- Weather: This absence involves students whose parents feel it is unsafe for their children to come to school due to weather related issues (A).

The following absences do <u>not</u> count against the Ten-Day Absence Rule:

- School Related: This is an absence involving participation in school sponsored activities away from school. Students under school sponsorship are automatically excused and have full make-up privileges (SR).
- Medical Absence: Absences caused by a student's medical or dental treatment or emergency illnesses are considered medical absences. These absences must be verified in writing by an attending physician, physician's assistant, nurse or community health nurse and be provided to the building

secretary or attendance clerk (MA).

- Special Circumstances: This class of absences are the result of: a death of an extended family member (student's parent, legal guardian, brother, sister, aunt, uncle, and grandparent), or circumstances beyond the control of the student, hospitalization of extended family, other family emergencies. Verified special circumstances will result in excused absences and full make up privileges. Consideration for a special circumstance absence is determined at the discretion of the building principal (SC).
- Cultural Activities: This is an absence involving students who are excused from school by their parent/guardian to participate in non-school related cultural activities (A). (3 days a year only)

All absences have makeup privileges for the student class work. Students will receive 2 days to make up the class work for each day absent. Special considerations will be made for those students who have lengthy extended absences as provided through the Office of the Principal.

APPEAL PROCESS:

Where the attendance is due to extended illness or circumstances beyond the student's control, an appeal may be filed in accordance with policy 3900.

- The appeal must contain:
  - ✓ A letter from the student stating the reason that they exceeded ten (10) absences.
  - ✓ A letter from the student's parent(s)/guardian(s).
  - ✓ Any relevant documentation. Example: Doctor's statements.

Cross Reference: #3002 Student Handbook Policy
#3020 Retention Policy
#3200 Student Conduct and Discipline Policy
#3900 Student Appeal Policy
#3005 Compulsory Attendance-Admittance

Legal Reference: MCA 20-5-103 Compulsory Attendance and Excuses
MCA 20-5-104 Attendance Officer
MCA 20-5-105 Attendance Officer-Powers and Duties
MCA 44-2-507 Notice to Parents of Children Absent From School

Policy History:
Adopted on: 8/28/96
Amended on: 3/13/98, 4/13/00, 4/26/06, 8/14/07, 6/8/10, 6/27/12, 5/29/13, 3/11/14, 8/3/15, 6/28/17

APPENDIX C – FERPA Notice

Family Educational Rights and Privacy Act (FERPA)
Annual Notice of Student Education Record Privacy

Parent/Guardian:

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive federal funds.

FERPA gives parents certain rights with respect to their child's education records. When a student reaches the age of 18 or attends a post-secondary school or college, the parent's rights transfer to the student and the student is then an "eligible student" under the law.

Under FERPA, parents and eligible students have the following rights:

1) To inspect and review the student's education records maintained by the school within 45 days of the school's receipt of a written request. The request should identify the record(s) being inspected. The school is not required to provide copies of records and may charge a fee if copies are requested. The following staff person may be contacted to seek access to your child's record:

   Name of Staff: _____ Telephone:_____

   Email Address:_____

   You will be notified of the place and time the record(s) may be available for review.

2) To request that a school correct records believed to be inaccurate or misleading. The request must be in writing and clearly specify: (a) the part of the record requesting to be changed, and (b) why it is inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student has the right to a hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement in the record about the contested information. The school is not required to consider requests for grade or disciplinary decisions, opinions of school officials in the education record, or the child's special education determination. The following staff person may be contacted to request an amendment to your child's record:

   Name of Staff: _____ Telephone:_____

   Email Address:_____

3) To control the disclosure of their child's personally identifiable information from their education record. The school or district must, with certain exceptions, obtain parent written consent prior to the disclosure of personally identifiable information from education records. An exception which permits disclosure without consent is disclosure to school staff with legitimate educational interests, such as a person employed by the district; a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, or therapist); or a parent or student serving on an official committee, such as a grievance or disciplinary committee or assisting another school official; and/or an official of another school district in which a student seeks to enroll. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill a professional responsibility. A school district may also disclose personally identifiable information from education records without prior written consent to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. Student directory information may also be disclosed without prior consent if the categories to be disclosed are designated and parents are given the opportunity to opt out prior to disclosure.

You have the right to file a complaint with the U.S. Department of Education at the following address if you feel the school district has failed to comply with the requirements of FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

00NCLB-I3 (Rev. 02/10 US)

© 2010 TransACT Communications, Inc.

APPENDIX D: ASBESTOS NOTIFICATION

ANNUAL ASBESTOS NOTIFICATION TO PARENTS, STUDENTS, AND EMPLOYEES OF THE BROWNING PUBLIC SCHOOL DISTRICT

(Required by the *Asbestos-Containing Materials in Schools Rule §§* 763.84© and 763.93(g)(4))

Asbestos is a naturally occurring fibrous mineral, which, until about 1980, was commonly used in building construction. Asbestos will not burn, is an excellent insulator, has great tensile strength, is resistant to chemicals, is nonconductor of electricity, and absorbs sound. Examples of *asbestos-containing building material* (*ACBM)* are vinyl floor tile, sprayed-on acoustical ceiling material, pipe and boiler insulation, and roofing felt. As ACBM deteriorates over time, or is disturbed by maintenance, renovation, or demolition activities, it may become friable, i.e., it is capable of being reduced to powder by hand pressure. When ACBM becomes friable, asbestos fibers are released into the air. Inhalation of these airborne, microscopic asbestos fibers has been proven to cause such fatal diseases as lung cancer, mesothelioma (cancer of the lining of the lung or abdominal cavity), and asbestosis (scarring of lung tissues). Uncontrolled asbestos contamination in buildings has been, and remains, a significant environmental and public health issue. In 1986, Congress enacted the *Asbestos Hazard Emergency Response Act (AHERA)* to require public and private, secondary and elementary schools to identify ACBM in their school buildings and take appropriate actions to control the release of asbestos fibers. In 1987, the US Environmental Protection Agency finalized a regulatory program, which enforces the AHERA mandate. These regulations are incorporated within the *Asbestos-Containing materials in Schools Rule* (40 C.F.R. Part 763, Subpart E).

In compliance with the *Asbestos-Containing Materials in Schools Rule*, the school had its school building inspected by an asbestos inspector, accredited by the State of Montana. During that inspection, areas of suspect ACBM were identified. The type, condition, and location of this ACBM were noted. Samples were taken of some or all of the suspect ACBM. Laboratory analysis of these samples confirmed the presence or absence of ACBM. Suspect ACBM not sampled and analyzed were assumed to contain asbestos. Confirmed and/or assumed ACBM currently remain in certain locations in our school building (pipe chase for waterlines located between kitchen and boiler room in crawl space)

Upon confirmation of the presence of ACBM, an Asbestos Management Plan was developed for each of the school buildings in the School District by an asbestos management planner, accredited by the State of Montana. The *Asbestos Management Plans shows that there is ACBM in the pipe chase but poses no threat to staff or students.* These Plans describe past response actions taken to abate ACBM, as well as response actions planned for the future. The pipe chase is sealed and therefore safe. The Asbestos Management Plans provide information on the periodic monitoring of the condition of ACBM remaining in our school buildings through triennial reinspections, conducted by accredited asbestos inspectors, and through triennial reinspections, conducted by accredited asbestos inspectors, and through semiannual surveillance, conducted by trained school maintenance staff.

A copy of the Asbestos Management Plan is available for your review in the School District administration office during regular office hours. Leslie Munro, Director of Facilities, is the designated Asbestos Program Coordinator for the School District. Please direct all inquiries regarding the Asbestos Management Plan(s) to him at telephone 406-338-2715 ext. 203.

Browning Public Schools

Policy # **3125**
Policy Name: *Education of Homeless Children*
Regulation: ----------

Each child of a homeless individual and each homeless child has equal access to the same free, appropriate public education as provided to other students. The trustees must assign and admit a child who is homeless to a school in the District regardless of residence and irrespective of whether the homeless child is able to produce records normally required for enrollment. The trustees may not require an out-of-District attendance agreement and tuition for a homeless child.

The superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residence, birth certificates, school records and other documentation.

Homeless students shall have access to services comparable to services offered to other students, including but not limited to:

1. Transportation services;
2. Educational services for which the student meets eligibility criteria (e.g., Title I);
3. Educational programs for children with disabilities and Limited English Proficiency;
4. Programs in vocational and technical education, as well as, programs for gifted and talented students;
5. School nutrition program.

The superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths not currently attending school. The superintendent shall appoint a liaison for homeless children.

A "homeless child" is defined as provided in the McKinney Homeless Assistance Act.

A complaint regarding the placement or education of a homeless child shall first be presented orally and informally to the District's homeless liaison/coordinator. Thereafter a written complaint must be filed in accordance with the District's Uniform Grievance Procedure.

Cross Reference: #3215 Uniform Grievance Procedure

Legal Reference: 42 U.S.C. § 11431, et seq. McKinney Homeless Assistance Act
§ 20-5-101, MCA Admittance of Child to School

Policy History
Adopted on: 4/28/04
Amended on:

APPENDIX F: Acceptable Use of Electronic Networks

Browning Public Schools

Policy #
Policy Name: *Acceptable Use of Electronic Networks*
Regulation: #**3612F** Regulation

At Browning School District #9, we believe that technology can be a powerful tool to enhance learning, enabling students to access information and collaborate with others across the school, community, and the Internet. We believe that all students, staff and parents must be good digital citizens by following standards of ***acceptable use*** when using either school-owned technology (software, hardware, school network, Internet) or their own personal electronic device[*1] for school purposes while enrolled at Browning School District #9. The declaration below outlines these standards of acceptable use. Once signed, it will act as an agreement between Browning School District # 9 and

_____ _____

Student's name (printed) Student's parent/guardian's name (printed)

This declaration must be reviewed and signed by both the student and their parent/guardian in order for any student to use a *school technology* (including computers, cameras, tablet devices, iPads, etc.) while on or off campus or to use their own *personal electronic device* while on campus.

Section A: Student Declaration

As a student at Browning School District #9, I value having access to technology to support my learning. I know that along with this privilege goes great responsibility. To demonstrate my commitment and understanding of the level of responsibility that is required, I agree to each of the expectations and guidelines listed below.

- I understand that having access to technology in school is a privilege and that this privilege may be revoked if I fail to fulfill my responsibilities as a user of this technology. I will comply with all the policies and rules pertaining to the use of technology, which the district has established or may establish in the future.
- When connected to the Internet, I will not reveal personal information such as my age, address or phone number, or those of other students or persons to anyone or any service.
- I will take full responsibility for, and respectfully use, the technology available to me at school. For example, this means I will use proper care if transporting, handling or operating any electronic device (e.g. computer, camera, etc.) while in school, whether it belongs to the school, another student, or myself.
- I understand that the district uses a content filter on its Internet access, yet I know it is possible that I may encounter inappropriate material. I will immediately close the application that depicts this material. I will then inform my teacher. I further understand that attempting to circumvent filtering solutions the district has in place is inappropriate and may result in disciplinary action.
- I understand that personnel from the school and District Technology have access to information about every web page I visit and file I create on school computers. I am aware that this information may be monitored and viewed by my teachers or other district personnel. I understand that this limits privacy as it pertains to the use of the technology that is assigned to me and information that is stored on school-provided (local and web-based) file storage spaces.

- I will not download or install any software, music, movies, or files of any nature unless I have been granted specific permission to do so by my teacher and the copyright holder grants permission.[*2]
- I will always log out of the computer when finished using it, or when moving out of sight of the computer. (Any actions done on a computer when YOU are logged in are directly traceable to you.) I will not access or use the account of another student or teacher. If I notice another student or teacher has not logged out of a computer I am using, I will notify them (if possible) and log out.
- I will use a camera (or any device with a camera, e.g. cell phone, netbook, laptop, etc.) to take photos during school in an appropriate and responsible way both in school and on school supported field trips. School Administration may search my camera/phone/netbook memory if they feel school rules have been violated.
- I will not create, use, display, or store any offensive, obscene, inflammatory or defamatory language or images. I will not use the technology in any way that negatively affects any other student or persons.
- I will complete Internet Safety activities if prescribed by my teacher to learn about online safety and ethical online behavior.

Section B: Students bringing their own personal electronic device to school

Students at Browning School District 9 may bring their own personal electronic devices *(including digital cameras, computers, web-enabled phones or personal devices (e.g. iPads, iPod touches, Kindle Fires, Android Tablets, laptops, etc.)* which may or may not be able to connect to the school wireless network at the discretion of the buildings administration. When at school, all of the above conditions apply to these student-owned, personal electronic devices, in addition to the following:

- I will only connect to the school wireless network, and NOT to the school's wired network, nor any other (external) wireless network. This includes NOT connecting to 3G/4G or cellular type networks while on school campus.
- The device I am using will have virus protection software which is up-to-date.
- I will turn off all peer-to-peer (music/video/file-sharing) software or web-hosting services on my device while connected to the school wireless network.
- I will use the student owned device in class *only with the teacher's expressed permission*.
- I will use the student owned device outside the class (i.e. lunchroom) *only with the building administration's expressed permission*.
- I understand the security, care and maintenance of my device is my responsibility. I will securely store and charge my device when not in use.
- I understand that the school is not responsible for the loss, theft or damage of my device. I am fully responsible for my property while it is at school. I understand that should I leave my device in the custody of a staff member that they are not responsible for the loss, theft or damage of my device.
- I understand that personnel from the school and district technology may access my personal electronic device if there are reasonable grounds to believe that there has been a breach of school rules or discipline policies and that a search of the device would reveal evidence of that breach whether that search does or does not reveal a breach. This may include, but not limited to, audio and video recording, photographs taken on school property that violates the privacy of others, issues regarding bullying, verification that the students device is connected to the school network, etc. Students will provide appropriate login credentials to the device if required. Failure to provide access will be deemed satisfactory evidence and notify district/school administrators that the student device contains content that violates this section.

- I will not use an audio/video recording device, to record media or take photos during school unless I have permission from both a staff member, and those I'm recording. School Administration may search my device memory if they feel school rules have been violated.

Browning School District No. 9
Acceptable Use of Technology Agreement and Student Declaration:

This is to certify that _____, has read, understands, and will abide by all the acceptable use requirements on all pages as set forth in this agreement.

I agree that if I fail to keep my commitment to doing those things listed above that I will have my school network and/or school computer privileges revoked either temporarily or permanently. I understand that there may be other disciplinary consequences (up to and including expulsion) if there has been a breach of school rules or district policy and that those consequences may have adverse affects on my academic performance including lower grades or course failure.

_____ _____
Student signature Date

Parent/Guardian Endorsement:

I have reviewed this all pages of this document with my child. I have discussed the importance of this agreement with my child who understands the expectations and responsibilities associated with the proper care and handling of the school computers as well as the appropriate and ethical use of the technology at Browning School District 9. My child and I are clear that the consequences of not upholding their responsibilities will result in their technology privileges being withdrawn and have adverse affects such as lower grades or course failure.

_____ _____
Parent/Guardian signature Date

Notes:

[1] A personal electronic device includes any of the following that is owned by the student: laptop computer, netbook, iPhone, iPads, tablet computers (or other devices with Internet access – e.g. BlackBerry, Cell Phone, iPod Touch, PDA, Nintendo DSi, etc.) This list is meant to only list possible examples and to include devices with similar type capabilities as they come to market.

[2] Sites like creativecommons.org and jamendo.com offer content which can be used legally and for free.

I choose to **not accept** this agreement, with the understanding that my child **will not** be allowed computer or Internet access at Browning Public Schools except for required assessment testing.

_____ _____
Parent/Guardian signature Date

Adopted on: 4/25/12
Revised on: 6/26/13

APPENDIX G: Blackfeet Language

KINSHIP WORDS

MY MOTHER	NIKSISTA	NEE - KSIS - DA
YOUR MOTHER	KIKSISSTA	GEE - KSIS - DA
MY FATHER	NINNA	NEE - NA
YOUR FATHER	KINNA	GEEN - NA
MY WIFE	NITOHKIIMAAN	NI - DOH - GEE - MA - NA
YOUR WIFE	KITOHKIIMAAN	GEE - DOH - GEE - MA - NA
MY HUSBAND	NOOMA	NOO - MA
YOUR HUSBAND	KOOMA	GOO - MA
MY OLDER BROTHER	NISA	NEE - SA
MY OLDER SISTER	NINSSTA	NEEN - STA
MY CHILDREN	NOKO` SISKSI	NOO - GOO` SEE - KEE
YOUR CHILDREN	KOKO` SISKSI	GOO - GOO` - SEE - KEE
MY BABY	NISSITSIMAAN	NIT- SIT - TSEE - MA – NA
YOUR BABY	ISSITSIMAAN	GIT - SIT - TSEE - MA - NA
MY SON	NOHKOWA	NOO - GOO - WA
YOUR SON	KOHKOWA	GOO - GOO - WA
MY DAUGHTER	NITANA	NEE - DA - NA
MY YOUNGER SISTER	NISSISSA	NEE - SIS SA (female speaking)
MY YOUNGER BROTHER	NISKANA	NEE- SKA-NA (male speaking)
MY GRANDPARENT	NAAAHSA	NAA - AH - SA
YOUR GRANDPARENT	KAAAHSA	GAA - AH - SA
MY FRIEND	NITAKKAA	NEE - DA – GAA
GIRL FRIEND	NITAAKIIKOAM	NEE- DA - GEE - GOO - AAM - A
BOY FRIEND	KISSAHKOAMAPEMA	GEE-SA-GOOM-MAA -BEE -A
MY GRANDSON	NISSOHKOWA	NIIS - SOO - GOO - WA
YOUR GRANDDAUGHTER	KISOTANA	GEE - SOO - DA – NA

COLORS

BLACK	SIKKSINATSI	Sik-ksii-naat-tsi
GRAY	IKKITSINAATTSI	E'kit-tsii-naat-tsi
BLUE	OTSSKOINAATTSI	Ooh-tsi-skuee-naat-tsi
RED	MOAHKSINATSI	Moah-ksin-naat-tsi
BROWN	APOYIINAATTSI	Aah-bo-yii-naat-tsi
YELLOW	OTAHKOINATSI	Oo-daah-kuee-naat-tsi
PINK	I'KINATSI	E'kii-naat-tsi

GREETING WORDS

HELLO	Oki	
My name is.	Nitaniko	Ni-tan-nik-ko
What is your name?	Tsakitanikowa	Tsa-ki-tan-nik-ko-wa
You, what is your name?	Kistotsakitaniko	Ki-sto' tsa-ki-tan-nik-ko-wa
Me, my name is.	Nisto' nitaniko	Ni-sto' ni-tan-nik-ko
How is every thing ?	Tsanitapiwa	Tsa-ni-ta-pi-wa
Every thing is good.	Soka'pii	Soo-ga-bii

Yes, I'll see you later.	Aa kitakitamattsin	Aa ki-ta-ki-taam-mat-tsin (noh-po-wa)

COMMANDS

Where	Tsee-ma	Tsima
Who	Da-ga	Taka
Who is it?	Da-ga-tsi	Takaatsiksi
What / How	Tsa	Tsa
Here	Maa-h	Mah (Your giving something)
Things / That	A-mo	Amo (Your giving things to someone)
When	Tsa ni-tsi-si	Tsa
Yes	Aah	Aa
No	Saah	Saa
Why	Tsee-ga	Tsii-ka
Take this	Ma-tsi A-mo	Ma'tsi Amo
Give it to me.	Goo-git	Ko-kit
Give it to (more than one person).	Goo-tsi-sa	Kotsissa

NUMBERS 1 - 20

One	Nitokska	Nee - dooks - ga
Two	Naato' ka	Naa- doo - ga
Three	Niokska	Nee - ooks - ga
Four	Niisowo	Nee - soo - woo
Five	Niisito	Nee - see - doo
Six	Noi	No - ye
Seven	Ihkitsika	Eeh-gee - tsee - ga
Eight	Naanisoyo	Naan - nee – soo - wo
Nine	Piihksso	Be~ihk ' - soo
Ten	Kiipo	Gee - boo
Eleven	Nitsikopoto	Nee - tsee goo - boo - do
Twelve	Naatsikopoto	Na - tsee - goo - boo - do
Thirteen	Nikopoto	Nee - goo - boo - do
Fourteen	Nisiikopoto	Nee - see - goo - boo - do
Fifteen	Nisitsikopoto	Nee - see - tsee - goo - boo - do
Sixteen	Naikopoto	Nay - goo - boo - do
Seventeen	Ihkitsikikopoto	Ee~ik ' gee - tsee - gee - goo - boo - do
Eighteen	Nanisoikopoto	Naan -nee - see - goo - boo - do
Nineteen	Piihksikopoto	Be~ik ' see goo - boo - do
Twenty	Natsipo	Naa - tsee - boo

CARDINAL IN TENS

Ten	(10) Kiipo	Gee - boo
Twenty	(20) Naatsipo	Naa - tsee - boo
Thirty	(30) Niiyipo	Nee - yee - boo
Forty	(40) Niisipo	Nee - siip - boo
Fifty	(50) Nisitsipo	Nee - see - tsee -boo
Sixty	(60) Naiipo	Nay - yip - boo
Seventy	(70) Ihkitsikipo	Ee~ik' gee - tsee - gee - boo
Eighty	(80) Naanisipo	Naan - nee - see - boo
Ninety	(90) Piihksipo	Be~ik ' see - boo
One Hundred	(100) Kiipipo	Gee - biip - boo

BROWNING PUBLIC SCHOOLS

Volunteer handbook

BPS
Vision Statement

Browning Public Schools is a community of families, students, staff and school board members who work to provide the very best education for all our children through guidance, teaching, support, and appropriate rules and policies.

"Volunteers are more than a pair of helping hands; they contribute to the social life of the school. They engage in the moral development of our children by teaching them that education is important and people are worth supporting with a donation of time."

Dan Brown

Volunteer Handbook Introduction

Browning Public Schools welcomes parents and community members to volunteer in our schools. The District recognizes the valuable contributions made by parents and community members who volunteer.

Everybody has skills and talents that are valuable to a student. Some of the ways you can contribute are to tutor or be a mentor, help students with homework, listen to children read, play educational games with students, assist with math or science, help on playground duty, monitor lunchrooms, share information about local history, help students learn the Blackfeet Language, support special projects, activities, or field trips, assist with after-school programs, help at athletic events, or become involved with school leadership by serving on committees.

Thank you for your interest in volunteering. We sincerely hope you have a rewarding experience.

Questions? Concerns? Let us know!

As we move forward with changes to our volunteer program, please feel free to offer your feedback and experiences so we can better prepare materials and procedures for our volunteers. If you have any questions, comments or concerns, contact the building principals.

Browning Volunteers:

- Complete a volunteer registration
- Turn in a signed confidentiality agreement
- Complete a criminal background check and drug test, *if necessary*
- Adhere to District sign-in/sign-out procedures
- Wear appropriate attire for service and working with students
- Wear a visible nametag at all times during service
- Maintain communication with teacher/supervisor
- Adhere to District policies

Check-in Procedures

All B.P.S. volunteers are required to sign in and out at the front desk of their school every time they volunteer. This procedure helps us keep track of volunteer numbers and hours and also covers you under the district's worker's compensation plan while you are at the school.

Sign-in procedures should be explained to you prior to or on your first day as a volunteer. School office staff can answer any questions you have about the sign-in/sign-out procedures.

Identification

B.P.S. volunteers are required to wear a nametag or identification when in schools, just like B.P.S. staff. Each school has different forms of volunteer nametags, and the school secretary can help you determine how to identify yourself. When filling out the nametag, use the name students and staff call you (i.e. "Grandma Beth" or "Mr. Jones").

Attire

B.P.S. volunteers should wear attire that is appropriate for working with students. T-shirts with logos depicting tobacco, profanity, alcohol, or firearms are prohibited for volunteers as well as for students. As a general guideline, if a shirt shows your stomach when you raise your hands over your head, it is too short. Skirts, dresses or shorts should extend below your fingers when your arms are held at your side.

If you know that you will be doing a lot of walking or outdoor work during your service, please remember to bring sufficient shoes and a jacket, as the school will not have extras to provide. Please dress for the weather conditions.

BPS #9 Board Policies

Volunteers should review the following policies before working with students in any school:

- Fingerprint and Criminal Background Investigations Policy #5122
- Sexual Harassment/Bullying/Hazing Policy#3205
- Tobacco Free Schools Policy

Copies are attached for your convenience. Copies of all of the policies are also available at each school.

Fingerprint and Criminal Background Investigations

District policy #5122 requires all volunteers who will have **unsupervised contact with students** to pass a fingerprint background check and drug test. This policy helps ensure the safety of all Browning students and is not intended to discriminate based on criminal history. Background checks/drug tests do not include any financial information, such as credit history, taxes or income.

If a volunteer chooses to decline a criminal background check or is unable to work with students in an unsupervised setting due to a certain conviction, they may still be eligible to volunteer with Browning schools in a supervised capacity.

Any questions regarding the classification of your volunteer assignment or specific restrictions that will apply as a supervised volunteer may be directed to the administrator of the school at which you are volunteering.

Before you can begin to volunteer in an unsupervised capacity, you must complete the fingerprint background check, and the results must be received by the school district. To obtain the proper forms please contact Human Resources in the Administration Building located at 129 1st Ave SE, Browning, MT.
406-338-2715.

To read more District policies, visit www.bps.k12.mt.us

Special Volunteer Positions

Chaperone Guidelines

Often, the district seeks parents and community members to chaperone day or overnight field trips. To ensure a quality educational experience and the safety of children, there are certain guidelines that must be followed by district staff and volunteers.

The following guidelines apply to all chaperones, staff or volunteers, on all trips

- Follow all school policies and procedures
- All adults are subject to policy regarding unsupervised access to students and background checks and drug tests
- A school employee will serve as designated group leader, all participants, students and adults take direction from the group leader
- A roster of everyone on the bus is to be left with the school secretary for any and all trips, or in the mailbox at transportation if school is not is not session
- Adults are to sit throughout the bus for better student supervision
- Adults are served the same meals as students.
- Students are not to be left unattended on field trips
- Upon return, stay until every student has been picked up

The following guidelines apply to all chaperones, staff or volunteers, on overnight trips.

- Must have fingerprint- background check and drug tests
- Must be at least 21 years of age
- Dress appropriately as you represent Browning Public Schools
- Make certain students are on their best behavior in motels and restaurants
- All District policies and rules apply, including those prohibiting violence, tobacco and substance use, public displays of affection, and theft

After School Programs and Outside Organizations

If you are a volunteer for an afterschool program that serves students in Browning Public Schools as a coach, tutor, club sponsor, crowd control, and non-instructional supervision, you must adhere to board policies, including: activities handbook and/or coaches/sponsor handbook.

You must meet the screening requirements for B.P.S. before you may begin your volunteer service with students.

Parent/Teacher Organizations

- Parents are the strongest source of volunteers in our school district's PTOs. Volunteer work with these organizations does not necessarily fall under the requirements of other B.P.S. volunteer positions.

- If you only volunteer with a parent organization and do not have contact with students, you **do not** need to register as a B.P.S. volunteer.

- If you will have contact with students as a member of a parent organization, you **do** need to register as a B.P.S. volunteer.

- If you are a member of a parent organization and also volunteer in your child's classroom, you **do** need to register as a B.P.S. volunteer.

- If you are an extended family member and sometimes help with parent organization events, the same standards apply. If you will have contact with students, you need to register as a B.P.S. volunteer.

- The District administration understands that sometimes volunteers arrive at the last minute to help with large events. We ask parent organization leadership and school administrators to keep student safety in mind when assigning last-minute volunteers to duties.

Emergency Procedures in case of accident or injury

The group leader should be in possession of the district permission forms and medical attention release form complete with contact information on each student.

- Make yourself aware of the location of emergency equipment and have emergency phone numbers readily available.
- Assess the situation: Check for vital signs, consciousness, numbness, etc., and move the student as little as possible, especially if a head or neck injury is suspected.
- Act: Take life-saving measures if necessary, do not go beyond the limits of your training, decide if an ambulance transport is necessary and call promptly if needed.
- Notify: Notify parents or guardians immediately and identify a chaperone to accompany the injured student to the hospital.
- Report: Complete an injury report from immediately and report the injury and circumstance to the group leader as soon as possible.

- Follow Up: Call to check on the student or visit the student in the hospital if applicable. Contact the parents or guardians, letting them know you care and would appreciate any updates on their child's condition. Require written clearance from the physician prior to their return to participation in the activity.

EMERGENCY PHONE NUMBERS

Ambulance……911

Fire……911

Police……911 or 338-4000

Sheriff……911

Poison Control……1-800-525-5042

BPS District Office……(406) 338-2715

Vina Chattin……(406) 338-2758

KW Bergan Elementary……(406) 338-2756

Browning Elementary……(406) 338-2740

Napi Elementary……(406) 338-2735

Babb Elementary……(406) 732-5539

Browning Middle School……(406) 338-2725

Browning High School……(406) 338-2745

Blackfeet Academy……(406) 338-4380

Project Choices……(406) 338-2841

BPS Transportation……(406) 338-2952

If there is an emergency, give the following information:

1. **Your name**
2. **Site where help is needed**
3. **Give type of injury or emergency**

If the injured party is covered by Indian Health Service, they have to be notified within 72 hours of the injury. Call *Contract Health Services @ Blackfeet Community Hospital – 338-6236*. If no answer, leave message.

*Report all accidents and injuries to District Business Office at first opportunity. *

Appropriate Physical Contact With Youth

Everyone has a different comfort level with physical contact and touch, and it's no different with students. Here are some safe-touch guidelines.

Safe touch:

- Child has control of touch
- Limit touching to avoid confusion

Appropriate touch:

- Shoulder-to-shoulder or side hugs
- Handshakes, high fives
- Get permission before touching

Inappropriate touch:

- Stroking the hair or head
- Piggyback rides
- Sitting on laps
- Full-frontal hugs
- Tickling, wrestling or any action that immobilizes or compromises the child's movements
- Contact with the child's private areas
- Any other action that could be construed to be sexual (massage, etc.)

Things to keep in mind:

- No exchange of phone numbers or emails without parent permission.
- No exchange of gifts without permission from school staff and the parent/legal guardian.

Some students may be comfortable with touch and want to sit in your lap or give you a full-front hug. As the adult and role model, you can direct that affection into a physically appropriate action like a side hug or sitting without frontal contact.

By modeling appropriate touch, you are building trust with the student and helping them understand the ways it is safe and appropriate for a non-relative adult to touch them.

BPS Volunteer Registration

Thank you for your interest in volunteering with Browning Public Schools. Please complete the registration form using ink. If you have any questions please contact the secretary of the school in which you will be volunteering. You may submit the completed and signed form to the school where you volunteer.

Basic Information (required)

Name: _____

Date of Birth (mm/dd/yyyy):_____/_____/_____

Address: _____

City, State, ZIP Code:_____

Phone: _____

Email:_____

CPR Certified? ___ Yes ___ No

Emergency contact (Name, phone):_____

How are you affiliated with the school district?

___Parent ___Other Relative ___Community member __ BCC Student ___Volunteer through outside organization

If applicable, identify the outside organization you volunteer through:

Please specify organization:_____

Volunteer Location(s)

Please check the school(s) in which you are interested in volunteering

Vina Chattin____ KW Bergen ____ Browning Elementary ____ Babb Elementary____ Napi Elementary

Browning Middle School ____ Browning High School _____ Project Choices ____ Blackfeet Academy ____

Please check any areas of special interest(s)

Instructional

___ Classroom ___ Library ___ Tutoring ___ Other(s) please specify _____

Non-Instructional

___ Breakfast/Lunch ___ Recess ___ Fieldtrips ___ Awards
___ Programs ___ Committees (attendance, School Improvement) ___ Clubs ___ Sports

___ Office/School (ie. Bulletin Boards-school grounds) ___ Other(s) please specify _____

Confidentiality Agreement

Thank you for your interest in volunteering with Browning Public Schools. Please read and sign the following confidentiality agreement that all volunteers and employees must submit to serve at BPS. If you have any questions, contact the school you will be volunteering in for more information. This form may be submitted with the Volunteer Registration Form at the school where you volunteer.

Students in Browning Public Schools have the right to expect that information about them will be kept confidential by all volunteers, student interns, practicum students and student job shadows observers. Additionally, the U.S. Congress has addressed the privacy-related concerns of educators, parents, and students by enacting the Family Educational Rights and Privacy act (known more commonly as "FERPA" or the "Buckely Amendment"). Among other provisions, FERPA allows the government to withdraw federal funds from any educational institution, including Browning Public Schools, which disseminates a student's education records without his or her parent's consent.

Each student with whom you work has the right to expect that nothing that happens to or about him or her will be repeated to anyone other than authorized school department employees, as designated by the administrators at your school. Even when discussing a student with those who are directly involved in a student's education, such as a teacher, principal, or guidance counselor, you may not share otherwise confidential information with them unless it is relevant to the student's educational growth, safety, or well-being.

You may not share information about a student even with others who are genuinely interested in the student's welfare, such as social workers, scout leaders, clergy, or nurses/physicians (a grave medical emergency, in which confidential information may be necessary for a student's care, is the only exception). Thus, you must refer all such questions to the school employees so authorized and indicated to you, typically the student's teacher or principal.

Parents, friends, or community members may in good faith ask you questions about a student's problem or progress. Again, you must refer all such questions to the authorized school employees. You may not share information about a student even with members of your own family or the student's family. Before you speak, always remember that violating a student's confidentiality isn't just impolite, it's against the law.

Agreement

I, (print name) _____, as a volunteer, student intern, practicum student, student job shadow observers, for Browning Public Schools agree never to disclose information about a student's records to anyone other than an authorized school department employee. I will refer all requests for such information from those not directly involved in the student's education to authorized school department employees.

Signature: _____ Date: _____

Volunteer Background Check

Name: _____ **Date Birth (mm/dd/yyyy):** _____/_____/_____

Previous Names (if applicable): _____ **Sex:** ___ **Male** ___ **Female**

SSN: _____-_____-_____ **Drivers License #** _____ **State:** _____

Address:_____
Street City State ZIP

The following are my responses to questions about my criminal record history (if any), with descriptions to any question with a YES answer:

Have you ever been convicted, plead guilty or been adjudicated before a court of any federal, state, municipal or tribal criminal offense? (Excluding minor traffic violations)

____ YES ____ N0

If YES, please provide an explanation:

_____
_____
_____
_____

Have you ever received deferred or similar disposition for any federal, state, municipal or tribal criminal offense?

____ YES ____ NO

If YES, please provide an explanation:

_____
_____
_____
_____

Have you ever received probation of any community supervision for any federal, state, municipal or tribal criminal offense?

____ YES ____ NO

If YES, please provide an explanation:

_____
_____
_____
_____

Have you ever been convicted of any criminal offense in a country outside the jurisdiction of the United States?

____ YES ____ NO

If YES, please provide an explanation:

_____
_____
_____
_____

As of the date of this authorization, do you have any pending criminal charges against you?

____ YES ____ NO

If YES, please provide an explanation:

_____
_____
_____
_____

LIST ALL COUNTIES AND STATES OF RESIDENCE SINCE AGE 18 OR HIGH SCHOOL GRADUATION. YOU MUST BE SPECIFIC ABOUT DATES OR RESIDENCE.

CITY/TOWN	COUNTY	STATE	DATES FROM	TO

This authorization and consent for release of personal information acknowledges that Browning Public Schools may now at any time conduct investigations including National Criminal search, National Sex Offender Registry Search and Social Security Number Verification.

I understand this investigation will be used to determine volunteer eligibility and assignment according to Browning Public Schools policy 5122. Therefore, I authorize and consent for full release of records (either orally or in writing) to the authorized representative of the district. In addition, I release and discharge the district and its agent and associates to the full extent permitted by law from any claims, damages, losses, liabilities, costs expenses or any other charge or complaint filed with any agency arising from retrieving and reporting information.

Further, I understand the selective reporting or nondisclosure of any prior convictions (excluding minor traffic violations) or any new convictions within three school years of my approved background check may result in termination of my volunteer eligibility with Browning Public Schools.

I HEREBY CERITFY THAT ALL INFORMATION PROVIDED IN THIS AUTHORIZATION IS TRUE, CORRECT AND COMPLETE. I UNDERSTAND THAT IF ANY INFORMATION PROVES TO BE INCORRECT OR INCOMLETE THAT GROUNDS FOR THE CANCELING OF ANY AND ALL OFFERS OF VOLUNTEER POSITIONS WILL EXIST AND MAY BE USED AT THE DICRETION OF BROWNING PUBLIC SCHOOLS.

Applicant Name (Printed):_____

Applicant Signature: _____Date: _____

2020 - 2021

BROWNING
High School

ACTIVITIES HANDBOOK

BROWNING SCHOOL DISTRICT #9
STUDENT EXTRA-CURRICULAR ACTIVITY HANDBOOK

Table of Contents

Table of Contents ..... Page 2
Preface……...Page 3
Welcome and Title IX Statement ..... Page 4
Statement of Philosophy & Objectives ..... Page 5
How To Be An All Star Parent ..... Page 6
Parents Code of Conduct ..... Page 7
Montana High School Association Policies ..... Pages 8-9
Activity Tickets ..... Page 9
Care of School Equipment ..... Page 9
Uniform Rotation ..... Page 9
Cultural Enhancement to Uniforms ..... Page 10
Other Fees and/or Fines ..... Page 10
Duration of Seasons ..... Page 10
Cut Policy ..... Page 10
Team Manager & Stat Keepers ..... Page 10
Activity Insurance ..... Page 11
Academic Eligibility Policy ..... Page 12-14
Correction Procedure ..... Page 14
Attendance ..... Page 15
Behaviors Relating to Drugs & Alcohol Pages16-17
Tobacco Possession or Use Pages17-18
Initiations & Hazing Activities ..... Page 19
Cell Phones, Digital/Imaging Captioning Devices ..... Page 19
Suspension from School ..... Page 19
Fighting ..... Page 19
Curfew ..... Page 19
Public Display of Affection ..... Page 19
National Anthem/Flag Presentation Respect ..... Page 20

Other Considerations Regarding School Sponsored Activities and Trips
Travel Considerations ..... Pages 20
Conduct on Buses ..... Page 20
Conduct in Hotels/Motels ..... Page 20
Dress Code ..... Page 20-21
Activities Covered Under the Activities Policies Page21
Alcohol & Drug Testing Policy #3525 ..... Pages 22-25
NCAA Academic-Eligibility Requirements ..... Page 26-31
Co-Curricular Rules and Drug Testing (*Form*) ..... Page 32
Code of Conduct (*Form*) ..... Page 33
Emergency Information (Form) ..... Page 34
Student Participant Agreement (*Form*) ..... Page 35

PREFACE

This handbook is to provide information for parents and students that may be interested in the interscholastic activities program of the Browning High School, District #9, Browning, Montana.

It is impossible to list all the details about the various athletic programs in this handbook. **Each coach will handle situations that arise according to the signed copy of individual coaches rules in conjunction with the activities handbook. This manual is not all-inclusive, and each coach may have additions, which they will give to the athletes and parents at the parent meeting.**

This handbook will be reviewed annually and modified when necessary. However, as long as a policy or regulation is in effect, parents and athletes are expected to support and follow them.

WELCOME

Welcome to the activities program at Browning High School. We are excited about your participation in one or more of our activities and hope that you have a positive learning experience from your efforts.

The contents of this manual are designed to answer most of the questions you may have about the operation of our activities program.

The athlete is required to have passed a physical examination for the current school year on file prior to participating in any organized athletic program or contest. The athlete must fill out the emergency treatment release card. This card must be filled out completely and left with the BHS Activities Secretary for 9-12 grade students, before the student will be allowed to participate.

Browning High School will strive to provide the students with the best possible opportunities for a rewarding experience.

EQUAL EDUCATION and NONDISCRIMINATION:

Browning Public Schools, District #9 is committed to nondiscrimination in the provision of all educational services. An equal educational opportunity is a fundamental right under both the Montana and United States Constitutions; it is the policy of this District to provide a learning environment free of discrimination. All students have the opportunity to participate in and receive benefits from all programs or activities including, but not limited to, course offerings, graduation requirements, athletics, counseling services, extracurricular and other school-related activities.

Discrimination in education because of sex, race, color, creed, religion, national origin, age, physical or mental handicap, political belief, and marital or parental status is prohibited unless based upon reasonable grounds as provided by law. The District is committed to taking the appropriate and feasible remedial action necessary to eliminate existing discrimination and its effects. Inquiries regarding discrimination or intimidation should be directed to the Browning Public Schools Title IX/504 Coordinators. In compliance with federal regulations, the District will notify annually all students, parents, staff, and community members of this policy and the designated coordinator to receive inquiries. Notification should include the name and location of the coordinator and will be carried in all handbooks and published in community newspapers.

Inquiries regarding discrimination or intimidation at Browning Public Schools, District 9, may be directed to the Title IX Compliance Officer; Dennis Juneau. Address: 129 1st Avenue S.E., Browning, Montana, or (406) 338-2715.

STATEMENT OF PHILOSOPHY

Participation in interscholastic activities in the Browning Public Schools is a privilege. High Standards of conduct are expected from students participating in these activities. Interscholastic activities are provided to create a positive opportunity for the development of constructive citizenship attitudes and life skills. All interscholastic participants are representatives of Browning Public Schools and are expected to behave in an exemplary manner.

Participants and their parents or legal guardians will be aware of the philosophy and the rules and regulations under which they are given the opportunity to participate. As a prerequisite to participation, all students involved in the interscholastic activities outlined herein shall be required to file a form signed by a parent or their legal guardian and the participant indicating that they have read, understand, and agree to the rules and regulations as outlined in this Activities Handbook. In addition, those participants involved in Montana High School Association sanctioned activities must agree to submit to random drug testing as required by the Browning Public Schools Policy #3525, Drug Testing Policy for Student Athletes and Montana High School Association (MHSA) Approved Activity Participants; Sanctions for Drug Use by Students Participating in Athletics and Extracurricular Activities.

Goals

The objective of the Browning High School Activities Department is that all participants will learn:

- The importance of good sportsmanship.
- To work cooperatively to create team or group success.
- To accept direction and authority from coaches or advisors.
- Socially acceptable emotional control.
- The importance of self-discipline.
- To compete/participate within a given set of rules or guidelines.
- To set reasonable goals and work toward their realization.
- To better understand other people's feelings and attitudes.
- To maintain physical well-being.
- The importance of constructive release of energy.
- To handle socially acceptable recognition.
- To think under pressure.
- That academics are always more important than athletics or extracurricular participation.

How to Be an All Star-Parent

By Rob Gilbert, Ph.D.

How do you define an all-star parent? Very simple, he or she is a parent who is a good sport and a great fan. To become an all-star parent or an athlete, there are times when you must stop parenting. When your son and daughter changes into uniform and becomes an athlete, you also have to change – from parent to fan. Your job on the sidelines or in the stands is not to be a parent, but to be your child's greatest fan.

There's no trick to learn here. You already know how to do this. Remember how you behaved when your baby was learning to "walk?" You were a fan and a supporter, weren't you? You applauded the "downs" as well as the "ups."

You never said things like, "What's taking you so long?" "How come the kid down the street is walking better than you?" "Why do you make the same mistakes over and over again?" You were the world's most appreciative audience.

Why should it be any different now that your child is an athlete? Your job is not to be the coach (unless you are hired by contract to be the coach) or the expert. You are there so that you can share the thrill of victory and the agony of defeat – together.

In fact, your child needs your support more in defeat than in victory. Did you ever notice that strangers feel free to come out of the stands and congratulate the winners? But, in defeat, sometimes the athlete's own teammates and coaches ignore him/her. As a parent you have to be there to cushion setbacks with a positive "We'll get'em next time!"

Three "B's" For All-Star Parenting

1. Be There
2. Be Positive
3. Be Seated

Be There – You can never hope to be an all – star parent unless you show up at games. Regardless of the skill level of your child or the success of the team – go to the games. Be supportive. Don't be a fickle, fair
– weather fan.

Be Positive – On the sidelines, if you can't say something positive, don't say anything at all. Nothing good comes from negative statements and nothing negative comes from positive ones. If you cannot be positive, at least be silent.

Be seated – Even though it's good to be positive, it's not good to overdo it. Don't stick out. Be an admirer
– not a cheerleader. Players should not confuse your voice with the public address system.

Once you start to become positive, acknowledging fan, an interesting thing may happen. Your child will want you at the games. When this happens, you will know that you are considered to be an important member of your child's personal all-star support team.

Parents Code of Conduct

The Browning Public Schools believes parents play a vital role in the development of student athletes. We ask that this code of conduct be distributed so that parents, players, and coaches have an opportunity to read and fully understand them.

- I will encourage good sportsmanship by being a positive role model.
- I will try my best to make athletics a positive experience for everyone involved, i.e., participants, coaches, officials, and spectators.
- I will insist my player treat other players, coaches, officials, and fans with respect.
- I will reinforce the school's drug and alcohol free policies and refrain from using alcohol and other drugs before or during contests.
- I will do my best to understand and appreciate the rules of the contest.
- I will show appreciation for an outstanding play by either team.
- I will be a "team" fan, not a "my child" fan.
- I will help my child learn that success is measured by the development of skills, not winning or losing.
- If I have a concern, I will talk to the coach at the appropriate time and place, i.e. never before, during, or immediately after a contest.
- I will do my best to remember my ticket to a school athletic event provides me with the privilege of observing the contest, not berating officials, coaches, or players.

Parents who confront coaches before, during or immediately after contests will be asked to leave by the administration or designee of the Browning Public Schools and will be escorted to the exits by school security. Parents who come to the sidelines or the benches during contests will also be asked to leave the contests by the administration and will be escorted to the exits by school security. Further consequences may occur, which could include exclusion from sporting contests at home venues for one calendar year.

Montana High School Association Policies

All students participating in extra-curricular activities at Browning High School must meet the academic eligibility requirements and enrollment requirements in Browning Public Schools in addition to the rules and regulations stated in the Montana High School Association (MHSA) Handbook. MHSA statements are as follows:

MHSA Handbook
Article 2, Section (2), Enrollment/Attendance

"To be eligible to participate in an Association Contest, a student must be regularly enrolled in school, must be in regular attendance from the enrollment date, and received a passing grade in at least twenty periods of prepared class work or its equivalent in the last previous semester at the school where the student participates..."

Interpretation of the above Article is that students will be enrolled in at least two credits of classes while participating in Extra Curricular activities at Browning High School.

MHSA Handbook
Article 2, Section (3), Academic Eligibility

"To be eligible to participate in an Association Contest, a student must have received a passing grade in at least twenty periods of prepared work per week or its equivalent during the last preceding semester in which he/she was in attendance. If a student is assigned an "incomplete" or a "condition" in a subject, he/she has not received a passing grade in this subject. The record at the end of the semester is final and scholastic deficiencies may not be "made up" in any way. This section shall not apply to students committed to Pine Hills School or to students assigned to MHSA interscholastic activities as part of their Special Education Individual Education Plan (I.E.P.)."

Interpretation of the above Article is that students must earn 2 credits during the semester prior to the sport season in order to participate in a particular sport. Passing four classes worth 1/2 credit per semester will meet this standard. P.E. and Office Aide classes are worth 1/2 credit per semester.

MHSA Handbook
Article 2, Section (18), Award Rule

No award exceeding one hundred dollars in value shall be given per event in any MHSA sanctioned sport or in any MHSA sanctioned interscholastic activity by a member school, by any person or by an organization to a student in recognition of that student's achievement or participation in any interscholastic activity. An event is defined as a sports camp, an invitational tournament/meet, a post-season recognition function (i.e. sports banquet), or a fundraiser or similar function. Cash cannot be awarded.

Violation of this rule will render the student ineligible in the MHSA sponsored sport or activity for which the student received the award.

The Board of Control will follow the same procedure for restoring the eligibility status as provided in the last paragraph of the Amateur Rule, Article II, Section (19) of the By-Laws.

Browning Public School Policy

M.H.S.A. SANCTIONED EXTRA-CURRICULAR ACTIVITIES AND GUIDELINES

Browning High School offers many opportunities for students to get involved outside of the classroom. We encourage all students to be active in one or more extra-curricular activities.

1. **For a student to participate in practice or a contest/event, he/she must have been in attendance at school that day (Monday through Friday) for all seven classes, or have a medical excuse.**

2. Students that transfer to Browning Public Schools during a sport season, but prior to the divisional tournament or first playoff game date, will be considered eligible to participate if they are eligible according to MHSA standards. The grades that transfer in with the student must meet the eligibility criteria of Browning Public Schools. The student must also meet the MHSA 10-day practice requirement before participating in a contest/event.

3. Students are not eligible to compete and participate in practices or meets unless your physical is completed and on file in the athletic office. A parent consent form for participation should also accompany the physical form and be on file in the athletic office as a requirement for participation.

4. A student must have passed two (2) credits of instruction from the previous term (semester) to be eligible for participation in MHSA sanctioned activities. (A previous semester is defined in the current MHSA Handbook). If a student is academically ineligible at the beginning of an MHSA sanctioned competitive sport or activity season, that student may not try out or participate in that sport or activity during the entire season, even if the season includes more than one semester.

ACTIVITY TICKETS:
Students not participating in an activity may also purchase Activity Tickets for admission to all regularly scheduled home games. This ticket must be presented at home games for admittance and is **not** transferable. Admittance to any tournaments is **not** included in the price of the activity ticket.

The cost of activity tickets is as follows:

Students grade 9 through 12	**$20.00**
School Age Non-Students grades 9 through 12 & Adults	**$30.00**

Children 2 and under & Senior Citizens 65 & over admitted free of charge.

CARE OF SCHOOL EQUIPMENT: Participants are responsible for the safe return of all equipment checked out to them. Game uniforms, practice gear, equipment, travel bags and other school issued items are to be checked back in with the coach, sponsor or advisor at the completion of each individual's participation. **Do not loan or "swap" equipment with another student without the approval of your coach, sponsor or advisor. You are responsible for the return of all equipment checked out to you!**

Students who have not properly returned school equipment will not be allowed to participate in another school activity until the equipment is properly returned or paid for. There will be an assessed damage fee (at the discretion of the activities director) for any school equipment unable to be used by future participants, to be paid prior to the start of the next sport season.

HIGH SCHOOL ONLY

Uniform Rotation:	**SY 2019 – 2020**	**SY2020 - 2021**
	Boys Basketball	Wrestling
	Softball	Cross Country
	Cheerleading	Football

CULTURAL ENHANCEMENT TO UNIFORMS:

Browning Public School Schools recognizes and embraces the unique Blackfeet cultural heritage of the majority of the student participants. Enhancing uniforms with cultural artifacts to demonstrate cultural pride is permitted under the following circumstances:

- Varsity teams only. Must be initiated by the team members and head coach.
- Permission of principal and activities director prior to first contest of season.
- Home games and/or tournaments only.
- District not responsible for uniform enhancements not expressly provided by the district.
- Principal and activities director are responsible for assuring there is no violation of Montana High School Association rules and Title IX laws.
- Principal and activities director are responsible for assuring uniform enhancement are equitable among sports and across gender.
- Does not offend any cultural tradition.
- Must be the property of School District #9 and for the sole use of students of School District #9.

OTHER FEES AND/OR FINES:

Students must pay all fees and or fines owed to the school for lost or damaged school property, including textbooks, library books or uniforms before they will be allowed to participate in a sport or other extracurricular activity.

DURATION OF SEASONS:

Fall, winter and spring seasons begin on the first day of practice allowed by the Montana High School Association and end the day prior to the beginning date of practice for the next sport. The length of season for activities not conducted according to MHSA season guidelines shall be determined to be that of one school semester.

CUT POLICY: HIGH SCHOOL ONLY

At its August 26, 1998 meeting, the Browning School Board approved the adoption of a "Cut Policy" applying to high school athletic programs when necessary. Individual coaches will develop their criteria for selection of those participants who will be placed on a team and those who will not be placed on a team. These criteria will be made known to participants at the beginning of their season. These criteria may be more stringent than the baseline requirements contained in this handbook. The Activities Director prior to implementation will approve all team selection criteria.

TEAM MANAGERS AND STAT KEEPERS:

Students interested in the athletic program, but who choose not to be team members, are encouraged to become team managers and/or stat keepers. Coaches will select managers and stat keepers from students who are not participants in the mainstream athletic program. Team managers and stat keepers are viewed as extensions of the team and are subject to the same rules that govern the team as a whole.

ACTIVITY INSURANCE

Browning High School carries insurance on all students participating in any Montana High School Association activity. This coverage is in force while practicing in or competing in, as a representative of the school and under direct supervision of certified fulltime school employee or qualified coach, an inter-school activity conducted under the regulation and jurisdiction of the MHSA.

This plan covers only medical expenses that are not payable by other insurance. Therefore, you must file a claim with your family insurance coverage or health provider.

Injury Report

On any injury for which a possibility of a claim for insurance may occur, or a doctor's visit will occur, the student's parents and coach should contact the high school athletic director's office within 72 hours of the incident. If the injured student must see a doctor for the injury, a statement of release from the doctor will be required before the student is eligible to participate in practice or games/meets.

Athletes injured in sports should make sure the Coach has filled out an injury report and submitted it to both the Athletic Office, and the Principal's Office. Athletes also have the responsibility of initiating any insurance claim form if injury resulted in ambulance service, doctor's service, doctor's care, or hospital expenses. Remember – insurance companies have no way of knowing about an injury unless you inform them through a claim sheet.

Coaches are not to do any medical treatment on students, in which the symptoms indicate a communicable or infectious disease.

Steps to follow if a student sustains an injury:

1. Obtain a claim from the coach, sponsor, advisor or the Activities Director.
2. A doctor must treat the student within 30 days from the date of injury.
3. Proof of claim must be submitted within 90 days from the date of injury.
4. Benefits are payable for one year from date of accident.
5. **If covered by Indian Health Service, they have to be notified within 72 hours of the injury. Call Contract Health** Services @ Blackfeet Community Hospital – 338-6236.

If no answer, leave message.

Note: If covered by Indian Health Services, ***in a non–emergency situation***, you must call for *pre-authorization for healthcare services* prior to obtaining the service.

ACADEMIC ELIGIBILITY POLICY

It is the expectation of Browning School District #9 that all of its students will experience success in all academic and extracurricular endeavors in which they participate. The efforts of all School District #9 employees will be focused on supporting the efforts of its students at achieving excellence in the academic and extracurricular areas.

Browning Public Schools has implemented the following Academic Eligibility Policy for students in grades 6-12 concerning participation in all extracurricular club/sport activities as listed in the Browning Activities Handbook. The goal of this policy is to encourage academic excellence and foster long-range goal setting by the students of Browning Public Schools. It is important that students and parents or guardians understand that the primary mission of the school is to provide an academic education to its students and the privilege of participation in extra-curricular activities will be based upon achievement in the classroom.

All activities involving out-of-district trips will be covered under this policy. Attendance at concerts, dances, sporting events, etc. sponsored by the school will also be covered under the following policy. For the purposes of this policy, days referred to will be considered to be calendar days.

Browning Public Schools
Policy **#3520**
Policy Name: *Academic Eligibility*
Regulation: ----------

Montana High School Association Policies
All students participating in extra-curricular activities at Browning High School must meet the academic eligibility and enrollment requirements in Browning Public Schools in addition to the rules and regulations stated in the Montana High School Association (MHSA) Handbook. MHSA statements are as follows: MHSA Handbook Article 2, Section (2) Eligibility.

> "To be eligible to participate in an Association Contest, a student must be regularly enrolled in school, must be in regular attendance from the enrollment date, and received a passing grade in at least twenty periods of prepared class work or its equivalent in the last previous semester at the school where the student participates..."

Interpretation of the above Article is that students will be enrolled in at least two credits of classes while participating in Extra Curricular activities at Browning High School.

MHSA Handbook Article 2, Section (2), Academic Eligibility

> "To be eligible to participate in an Association Contest, a student must have received a passing grade in at least twenty periods of prepared work per week or its equivalent during the last preceding semester in which he/she was in attendance. If a student is assigned an "incomplete" or a "condition" in a subject, he/she has not received a passing grade in this subject. The record at the end of the semester is final and scholastic deficiencies may not be "made up" in any way. This section shall not apply to students committed to Pine Hills School or to students assigned to MHSA interscholastic activities as part of their Special Education Individual Education Plan (I.E.P.)."

Interpretation of the above Article is that students must earn 2 credits during the semester prior to the sport season in order to participate in a particular sport. Passing four classes worth 1/2 credit per semester will meet this standard. P.E. and Office Aide classes are worth 1/4 credit per semester.

MHSA Handbook Article 2, Section (15), Award Rule

> "No award exceeding fifty dollars ($50.00) in value shall be given per event in any MHSA sanctioned sport or in any MHSA sanctioned interscholastic activity by a member school, by any person or by an organization to a student in recognition of that student's achievement or participation in any interscholastic activity. An event is defined as a sports camp, an invitational tournament/meet, a post season recognition (i.e. sports banquet), or fund raiser or similar function. Cash cannot be awarded."

Violation of this rule will render the student ineligible in the MHSA sponsored sport or activity for the student received the award.

The Board of Control will follow the same procedure for restoring the eligibility status as provided in the last paragraph of the Amateur Rule, Article II, Section (16) of the Handbook.

Policy

It is the expectation of Browning School District #9 that all of its students will experience success in all academic and extracurricular endeavors in which they participate. The efforts of all School District #9 employees will be focused on supporting the efforts of its students at achieving excellence in the academic and extracurricular areas.

Browning Public Schools has implemented the following Academic Eligibility Policy for students, grade 6-12 concerning participation in all Extra-curricular club/sport activities as listed in the Browning Activities Handbook. The goal of this policy is to encourage academic excellence and foster long range goal setting by the students of Browning Public Schools. It is important that students and parents or guardians understand that the primary mission of the school is to provide an academic education to its students and the privilege of participation in extra-curricular activities will be based upon achievement in the classroom.

All activities involving out-of-district trips will be covered under this policy. Attendance at concerts, dances, sporting events, etc. sponsored by the school will not be covered under the following policy. For the purposes of this policy, days referred to will be considered to be calendar days.

1. Weekly feedback will still be given to the student concerning their academic standing.

   Browning Public School students, (Grades 6-12), should meet weekly eligibility by passing all classes to be eligible to participate in Extracurricular Activities as defined herein. Students failing two or fewer classes will be allowed to participate upon meeting the following weekly eligibility requirements:

2. ACTIVITIES ELIGIBILITY: A weekly Eligibility list based on each student's in-progress grades shall be generated each Friday at 2:00 p.m. The eligibility period will begin the following Monday morning, and will run for one week Monday through Sunday. A student who receives ONE "F" on the weekly eligibility checklist will be on probation and can practice and compete until the next grade check. If, at the next weekly grade check, the student has at least one "F" the student immediately becomes ineligible to participate in competition, but can practice. The student will remain ineligible for competition until he or she is passing all the classes at the time of the weekly grade check. If the ineligible student has no "F" grades on the next grade report, he or she becomes eligible on the Monday following their week of ineligibility. A question comes up every year- "If a student is declared ineligible but gets their grades up by Friday can the student play Friday night and on Saturday?" The answer is no. Eligibility runs Monday through Sunday regardless if a student gets their grades up at any time during the ineligible week.

3. A student who receives more than one "F" on a weekly list shall become ineligible immediately for competition and will remain ineligible until he or she is passing all classes at the time of the weekly checklist.

CORRECTION PROCEDURE: Any student who believes that they are marked ineligible incorrectly must meet with the teacher and provide evidence to correct the error. The teacher must fill out and sign a note to the coach/sponsor stating the error and its correction. The student must then get approval from the Principal who will also sign the note to verify approval. The student must then give the note to the coach who will keep it for the duration of the season for future reference.

Activities included in this policy follow: All activities as defined by MHSA. Any school sanctioned clubs inadvertently omitted and new ones added to the school program will also be included in the application of this policy.

Extra-Curricular Activity Participation Guidelines:

1. For a student to participate in practice or a contest/event, he/she must have been in attendance at school that day, (Monday through Friday) or have an absence excused prior to 4:30 on the day of the activity.

2. Students who transfer to Browning Public Schools during a sport season, but prior to the divisional tournament or first playoff game date, will be considered eligible to participate if they are eligible according to MHSA standards. The grades that transfer in with the student must meet the eligibility criteria of Browning Public Schools. The student must also meet the MHSA 10-day practice requirement before participating in a contest/event.

3. Students who are ineligible for a semester according to MHSA criteria will be allowed to practice with the team while ineligible and compete the first Monday after the new semester begins, provided the student becomes eligible according to MHSA criteria. The Browning Public Schools eligibility policy will apply to these students. 1997-98 MHSA Handbook, Article 2, Section (17).

Cross Reference: MSHA Handbook
Browning Activities Handbook
Legal Reference: 20-5-201 MCA Duties and Sanctions

Policy History:
Adopted on: 11/25/97
Amended on: 1/12/99, 11/30/99, 3/14/00, 3/11/14, 8/3/15, 7/11/17

Attendance

A student shall not practice or participate in any interscholastic activity, athletic event, school musical, club meeting, play, dances, practices etc. on a school day if he/she is not in attendance (physically in attendance in education/means participation) for all classes the day of the activity.

For a student to participate in practice or a contest/event, he/she must have been in attendance at school that day, (Monday through Friday) or have an absence excused prior to 4:30 on the day of the activity.

I.E., if a student has an absence on Friday he/she may not participate in a Saturday event if no contest is held on Friday. A student who has an absence on Friday would have to complete a full day of classes on Monday to be eligible to participate again in interscholastic activities.

Attendance in all school classes is mandatory for participation in all interscholastic events including; performances, games, and practices. Missed classes will result in exclusion from these events for that school day.

A student who misses classes may participate at the discretion of the facilitating teacher or coach provided that student perform some sort of extra conditioning (if athletic) or school service.

If a student has an unexcused absence on a Friday, they may not participate in a Saturday event if no contest or performance is held the day prior. Completion of a full day of classes the following week is required to regain eligibility for participation in interscholastic activities.

DRUGS, ALCOHOL AND TOBACCO POLICY

BEHAVIORS RELATED TO DRUGS, ALCOHOL AND TOBACCO

Policy Statement: In keeping with the School District philosophy and the drug and alcohol resolution passed by the Board of Trustees on February 24, 1999, participants in school activities (sports/clubs) found to have been using, purchasing or in possession of drugs, as defined in Policy #3525, drug paraphernalia, alcohol and/or tobacco will be subject to the following disciplinary consequences:

Policy Application: It shall be a violation of these rules for a student to be found to have been using, possessing or purchasing tobacco, alcohol and/or other drugs during a sport/club or athletic season in which they are participating.

It shall also be a violation of these rules for a student to be found to have been knowingly or voluntarily in a situation where alcohol and/or other drugs were being used and not to have removed himself/herself from the situation within 15 minutes. It shall also be a violation for the student to have facilitated the use of alcohol and/or other drugs. The Administration shall use reasonable discretion in determining whether a student violated this rule by attendance at public functions where alcohol is being served and at private events or celebration where alcohol is being consumed by adults.

Activities (sports/club) participants found in violation of the alcohol, drug or tobacco provision of these rules at a school-sponsored event will also be subject to standard school disciplinary consequences concerning drugs, alcohol and tobacco as outlined in the Browning High School Student Handbook. School sponsored events means participation in, as well as, travel to and from the event.

School-Based Searches

In furtherance of its commitment to creating and maintaining a safe and orderly school environment for students and staff, school officials may search a student's person or property under circumstances where the school officials have reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

A search of a student may include:

1. The student's clothing including pockets.
2. A "pat down" of the exterior of the student's clothing.
3. Any item used or in the possession of the student.
4. Depending upon the nature of the information providing the basis for reasonable suspicion, other search techniques may be employed.

Searches of the person of a student will be conducted by a school official (including school security personnel) of the same gender, with an additional adult witness present with permission of the building administrator. If emergency conditions require a more intrusive search of a student's person than a "pat down" or emptying of the pockets, such a search maybe conducted by a building administrator of the same gender present and with an adult witness of the same gender. Permission of the district superintendent is required for an intrusive search unless the health and safety of students would be endangered by any delay caused by following this procedure. Although parent presence is not required during a search, the district will engage in a reasonable attempt to inform the parent

that a search is required of student's person or property.

Students are permitted to park on school premises as a matter of privilege, not of right. The school district retains the authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interior and trunks of vehicles parked on school property may be subject to search by school officials under circumstances where officials have reasonable suspicion that illegal or unauthorized materials are contained inside. Such patrols and inspection and any resulting searches may be conducted without notice and without student consent.

Any action by a student who fails to cooperate with or hinders an appropriate search shall be construed as grounds for disciplinary action and may include suspension and recommendation for expulsion.

Law Enforcement Contact
Any contraband or controlled substance discovered, as a result of a search the possession of which may constitute a criminal violation, will be seized and a chain of custody maintained. Under those circumstances, school officials will make written report of the incident to the local law enforcement officials. This report shall include the names of the persons involved, the date, time and location and the chain of custody.

A law enforcement officer who desires to interview a student regarding possible illegal activity during school hours must report to the building principal. The building principal will attempt to notify the parent of the interview.

Under circumstances where students are to be interviewed by law enforcement officers on school grounds during school hours, a parent and/or school official will be present during the interview. The school official will keep a record of any such interviews.

A law enforcement officer who desires to remove a student from school during school hours must report to the building principal and advise him/her of the officer's intentions. The building principal shall request a copy of any arrest warrant or other documentation supporting the officer's need to remove the student. In all cases, the building principal or designee will make immediate attempts to contact the student's parent(s) and advise the parent(s) of the actions being undertaken by the law enforcement officials. The building principal will maintain a record including the identity of the law enforcement officials involved, the documentation provided by the officials supporting their need to remove the student, the result of attempts at parental contact and the time and date of the student's removal.

Cross Reference: #3200 Student Conduct Discipline Policy
#3210 Weapons and Gun Free School Policy
#3710 Removing a Child from School

Legal Reference: MCA 41-5-203 Jurisdiction of Court.
MCA 41-5-215 Youth Court and Department Records-Notification of School.

Policy History:
Adopted on: 8/8/95
Revised on: 4/26/00, 3/11/14

DISCIPLINARY CONSEQUENCES

On having been found to have violated this provision related to drug, alcohol or tobacco, the following action shall be taken:

Procedure:

1. Upon receipt of information demonstrating a violation, the student and his/her parent or guardian will be called in to meet with the Principal and/or Vice-Principal and Activities Director to be advised of the violation and to allow the student an opportunity to respond. Although the District will attempt to contact parents or guardians to request their attendance at the meeting, the meeting between the student and administrators shall be conducted in their absence.

2. Based on the results of the meeting conducted under Section (1) of the Procedure, the Principal and/or Vice-Principal and Student Activities Director will determine whether the student activity participant will be subject to further consequences. A student activity participant will be subject to consequences if, based on the discussions held at the meeting, the administrators have determined that there has been a violation of this rule.

3. The Principal and/or Vice-Principal and Student Activities Director will notify the Superintendent of the results of the meeting and of their determination as called for under Section (2) above of the Procedure. If the administrators have determined that the student will be subject to consequences, the Superintendent shall make a recommendation to the Board of Trustees that the student activity participant be suspended from all further participation in activities for the remainder of the current season. The student activity participant will continue to be allowed to attend and participate in practice activities pending the Board's consideration of the Superintendent's recommendation, but will be suspended from any traveling and/or competition with respect to the activity.

4. The Board of Trustees shall consider and act upon any recommendation made by the Superintendent under Section (4) above. If the Board of Trustees determines that has been a violation of this rule, the student activity participant will be subject to the following consequences:

   (a) suspension from participation in all student activities (including practice, travel and competition) for the remainder of the current season; and

   (b) a requirement for the successful completion of the next available drug and alcohol awareness class.

5. The successful completion of the next available drug and alcohol awareness class is a condition of any future participation in extra/co-curricular activities. A student activity participant will not be allowed to participate in any future extra/co-curricular activities until that student has successfully completed the required drug and alcohol awareness class.

6. If a student activity participant is the subject of two violations of this rule during any given school year, he or she will be suspended from participation in extra/co-curricular activities for the remainder of that school year

OTHER BEHAVIORS RELATING TO DRUGS & ALCOHOL

Selling, providing, distributing or manufacture of alcohol and/or other drugs and/or drug paraphernalia.

Disciplinary Consequences:

Students are subject to consequences as outlined in the student handbook

HAZING

Definition: To persecute or harass with humiliating tactics or practical jokes, in general, or as an element of initiation into membership of a group. (This is inclusive of the tactic known locally as "giving snuggies".) Disciplinary consequences:

First Offense: Browning Public Schools must take a zero tolerance on this issue. Students found to have been involved in such defined initiations or hazing will be dismissed from the team or activity and will be subject to additional consequences as stated in the Browning High and Middle School Student Handbook.

1. A conference will be held with the participant, parent/guardian, coach/advisor and Activity Director as soon as possible following the violation.
2. A written report of the incident will be filed with the Principal and Superintendent
3. In addition, an investigation will be conducted to determine further legal actions that may be necessary. Students and their families should be aware that serious civil and criminal charges might arise from initiation and hazing incidents.

CELL PHONES, PICTURE CELL PHONES, DIGITAL/IMAGING CAPTIONING DEVICES: Cell phones must be turned off upon entering the school and should not be used during the instructional day. They are not to be taken into locker rooms and restrooms. These devices may be confiscated and the duration decided on by the administration or, other disciplinary actions taken based on the behavior plan.

SUSPENSION FROM SCHOOL: Students assigned ISS or OSS will not be allowed to participate in practice or perform in any school sponsored activity during the time of the suspension. **They must also complete one full day of their regular school schedule following the suspension before returning to practice or competition. One full day of regular school constitutes attending all assigned class periods.**

FIGHTING

Disciplinary Consequences: Coach/Sponsor will make a referral to the student's building administrator. Standard school disciplinary actions concerning fighting will be enforced as well as additional disciplinary actions as determined by the coach and or Activities Director. ***Note that students serving school suspensions for fighting are subject to the Suspension From School policy as outlined above.***

CURFEW:

10:00 P.M. ON WEEKDAYS AND 11:00 P.M. ON WEEKENDS.

For out of town trips, students will have thirty (30) minutes from the time of departure from the school to arrive home. For school related activities that extend beyond curfew hours, students will have thirty (30) minutes to arrive home upon completion of the activity. Disciplinary consequences-as determined by the coach/sponsor and/or Activities Director.

PUBLIC DISPLAY OF AFFECTION: Public displays of affection involving athletes or club members are not appropriate while the student is a representative of Browning Public Schools, especially during games, on trips and in other buildings or facilities.

NATIONAL ANTHEM/FLAG PRESENTATION RESPECT:
Students will stand at attention with their hand over the heart while the national anthem is being played. Athletes/club members are *to remove hats/caps* and stand at attention during the entire time the flags are being presented, including the time when the flags are being carried on and off the floor/field.

OTHER CONSIDERATIONS SCHOOL SPONSORED ACTIVITIES AND TRIPS

Travel Considerations: Students on school-sponsored trips are under the jurisdiction of the school and its policies as outlined in this Activities Handbook, the Student Handbook and the School District #9 policy manual. Students must travel to and from the activities by transportation authorized by the school. Occasionally, circumstances require special travel arrangements. On those occasions, the Parent/Guardian must contact the Athletic Director or building Principal for approval of the travel plan prior to the bus leaving for the event. Parents wishing to have their student ride home with them after an event are to ***personally*** notify the coach/sponsor and submit a written request for permission to take the student.

Students are asked to keep in mind that when they travel, they are Browning's "Ambassadors" and are expected to behave in a manner that will reflect positively upon themselves and our community.

Students apprehended breaking the law, such as theft, consuming or having consumed alcohol, drugs, tobacco or non-prescription drugs will forfeit their opportunity to participate in the present activity, will be sent home and will be subject to further disciplinary action. **If a student is sent home, the parent/guardian will be required to provide transportation or pay the cost of providing transportation. Furthermore, if a student is detained by Law Enforcement the parent is responsible for penalties and transportation. Students who leave the group may be suspended from further trips or extra-curricular activities.**

Conduct on Buses: We are very fortunate to have excellent team buses for the transportation of our activities participants. While riding in school provided transportation, students are required to conduct themselves in an appropriate manner and to abide by all school transportation department rules concerning personal conduct, consumption of food & drink and general bus safety. Some of our buses are equipped with video viewing equipment. It is inappropriate to bring videos for viewing that may be offensive to some. All videotapes brought on trips must be pre-approved by the head coach or advisor before being brought onto the bus.

Conduct in Hotels/Motels: School related overnight trips are to be considered extensions of your regular school day. Students are to be under the supervision of an adult during the duration of any trip. An adult supervisor must accompany students wishing to leave the hotel/motel for meals or recreational purposes. Coaches, advisors or chaperones will designate appropriate times for students to be in their rooms and for "lights out". Students are expected to be in their rooms at the appropriate times and to exhibit behaviors that are considerate of other hotel/motel guests, (i.e., no running up & down the halls, slamming doors, yelling, etc.). When staying in lodging provided by the school district, students are not authorized to incur any additional charges to their rooms. Charges for items such as phone charges or room service are prohibited.

Dress Code: Since students participating in extra-curricular activities are very visible to those watching the event, it is important that they represent their school and community in the best possible way. Blue jeans and tee-shirts are not considered to be appropriate attire when our students travel on extracurricular trips. To this end, all students involved in extra- curricular activities will follow the following guidelines for student dress.

1. No baggy or saggy pants or shorts are to be worn.
2. Belts are to be kept inside the belt loops.
3. Shirts are to be tucked inside the student's pants, dress or skirt.

4. Hats are to be removed upon entering a building.
5. Students are encouraged to wear clothing that identifies them as members of the Browning extra- curricular activity that they are participating in at the time.
6. Students having them are encouraged to wear their letter jacket when attending contests at home or when traveling.

Again, students are reminded that others based upon how we present ourselves make judgments and opinions about our community and ourselves. Members of Browning's extracurricular activities will present themselves in a way that fosters a positive opinion by others.

Individual coaches/advisors will have the option of implementing a dress code consistent with the expectations of School District #9 for its students. The advisor, sponsor, coach, Principal and/or Activities Director will make the final decision about the appropriateness of a student's attire.

LIST OF ACTIVITIES COVERED UNDER THIS POLICY:

Freshmen, JV and Varsity Girls Sports

BMS Girls Sports

Cross Country
Golf
Volleyball
Basketball
Track
Softball

Freshmen, JV and Varsity Boys Sports

BMS Boys Sports

Cross Country
Golf
Football
Basketball
Wrestling
Track

Extra Curricular Activities

All School Sponsored Clubs

Policy # 3525 Mandatory Random Drug / Alcohol Testing Policy for Extra/Co-Curricular Activity Participants
Regulation: *See* Browning High Activities Handbook pages 13 and 14.

POLICY STATEMENT

In order to provide for the health and safety of the individual extracurricular participant or student athlete and other students, as well as provide a legitimate reason for students to say "No" to drug use and provide an opportunity for those taking drugs to receive help in locating programs which can provide assistance, the Browning High School (BHS) will conduct mandatory random drug testing of student extracurricular activity participants and athletes. The program is designed to create a safe, drug free, environment for students.

POLICY APPLICATION: All students who participate in an extra/co-curricular activity (sport or club) that is: (1) sanctioned by the Montana High School Association [MHSA], and/or (2) sponsored by Browning High School [BHS] will be subject to pre-participation and random testing in accordance with this policy. Any student activity participant who tests positive for drugs and/or alcohol under the testing program provided for herein shall be subject to the consequences set forth below.

All student activity participants remain subject to all other school rules and regulations pertaining to drug, alcohol and tobacco use, [1] including but not limited to, rules and regulations pertaining to the possession, use, sale, etc. of such substances during school or during school- related activities. Any violations of such other rules and regulations may serve as the basis for disciplinary consequences IN ADDITION TO any consequences imposed under this policy, which are limited to consequences with respect to participation in extra/co-curricular activities. [2]Prohibited tobacco use includes nicotine devices such as electronic cigarettes.

This policy extends only to pre-participation and random drug and alcohol testing and does not limit or otherwise restrict the ability of the District to conduct such testing on the basis of reasonable suspicion.

DEFINITIONS

Drug: Substances covered under this policy include any alcoholic beverage, narcotic drug, hallucinogenic drug, inhalant, anabolic steroid, barbiturate, amphetamine, marijuana, nicotine (as found in electronic cigarettes) and any other stimulant such as phenylpropanolomine, depressant, intoxicant of any kind, substance purported to be one of the above, any dangerous drug as defined in Section 50-32-101, MCA or any imitation dangerous drug as defined in Section 45-9-111 MCA or any other substance considered illegal or controlled by the Food and Drug Administration.

Student Activity Participant: Any student participating in an activity (sport or club) sponsored by BPS and/or sanctioned by MHSA. The list of BHS clubs which this policy extends will be as set forth in the BHS Student Handbook.

Activity Season: "Season" as referred to in this policy shall mean the Fall, Winter and Spring seasons established for MHSA-sanctioned activities and shall begin on the first day of practice for such season and end the day prior to the beginning date of practice for the next successive season. With respect to students participating in non-MHSA-sanctioned activities, the applicable period for any consequences attendant to a positive test result shall be equivalent to the then-current "season" under MHSA standards.

Positive Test: A drug test will be considered "positive" for drugs in accordance with the U.S. Department of Transportation guidelines.

PROCEDURES FOR CONDUCTING DRUG TESTS:

Consent: The parent or guardian and the sport/club participant or student athlete will be required to sign a written consent for drug testing prior to participating in the sport/club or athletic program. Any time a student athlete, or sport/club participant refuses to be tested, he or she will be subject to suspension from the team or from the

sport/club for the remainder of the season. As Specified in Consequences for Testing Positive For Drugs.
Compliance Requirements and Consequences: Any student athlete or activity participant who fails to comply with a request for testing, refuses to submit to testing, provides false information in connection with a test, or who attempts to falsify test results through tampering, contamination, adulteration or substitution shall be subject to suspension from the sport/activity or athletic program for the remainder of the season. A refusal to submit to testing shall include, but is not be limited to, the following conduct: (a) a verbal declaration of refusal; (b) a refusal to provide a specimen or breath sample; (c) willful physical absence resulting in the inability to conduct the test **(the individual testee may NOT leave the room, waiting area, or premises while waiting to test**); and (d) engaging in behavior which is obstructive to the testing process.

Medication: Student athletes and sport/club participants who have been or who are taking prescription medication must provide verification (either by a copy of the prescription or by doctor's authorization) prior to being tested. Students who refuse to provide verification and test positive will be subject to the sanctions specified in this policy.

Pre-participation Testing: All students participating in co/extracurricular activities will be tested on the first date of practice.

Random Testing: Random testing will be conducted during the various activity seasons throughout the school year. Students will be selected for random testing by a computer-generated process. Selection for testing will be made from one (1) "pool" consisting of the student activity participants for each given "season", as applicable. In order to preserve the integrity of the random test, parents will not be notified prior to a random test. All testing will be conducted by appropriately trained school personnel or by an independent testing agent selected by BPS.

CONSEQUENCES FOR TESTING POSITIVE FOR DRUGS
If a student tests positive for drugs, as defined in this policy, the following action will be taken:

Procedures
1. An initial positive test will automatically require a second confirmation test of the same sample to confirm the initial positive result. If the second test of the same sample is positive, the student will not be allowed to retest to dispute the results of the first and second tests.

   2.Upon receipt of information demonstrating a positive test, the student and his/her parent or guardian will be called in to meet with the Principal/Vice-Principal and Activities Director to be advised of the positive test result and to allow the student an opportunity to respond to the test result. Although the District will attempt to contact parents or guardians to request their attendance at the meeting, the meeting between the student and administrators shall be conducted in their absence.

3. Based on the results of the meeting conducted under Section (2) above, the Principal/Vice-Principal and Student Activities Director will determine whether the student activity participant will be subject to further consequences. A student activity participant will be subject to consequences if, based on the discussions held at the meeting, the administrators have determined that there is no valid reason to question the positive test result.

4. The Principal/Vice Principal and Student Activities Director will notify the Superintendent of the results of the meeting and of their determination as called for under Section (3) above. If the administrators have determined that the student will be subject to consequences, the Superintendent shall make a recommendation to the Board of Trustees that the student activity participant be suspended from all further participation in activities for the remainder of the current season. The student activity participant will continue to be allowed to attend and participate in practice activities pending the Board's consideration of the Superintendent's recommendation, but will be suspended from any traveling and/or competition with respect to the activity. Parents may waive the right to a Due Process hearing before the Board of Trustees by signing a waiver form.

5. The Board of Trustees shall consider and act upon any recommendation made by the Superintendent under Section (4) above. If the Board of Trustees determines that there is no valid reason to question the positive test result, the student activity participant will be subject to the following consequences:

   a. First Offense: Student is placed on activities long-term suspension of 45 contact day for all student activities. If a student self-reports their violation to their coach, supervisor, and principal or activities director by 9:00 am of the next regular school day, the number of contact days of the suspension will be reduced to 30 contact days. A contact day is defined as a day when a practice or event is held or a day when school is in session.

   b. Second Offense: Immediate removal from all activities for one calendar year. Application for reinstatement will be received by the Activities Director and forwarded to the Superintendent for possible action by the Board of Trustees.

   c. The suspension days will continue from one school year to the next if the school year during which the violation takes place ends before the student completed his/her suspension.

   d. During periods of suspension, a student will be allowed to attend and participate in practice sessions. During the suspension period the student will not be allowed to wear his/her school uniform, be present in the locker rooms, or travel with the team for home or away competitions. The student remains ineligible until Insight (or other district approved intervention program) training is completed.

   e. If a staff member or chaperone observes a student at a school-related activity acting in violation of this policy the student would not be allowed to self-report their alleged violation.

   f. If a student activity participant is the subject of two violations of either policy #3200 or policy #3525 during any given school year, he or she will be suspended from participation in extra/co-curricular activities for the remainder of that school year.

Applications of Sanctions

Discipline set forth by this policy will be inclusive for grades 5 through 8 and 9 through 12.

Use of possession of alcohol, drugs or tobacco, of any kind is a violation of Montana State Law. For on or off campus violations in regard to use of alcohol, drugs and tobacco (including smokeless) or a positive drug test would be treated as a self-report for in-season athletes/performers/club members and other school sponsored activities as listed in the BHS Activities Handbook; Browning School District #9 will apply the following sanctions:

The successful completion of the next available drug and alcohol awareness class is a condition of any future participation in extra/co-curricular activities. A student activity participant will not be allowed to participate in any future extra/co-curricular activities until that student has successfully completed the required drug and alcohol awareness class.

Cross Reference: District Resolution 2/24/99
3200R Student Conduct and Discipline

Legal Reference: MCA 50-32-101
MCA 45-9-111

Policy History:

Adopted on: 9/28/99
Amended on: 11/9/99, 2/23/00, 7/26/00, 10/25/00, 8/13/02, 4/26/06, 5/29/13, 3/11/14, 6/24/15, 1/12/16, 10/25/17

CO-CURRICULAR RULES PRE-PARTICIPATION AND RANDOM DRUG TESTING AND DRUG TESTING AUTHORIZATION FORM

I understand fully that my performance as a participant and the reputation of my school is dependent, in part, on my conduct as an individual. I hereby agree to accept and abide by the standards, rules and regulations set forth by the Browning Public Schools Board of Trustees and the sponsors for the activity in which I participate.

I authorize the Browning Public Schools to conduct any procedure, including a urine analysis from a specimen, which I provide, to test for drugs and/or alcohol use. I acknowledge that these tests may be administered without notice. I also authorize the release of information concerning the results of such a test and the release of any information by my physician related to prescription drug use to the Browning Public Schools. I understand that school officials will keep this information confidential as required by law.

This shall be deemed consent pursuant to the Family Education Right to Privacy Act for the release of the above information to the parties named above.

This authorization further acknowledges the receipt of the Browning Student Handbook and the student extracurricular drug testing policy of the District.

_____ _____ _____

Print Student Name Student Signature District ID #

_____

Consent by:
Print Parent/Guardian's Name Parent or Guardian's Signature

_____
Date

This form must be submitted to the office and must be on file in the office before a student will be allowed to participate in any scheduled contest/activity.

Policy History:
Adopted on: 9/28/99
Amended on: 11/9/99, 2/23/00, 7/26/00, 4/26/06

CODE OF CONDUCT
Browning Public School District #9

It is becoming more evident that tobacco *(including smokeless),* alcohol and other drugs may easily become addictive and harmful to an individual's physical and emotional health. As part of the curriculum offerings, School District #9 provides education regarding the use of these substances.

The District also has a Substance Abuse Policy, which recommends counseling assistance for the student experiencing a problem with tobacco *(including smokeless),* alcohol or other drugs. Additionally, the District has developed and implemented a program to assist students in need of help due to the use of tobacco *(including smokeless),* alcohol or other drugs.

Co-curricular activities, athletics included, are extensions of the District's curriculum and the student's academic experience and are privileges afforded to students during their educational experience. The District feels that a student participating in co-curricular activities should be a good representative for themselves, their family, their fellow participants & students, their school and their community. The District further believes that involvement in the use of tobacco (including smokeless), alcohol and other drugs is not an appropriate representation for students participating in co-curricular activities.

Contained in the Activities Handbook are the guidelines of expected behavior for students participating in co- curricular activities. We are asking you, the parent or guardian, to discuss with the activity participant, the positive aspects of refraining from the use of tobacco (including smokeless), alcohol and illegal drugs. You should also note that there are penalties for participants who have been found to be involved in the use of tobacco (including smokeless), alcohol or other drugs during the time that he/she was participating in a co-curricular activity.

After you have read and discussed the Activities Handbook, please make certain that both student and parent (or legal guardian) have signed this form. Return the form to the appropriate coach or advisor. You may also return the form directly to the Activities Secretary in the high school office or to the office of the Activities Director.

We, the undersigned, have received the policies as stated in the Browning High School Activities Handbook, understand them and agree to adhere to them during the duration of participation in this sport or activity during the 2020-2021 school year.

_____ _____

Student Parent

_____ _____

Activity Date

VALID THROUGH ALL PARTICIPATION OF 2020 - 2021 SCHOOL YEAR

You must return this form to your coach or advisor before participating.
Please do not return your <u>Activities Handbook</u> to the school. You should keep this handbook for future reference.

619

Browning Public School District #9
Emergency Information Sheet

Participant's Name: _____

Address: _____DOB _____ Age _____

Phone: _____

List two persons to contact in case of emergency:

Parent or guardian:_____

Address:_____ Phone: (H)_____(W)_____

Physical Address (if different than above):_____

Second contact's name:_____

Address:_____Phone(H)_____(W)_____

Relationship to participant:_____

Your Health Insurance Company: _____ Policy # _____

Your physician's name: _____ Phone: _____

Are you allergic to any drugs? _____ If so, what?_____

Do you have any other allergies (i.e. bee stings, dust, etc.)? _____

Do you suffer from: _____asthma _____ diabetes _____epilepsy?

Are you on any medication? _____ If so, what? _____

Do you wear contact lenses? _____

Other health information that we should be aware of (please list). _____

_____

_____

You must return this form to your coach or advisor before participating.

VALID THROUGH ALL PARTICIPATION OF 2020 – 2021 SCHOOL YEAR

620

Browning School District #9

Student Participation Agreement
School Year 2020 - 2021

Student Name: _____
Last First Middle

Date of Birth: _____ Current Age:_____ Grade in School_____
(M/D/Y)

Permission:
I am the natural parent or guardian of the above named student and herby give my permission for him/her to participate in extracurricular activities, both sports and other school-sponsored activities and instructional field trips. I understand that participation in these activities may mean that my child will be required to attend events on weekends or evenings which may involve travel outside of the School District. All such transportation will be in accordance with District policies and procedures.

Responsibility:
I understand that participation in such activities involves inherent risks to students. Regardless of reasonable safety measures taken by the District. For an in consideration of School District #9's agreement to allow my child to participate, I accept responsibility for any loss, damage or injury to my child and his/her property that occurs during participation in such activity that is not the result of fraud, willful injury or negligent violation of law by a trustee, employee or agent of the District.

Medical Care:
In the event it becomes necessary for the District staff member in charge to obtain emergency care for my child, neither the staff member nor the District assumes financial liability for such care. I agree to accept responsibility for medical expenses incurred in good faith by the District for my child resulting from an accident, illness or other unforeseen circumstances.

Signature & Address Information:

Father:_____ Date: _____

Address: _____ Phone: _____(H)

_____ _____(W)

Mother:_____ Date: _____

Address: _____ Phone: _____(H)

_____ _____(W)

Student:_____ Date: _____

You must return this form to your coach or advisor before participating. VALID THROUGH ALL PARTICIPATION OF 2020 - 2021 SCHOOL YEAR

621

Equipment and Uniform Use Agreement

I, _____, understand and agree that the
(Parent and Student name, please print)
equipment and uniforms are the property of the Browning Public Schools. I understand and agree that equipment/uniforms are returned to the Browning Public Schools at the end of each sporting season. I understand and agree that it is my,

_____, responsibility to return the equipment/uniforms at
(Student name, please print)
end of the sport season and if the equipment/uniforms are not returned I will need to pay for the missing equipment/uniform at cost before participating in the next sport. Seniors (12th grade students)- I understand that my transcripts will be held until the equipment/uniforms are returned or paid for.

_____ _____
(Student Signature) (Date)

_____ _____
(Parent Signature) (Date)

Browning Public Schools
Board Agenda Request
Meeting To Be Held: 7/29/20

Recognition:	☐ Students	☐ Staff	☐ Parents
Information:	☐ Building Report	☐ Old Business	☐ Superintendent's Report
Action:	☐ Resignation	☐ Hiring	☐ Contract Service Agreements
	☐ Travel Out-of-State	☐ Travel In State	☒ Approvals
	☐ Termination	☐ Legal Matters	☐ Other:
	This action request pertains to	☐ Elementary (only)	☒ High School/District Wide

Date: 7/20/20

To: **Board of Trustees**
Browning Public Schools

From: Corrina Guardipee-Hall
Title: Superintendent

Subject: Revise School Board Calendar 2020-2021

Description: The Board of Trustees voted to have the regular school board meetings scheduled to take place the second Tuesday of each month and the last Wednesday of each month as specified in Board Policy #1400.

The second board meeting scheduled for March 31, 2021 in the Academic Calendar is a day scheduled for Spring Break.

1. Recommend schedule the second board meeting for March 24, 2021 @ 12:00 p.m. at WBH.

Attachment: 2020-2021 Revised Board Meeting Calendar

Comments: _____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

BROWNING PUBLIC SCHOOLS
Scheduled Board Meetings
2020-2021

July 14, 2020	5:00 p.m.	Administration Conference Room
July 29, 2020	5:00 p.m.	Administration Conference Room
*August 11, 2020	5:00 p.m.	Administration Conference Room ***Adopt Final Budget**
August 26, 2020	5:00 p.m.	Administration Conference Room
September 8, 2020	5:00 p.m.	Administration Conference Room
September 30, 2020	12:00 p.m.	Babb Elementary; reconvene at 5 pm
October 13, 2020	5:00 p.m.	Administration Conference Room
October 28, 2020	12:00 p.m.	High School; reconvene at 5 pm
November 10, 2020	5:00 p.m.	Administration Conference Room
November 24, 2020	12:00 p.m.	KW Vina; **Noon Only**
December 15, 2020	12:00 p.m.	Middle School; **Noon Only**
January 12, 2021	5:00 p.m.	Administration Conference Room
January 27, 2021	12:00 p.m.	Browning Elementary; reconvene at 5 pm
February 9, 2021	5:00 p.m.	Administration Conference Room
February 24, 2021	12:00 p.m.	Napi Elementary; reconvene at 5 pm
March 9, 2021	5:00 p.m.	Administration Conference Room
March 24, 2021	12:00 p.m.	Buffalo Hide Academy; reconvene at 5 pm
April 13, 2021	5:00 p.m.	Administration Conference Room
April 28, 2021	12:00 p.m.	Transportation; reconvene at 5 pm
**May 11, 2021	5:00 p.m.	Administration Conference Room
May 26, 2021	5:00 p.m.	NAS Dept/Administration Conf. Room
June 8, 2021	12:00 p.m.	Maintenance/Food Service/Whs.
June 30, 2021	5:00 p.m.	Administration Conference Room

***Schools are required by Montana State Law to adopt the final budget by August 15.**

Note: Election Day is held the first Tuesday after the first Monday in May. Election day is May 4, 2021 (20-3-321).

****The Trustee Reorganization Meeting must be held 15 days following Election Day.**

Highlighted dates are board meetings that have been scheduled outside of the regular scheduled meeting dates due to conflicting schedules (First Tuesday/Last Wednesday as per Board Policy #1400).

(Board Revision Approved 7/29/20)

Browning Public Schools
Board Agenda Request
Meeting to Be Held: 7/29/20

Recognition:	☐ Students	☐ Staff	☐ Parents
Information:	☐ Building Report	☐ Old Business	☐ Superintendent's Report
Action:	☐ Resignation	☐ Hiring	☐ Contract Service Agreements
	☐ Travel Out-of-State	☐ Travel In State	☒ Approvals
	☐ Termination	☐ Legal Matters	☐ Other:
	This action request pertains to	☐ Elementary (only)	☒ High School/District Wide

Date: 7/21/20

To: **Corrina Guardipee-Hall**
Superintendent

From: Stacy Edwards
Title: Director of Finance

Subject: Purchases Over $10,000.00

Justification (District Goals): Board of Trustees Policy #7320 calls for board approval of any purchases over $10,000.

Financial Impact: See below

Funding Source (Budget/grant, etc.): Identified below

Attachment(s): Purchases orders and quotes

PO#37674 AVID Center	$12,750.00	AVID Digital Webinar/BHS
PO#38031 Houghton Mifflin	$12,730.61	Curriculum/Napi

Comments: _____

_____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

Bill To:

BROWNING PUBLIC SCHOOLS

PO Box 610
Browning, MT 59417-0610

PURCHASE ORDER

PO #: 37674
Page: 1
Date Issued 06/04/20

To:

Vendor 7307
PHONE (858)380-4800
FAX (858)268-2265

AVID CENTER
DEPT 270, P.O. BOX 509015
SAN DIEGO, CA. 92150-9015

Ship To:

BROWNING ADMINISTRATION BUILDI
129 1ST AVENUE SE
BROWNING, MT. 59417
406-338-2715

Ship Via STANDARD
Requested by CRYSTAL
Approved by **CORRINA**
Orgn. District Wide
CCVN ***MASTERCARD CORPORATE***

Notes
BHS Staff attending AVID DigitalXP webinar
Requisition #:42277
Approved by: CORRINA,STACY,BOARD

Item #	Description	Quantity	UOM	Unit Cost	Total Cost
	Jennifer LaFronmboise-WAg	1.000	EA	850.0000	850.00
115- 60-423-2213-582- 650					
	Violet Sincalir-Boggs	1.000	EA	850.0000	850.00
115- 60-423-2213-582- 650					
	Andrea Evans	1.000	EA	850.0000	850.00
115- 60-423-2213-582- 650					
	Darcy Skunkcaps	1.000	EA	850.0000	850.00
115- 60-423-2213-582- 650					
	Debra High	1.000	EA	850.0000	850.00
115- 60-423-2213-582- 650					
	Randall Rivas	1.000	EA	850.0000	850.00
115- 60-423-2213-582- 650					
	Michele Blay	1.000	EA	850.0000	850.00
115- 60-423-2213-582- 650					
	Jim Vaile	1.000	EA	850.0000	850.00
115- 60-423-2213-582- 650					
	Brian Harrell	1.000	EA	850.0000	850.00
115- 60-423-2213-582- 650					
	Ross DeRoche	1.000	EA	850.0000	850.00
115- 60-423-2213-582- 650					
	Lucy Muragin	1.000	EA	850.0000	850.00
115- 60-423-2213-582- 650					
	Kevin Kicking Woman	1.000	EA	850.0000	850.00
115- 60-423-2213-582- 650					
	Dr. Lester Johnson	1.000	EA	850.0000	850.00
115- 60-423-2213-582- 650					

Bill To:

BROWNING PUBLIC SCHOOLS

PO Box 610
Browning, MT 59417-0610

PURCHASE ORDER

PO #: **37674**
Page: 2
Date Issued 06/04/20

To:
Vendor 7307 PHONE (858)380-4800 FAX (858)268-2265 AVID CENTER DEPT 270, P.O. BOX 509015 SAN DIEGO, CA. 92150-9015

Ship To:
BROWNING ADMINISTRATION BUILDI 129 1ST AVENUE SE BROWNING, MT. 59417 406-338-2715

Ship Via STANDARD
Requested by CRYSTAL
Approved by **CORRINA**
Orgn. District Wide
CCVN ***MASTERCARD CORPORATE***

Notes
BHS Staff attending AVID DigitalXP webinar
Requisition #:42277
Approved by: CORRINA,STACY,BOARD

Item #	Description	Quantity	UOM	Unit Cost	Total Cost
	Lea Whitford	1.000	EA	850.0000	850.00
115- 60-423-2213-582- 650					
	Lester Johnson	1.000	EA	850.0000	850.00
115- 60-423-2213-582- 650					
				Total	**12750.00**

INSTRUCTIONS TO SUPPLIER

1. Please furnish above order less any educational discounts.
2. This P.O. will be voided if not shipped within 60 days of order date.
3. Purchase order number must appear on all documents and packages.
4. Ship all merchandise F.O.B. "Ship To" address. Prepay and bill shipping charges.
5. Do not mail invoices to "Ship To" address.
6. Do not attach invoice to carton containing merchandise.

Bill To:

BROWNING PUBLIC SCHOOLS

PURCHASE ORDER

PO Box 610
Browning, MT 59417-0610

PO #: 38031
Page: 1
Date Issued 07/16/20

To:

Vendor 2684
PHONE (800)387-1437
FAX (877)242-5865

HOUGHTON MIFFLIN HARCOURT
14046 COLLECTIONS CENTER DR.
CHICAGO, IL 60693

Ship To:

BROWNING ADMINISTRATION BUILDI
129 1ST AVENUE SE
BROWNING, MT. 59417
406-338-2715

Ship Via STANDARD
Requested by CRYSTAL
Approved by **CORRINA**
Orgn. District Wide

Notes
Supplies/materials for Napi (MCLP) requested by Sicily Bird
Requisition #:42576
Approved by: CORRINA,STACY,BOARD

Item #	Description	Quantity	UOM	Unit Cost	Total Cost
9780547588759	4th student worktext	160.000	EA	21.6000	3456.00
115- 30-423-1700-610- 650					
9780547589428	5th student worktext	124.000	EA	23.3000	2889.20
115- 30-423-1700-610- 650					
9780544778429	6th Modeule A-Cells Here	160.000	EA	12.2500	1960.00
115- 30-423-1700-610- 650					
9780544778436	6th Module B-diversity of	93.000	EA	12.2500	1139.25
115- 30-423-1700-610- 650					
9780544778443	6th Module C-Human Body	110.000	EA	12.2500	1347.50
115- 30-423-1700-610- 650					
9780544778450	6th Module D-Ecology Envi	77.000	EA	12.2500	943.25
115- 30-423-1700-610- 650					
9780547594682	4th Teacher Resource Kit	1.000	EA	500.8500	500.85
115- 30-423-1700-610- 650					
9780547593234	4th Teacher Edition	1.000	EA	166.2000	166.20
115- 30-423-1700-610- 650					
	S & H	1.000	EA	328.3600	328.36
115- 30-423-1700-610- 650					

Total **12730.61**

INSTRUCTIONS TO SUPPLIER

1. Please furnish above order less any educational discounts.
2. This P.O. will be voided if not shipped within 60 days of order date.
3. Purchase order number must appear on all documents and packages.
4. Ship all merchandise F.O.B. "Ship To" address. Prepay and bill shipping charges.
5. Do not mail invoices to "Ship To" address.
6. Do not attach invoice to carton containing merchandise.

* ... Over spent expenditure

Warrant	Claim	Vendor #/Name / Invoice #/Inv Date/Description	Amount / Line Amount	PO #	Fund	Org	Acct/Source/ Prog-Func	Obj	Proj
431138S		5844 KEVIN CRAWFORD							
	43888		1,600.00						
1		42604 07/09/20 18' lodge	950.00	37891	126	50	130-2410	660	
2		42604 07/09/20 6' lodge	650.00	37891	126	50	130-2410	660	
		Total Check:	1,600.00						
431139S		7030 MSGIA PROPERTY & LIABILITY POOL							
	43889		305,608.00						
1		PC21-32148 07/01/20 FY 21 Prop & Lia Insur	27,504.72	37892	110	96	167-2710	520	
2		PC21-32148 07/01/20 FY 21 Prop & Lia Insur	18,336.48	37892	210	96	167-2710	520	
3		PC21-32148 07/01/20 FY 21 Prop & Lia Insur	194,825.10	37892	126	90	160-2310	520	
4		PC21-32148 07/01/20 FY 21 Prop & Lia Insur	64,941.70	37892	226	90	160-2310	520	
		Total Check:	305,608.00						
431140S		7736 CASCADE COUNTY							
	43891		1,020.00						
1		2020-06-02 07/06/20 Student Tuition	920.00		226	90	100-1700	561	
2		2020-06-02 07/06/20 Student Tuition	100.00		113	90	100-1700	561	
		Total Check:	1,020.00						
431141S		7378 COMMERCIAL ENERGY OF MONTANA							
	43902		9,500.00						
2		NWE060454 06/30/20 GA114038-3580/TRANSPORT	210.00*		110	96	166-2700	411	
3		NWE060454 06/30/20 GA114038-3580/TRANSPORT	140.00*		210	96	166-2700	411	
4		NWE060454 06/30/20 GA129090-3581/VINA	455.00*		126	10	166-2620	411	
5		NWE060454 06/30/20 GA166023-3582/KW	465.00*		126	10	166-2620	411	
6		NWE060454 06/30/20 GA169243-3583/ADMIN	82.50*		126	90	166-2620	411	
7		NWE060454 06/30/20 GA169243-3583/ADMIN	27.50*		226	90	166-2620	411	
9		NWE060454 06/30/20 GA194255-3585/SPED	15.00*		126	76	280-2620	411	
10		NWE060454 06/30/20 GA273217-3586/GREEN HOUSE	60.00*		226	60	166-2620	411	
11		NWE060454 06/30/20 GA276979-3587/HS GENERATOR	2.00*		226	60	166-2620	411	
12		NWE060454 06/30/20 GA74495-3588/WARE HOUSE	355.00*		112	92	910-2620	411	
13		NWE060454 06/30/20 GA74880-3589/BUS BARN	129.00*		110	96	166-2700	411	
14		NWE060454 06/30/20 GA74880-3589/BUS BARN	86.00*		210	96	166-2700	411	
15		NWE060454 06/30/20 GA93519-3591/MAINTENANCE	45.00		126	94	166-2620	411	
16		NWE060454 06/30/20 GD0561-3593/MIDDLE SCHOOL	800.00*		126	50	166-2620	411	
17		NWE060454 06/30/20 GD0810-3595/VO-TECH	275.00*		226	60	166-2620	411	
18		NWE060454 06/30/20 GA74912-3269/BRG ELEM	2,700.00*		226	60	166-2620	411	
19		NWE060454 06/30/20 GD0645-3268/NAPI	2,000.00*		126	30	166-2620	411	
20		NWE060454 06/30/20 GD0319-3267/HIGHSCHOOL	1,513.00*		226	60	166-2620	411	
21		NWE060454 06/30/20 GA1757 -3584/PRCHOICE	140.00*		226	74	166-2620	411	
		Total Check:	9,500.00						

* ... Over spent expenditure

Warrant	Claim	Vendor #/Name	Amount							
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund	Org	Acct/Source/ Prog-Func	Obj	Proj	
431142S	5854	EAI EDUCATION INC.								
43894			1,795.00							
1	1011043	06/16/20 ozobot evo classroom 12 p	1,795.00*	37661	215	60	451-1700	610	480	
		Total Check:	1,795.00							
431143S	496	GLACIER ELECTRIC CO-OP								
43904			17,292.75							
1	072020	07/01/20 BROWNING ELEM/129800	2,035.21*		226	60	166-2620	412		
2	072020	07/01/20 BUS GARAG/129801	115.44*		110	96	166-2700	412		
3	072020	07/01/20 BUS GARAG/129801	76.95*		210	96	166-2700	412		
4	072020	07/01/20 KW BERGAN/129802	537.31*		126	10	166-2620	412		
5	072020	07/01/20 VINA CHATTIN/129804	613.29*		126	10	166-2620	412		
6	072020	07/01/20 ADMINISTRATION/129805	219.09*		126	90	166-2620	412		
7	072020	07/01/20 ADMINISTRATION/129805	73.02*		226	90	166-2620	412		
8	072020	07/01/20 FS MAINTENANCE/129806	392.04		126	94	166-2620	412		
9	072020	07/01/20 FS MAINTENANCE/129806	130.68		226	94	166-2620	412		
10	072020	07/01/20 MIDDLE SHCOOL/129807	1,501.82*		126	50	166-2620	412		
11	072020	07/01/20 WATER PMP & SCORE BD/12909	41.63*		226	60	166-2620	412		
12	072020	07/01/20 PJ ANNEX/129811	101.23*		226	60	166-2620	412		
13	072020	07/01/20 NORTH WELL/129814	0.00*		120	82	166-2620	412		
14	072020	07/01/20 NORTH WELL/129814	0.00		220	82	166-2620	412		
15	072020	07/01/20 VINA CHATTIN PUMP/129815	32.75*		126	20	166-2620	412		
16	072020	07/01/20 WATER TOWER TV RM/129817	0.00*		226	60	166-2620	412		
17	072020	07/01/20 FOOTBALL FIELD/129818	38.75*		226	60	166-2620	412		
18	072020	07/01/20 2 SEC LIGHTS LIONS PRK /129819	25.00*		226	74	166-2620	412		
19	072020	07/01/20 21 1A SOUTH WELL/129820	21.75*		120	82	166-2620	412		
20	072020	07/01/20 21 1A SOUTH WELL/129820	7.25		220	82	166-2620	412		
21	072020	07/01/20 NORTH WELL/129821	29.00*		126	50	166-2620	412		
22	072020	07/01/20 BUS COMPLEX/129827	205.97*		110	96	166-2700	412		
23	072020	07/01/20 BUS COMPLEX/129827	137.31*		210	96	166-2700	412		
24	072020	07/01/20 PAINT SHOP/129829	36.65		126	94	166-2620	412		
25	072020	07/01/20 PAINT SHOP/129829	12.11		226	94	166-2620	412		
26	072020	07/01/20 CENTRAL SUPPLY/129830	167.36*		112	92	910-2620	412		
27	072020	07/01/20 MAINTENANCE WOOD SHOP/129831	33.30		126	94	166-2620	412		
28	072020	07/01/20 MAINTENANCE WOOD SHOP/129831	11.09		226	94	166-2620	412		
29	072020	07/01/20 SPECIAL SERVICES/129835	96.61*		126	76	280-2620	412		
30	072020	07/01/20 NAPI/129836	2,776.55*		126	30	166-2620	412		
31	072020	07/01/20 BASEBALL FIELD/129842	29.00*		226	60	166-2620	412		
32	072020	07/01/20 SO WELL/MIDDLE SCHL/129847	29.37*		126	50	166-2620	412		
33	072020	07/01/20 BHS VO TECH/129852	339.11*		226	60	166-2620	412		
34	072020	07/01/20 BABB SCHOOL/129853	826.48*		126	42	166-2620	412		
35	072020	07/01/20 BLKFT LEARNING @ BCC/129854	0.00		226	62	166-2620	412		
36	072020	07/01/20 BROWNING HIGH SCHOOL/129855	5,353.76*		226	60	166-2620	412		
37	072020	07/01/20 B.H.S. WEST WELL/129856	31.59*		226	60	166-2620	412		
38	072020	07/01/20 SECURITY LIGHTS/129857	600.00*		226	60	166-2620	412		
39	072020	07/01/20 WALKING PATH/129858	64.79*		126	90	166-2620	412		
40	072020	07/01/20 WALKING PATH/129858	21.59*		226	90	166-2620	412		
41	072020	07/01/20 WALKING PATH/129859	26.25*		126	90	166-2620	412		

* ... Over spent expenditure

Warrant	Claim	Vendor #/Name	Amount							
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund	Org	Acct/Source/ Prog-Func	Obj	Proj	
	42	072020 07/01/20 WALKING PATH/129859	8.75*		226	90	166-2620	412		
	43	072020 07/01/20 Propane Pump/129860	32.49*		110	96	166-2700	412		
	44	072020 07/01/20 Propane Pump/129860	21.66*		210	96	166-2700	412		
	45	072020 07/01/20 Com Garden/129826	38.75*		226	90	166-2620	412		
	46	072020 07/01/20 Babb Trailer/129861	0.00*		120	82	166-2620	412		
	47	072020 07/01/20 Napi Strt Lights/129862	0.00*		126	30	166-2620	421		
	48	072020 07/01/20 BES Strt Lights/129863	0.00*		126	20	166-2620	421		
	49	072020 07/01/20 Admin Strt Lights/129864	0.00*		126	90	166-2620	421		
	50	072020 07/01/20 Admin Strt Lights/129864	0.00*		226	90	166-2620	421		
	51	072020 07/01/20 BHS DRIVEWAY/129865	237.50*		226	90	166-2620	421		
	52	072020 07/01/20 BMS DRIVEWAY/129867	162.50*		126	50	166-2620	421		
		Total Check:	17,292.75							
431144S	3962	L'HEUREUX PAGE WERNER, P.C.								
	43892		5,537.50							
1		22923 07/07/20 A-E for SportsPlex	5,537.50	35221	226		999		92	
	PO Accounting (Org/Prog/Func/Obj/Proj: 60-168-4500-725- 92									
	43893		23,895.58							
1		22924 07/07/20 MS remodel a-e contract	23,895.58	35223	126		999		91	
	PO Accounting (Org/Prog/Func/Obj/Proj: 50-168-4500-725- 91									
		Total Check:	29,433.08							
431145S	1146	MCGRAW-HILL								
	43895		8,934.06							
1		1131491460 06/11/20 Culinary Essentials (2016	4,113.00*	37643	215	60	451-1700	731	480	
2		1131491460 06/11/20 Food Nutrician and Wellne	4,113.00*	37643	215	60	451-1700	731	480	
3		1131491460 06/11/20 shipping	634.00*	37643	215	60	451-1700	731	480	
4		1131491460 06/11/20 shipping	74.06*	37643	215	60	394-1370	610	374	
		Total Check:	8,934.06							
431146S	5517	MUSICIAN'S FRIEND								
	43897		2,269.97							
1		30159184 06/23/20 Rodecaster Pro 2person w/	1,729.99*	37534	215	60	451-1700	610	480	
2		30159184 06/23/20 YetiProStudio usb/ios Mic	539.98*	37534	215	60	451-1700	610	480	
	43898		3,135.94							
1		30193230 06/24/20 BLX288/sm58 wireless	2,596.00*	37659	215	60	451-1700	610	480	
2		30193230 06/24/20 Blue eti Blackout Studio	539.94*	37659	215	60	451-1700	610	480	
		Total Check:	5,405.91							
431147S	803	NORTHWESTERN ENERGY								
	43901		1,255.45							
1		071620 06/30/20 SPED 0424011-5	8.09*		126	76	280-2620	411		
2		071620 06/30/20 ADMIN 0424013-1	55.81*		126	90	166-2620	411		
3		071620 06/30/20 ADMIN 0424013-1	18.60*		226	90	166-2620	411		
4		071620 06/30/20 KW BERGAN-0424038-8	140.22*		126	10	166-2620	411		
5		071620 06/30/20 VINA 0424039-6	228.88*		126	10	166-2620	411		
6		071620 06/30/20 PROJECT CHOICE-0424041-2	75.52*		226	74	166-2620	411		
7		071620 06/30/20 MIDDLE SCHOOL-0424405-9	113.20*		126	50	166-2620	411		

* ... Over spent expenditure

Warrant	Claim	Vendor #/Name	Amount							
Line #		Invoice #/Inv Date/Description		Line Amount	PO #	Fund	Org	Acct/Source/ Prog-Func	Obj	Proj
										----
	8	071620 06/30/20 MAINTENANCE-0424454-7		25.40		126	94	166-2620	411	
	9	071620 06/30/20 WAREHOUSE-0424468-7		112.57*		112	92	910-2620	411	
	10	071620 06/30/20 TRANSPORT-0622438-0		106.86*		110	96	166-2700	411	
	11	071620 06/30/20 TRANSPORT-0622438-0		71.24*		210	96	166-2700	411	
	12	071620 06/30/20 BUS GARAGE-0622738-3		34.98*		110	96	166-2700	411	
	13	071620 06/30/20 BUS GARAGE-0622738-3		23.32*		210	96	166-2700	411	
	14	071620 06/30/20 GREEN HOUSE		16.35*		226	60	166-2620	411	
	15	071620 06/30/20 BHS VO TECH-1217303-5		128.08*		226	60	166-2620	411	
	16	071620 06/30/20 BLCKFT ACADEMY-1756219-0		0.00		226	62	166-2620	411	
	17	071620 06/30/20 HS GENARATOR-1803496-7		36.24*		226	60	166-2620	411	
	18	071620 06/30/20 SW KITCH/31536832		60.09*		226	60	166-2620	411	
		Total Check:		1,255.45						
431148S		8702 PISHOP.US								
	43905		3,473.90							
	2	49170 06/03/20 Raspberry Pi 4 4GB classr		3,473.90*	37647	215	60	451-1700	610	480
		Total Check:		3,473.90						
431149S		8770 TERESA AINES								
	43899		336.00							
	1	30193230 01/31/20 Reimbursement claim		336.00*		110	96	100-2700	514	
		Total Check:		336.00						
431150S		1191 TWO MEDICINE WATER CO								
	43903		5,395.00							
	3	072720 07/01/20 APT -/1382-00		75.00*		120	80	166-2620	421	
	4	072720 07/01/20 Food Services/138-00		75.00*		112	92	910-2620	421	
	5	072720 07/01/20 BHS/1349-00		1,710.00*		226	60	166-2620	421	
	6	072720 07/01/20 BE/1353-00		621.00*		126	20	166-2620	421	
	7	072720 07/01/20 Vina/1356-00		621.00*		126	10	166-2620	421	
	8	072720 07/01/20 Napi/1356-00		621.00*		126	30	166-2620	421	
	9	072720 07/01/20 KW/1354-00		621.00*		126	10	166-2620	421	
	10	072720 07/01/20 BMS/1355-00		621.00*		126	50	166-2620	421	
	11	072720 07/01/20 Special Services/1378-00		75.00*		226	76	280-2620	421	
	12	072720 07/01/20 Maintence/1379-00		56.25		126	94	166-2620	421	
	13	072720 07/01/20 Maintence/1379-00		18.75		226	94	166-2620	421	
	14	072720 07/01/20 Project Choicel/1376-00		75.00*		226	74	166-2620	421	
	15	072720 07/01/20 William Buffalo Hide/1384-00		55.00*		226	62	166-2620	421	
	17	072720 07/01/20 Bus Garage/1381-00		45.00*		110	96	166-2700	421	
	18	072720 07/01/20 Bus Garage/1381-00		30.00*		210	96	166-2700	421	
	19	072720 07/01/20 ADMIN/1745-00		56.25*		126	90	166-2620	421	
	20	072720 07/01/20 ADMIN/1745-00		18.75*		226	90	166-2620	421	
		Total Check:		5,395.00						

# of Claims 15 Total: 391,049.15

Fund/Account		Amount
110 Elementary Transportation Fund		
110		$28,720.46
112 Food Services Fund		
110		$709.93
113 Elementary Tuition Fund		
110		$100.00
120 Elementary Lease Fund		
110		$96.75
126 Elementary Impact Aid Fund		
110		$235,350.08
210 High School Transportation Fund		
110		$18,922.96
215 High School Miscellaneous Federal Funds		
110		$19,608.87
220 High School Lease Fund		
110		$7.25
226 High School Impact Aid Fund		
110		$87,532.85
	Total:	$391,049.15

Check # / Account	Vendor #/Name/Description	Date	Check Amount	Account Amount	Period Cleared/ Cancelled	Requisition #	Status
704374	100495 ETHAN MARCEAU	07/16/20	500.00		/ /		Accepted
234	BHS RODEO			500.00		National High School Finals Rodeo	

Total Checks issued:	500.00
Total Checks cancelled:	0
Total:	500.00

For Payrolls from 07/07/20 to 07/20/20

by Employee Type (EXTRA CURRICULAR, SUBSTITUTE)

Employee	Time Type	Hours	Amount
HALL, MARY E (11238)	J031 - SUB RECEPT	7.50	71.25
	Total for Employee	7.50	71.25
# of Employees 1	Total	7.50	71.25