

2024-2025 Lewistown Public Schools Parent Permission Form

K-6 Elementary Students

Student Name: _____ Teacher: _____ Grade: _____

This form will remain in force for the 2024-2025 school year. If at any time you would like to make changes, please contact your child's school.

Parents: Please read the handbook information related to the topics below before completing this form. Once you have read the information provided please mark your choices, sign the form, remove it from the handbook and return it to school.

___ Yes ___ No I give permission for my child to attend all school-related field trips. (Page 16)

___ Yes ___ No I have read and understand the Technology Use Agreement and I give permission for my child to use the internet. My child agrees to abide by the rules described herein. (Page 48)

___ Yes ___ No I give permission to use photos of my child in district and school publications, on the district/school website and/or in the news media. (Page 17)

___ Yes ___ No I give permission for the release of "directory information" about my child. (Page 42)

___ Yes ___ No I have read and understand the student/parent handbook.

___ Yes ___ No I will notify the school with new information such as phone number(s), address, developing allergies, etc.

___ Yes ___ No I give permission for my child to have a hearing screening, conducted during the 2024-2025 school year. This consists of an initial screening and may include a rescreen. Please contact the school if an ear-related medical issue arises, and that information will be passed on to the audiologist. (Page 35)

___ Yes ___ No I give permission for my child to have a Vision Screening. (Page 35)

___ Yes ___ No I give permission for my child to participate in a small group with the school counselor, if needed.

___ Yes ___ No I will check my child's Homework Folder (Grades K-2) and/or sign my child's Student Assignment Book (SAB for Grades 3-6) EVERY DAY.

Parent signature: _____ Date: _____

Student signature: _____ Date: _____

Phone Number: _____

ELEMENTARY STUDENT HANDBOOK

**LEWISTOWN
PUBLIC
SCHOOLS**

**GARFIELD
HIGHLAND PARK
LEWIS & CLARK**

2024-2025

MS. JESSICA MILLER, PRINCIPAL
GARFIELD ELEMENTARY

MR. MATT VENTRESCA, PRINCIPAL
HIGHLAND PARK ELEMENTARY

MR. DANNY WIRTZBERGER, PRINCIPAL
LEWIS & CLARK ELEMENTARY

TABLE OF CONTENTS

I. FORWARD	1
II. DIRECTORY	
Superintendent’s Office (Lincoln Building)	2
Garfield Elementary School	3
Highland Park Elementary School	5
Lewis & Clark Elementary School	7
III. ACADEMICS	
Curriculum	9
Homework	10
Grading	10
Report Cards	11
Mid-terms	11
MTSS Multi-Tiered Systems of Support (<i>Previously, “Response to Intervention” - RtI</i>)	11
Title I	11
Special Education	12
IV. STUDENT GUIDELINES & PARENT INFORMATION	
Allergy Guidelines	12
Attendance	12
Attendance Policy	12
Types of Absences	13
Absenteeism	13
Cameras	13
Pass to Leave the Building	14
Tardiness	14
Excused Absences	14
Unexcused Absences	14
Truancy	15
Make-Up Work	15
Communication with Families	15
• Parent Portal	
• Open House	
• Report Cards	
• Parent/Teacher Conferences	
• Email/Telephone	
• Newsletters	
• Parent Teacher Organization (PTO)	
• School Website	
• Assessment Results	

Change of Address	16
Field Trips, Excursions and Outdoor Education	16
Leaving School Grounds	16
Lost and Found	16
Permission to Stay Inside and Recess Guidelines	17
Publications, Video, Internet Photos	17
Student Lockers	17
Room Volunteers	17
Visitors	17
Use of School Telephone	18
Other Things to Consider	18
What Can Parents Do?	18
V. OTHER ACTIVITIES AND EVENTS	
School Board Meetings	19
Elementary Activities	19
Special Events	19
Gifts, Parties, Invitations	19
Church Night (Wednesday)	19
VI. SCHOOL-WIDE EXPECTATIONS	19
Voice Level System	20
SOAR Guidelines	20
Eagle Expectations Chart	21
Bus Loading Area	22
Cell Phones and Electronics	22
Dress Code and Appearance	23
Hallways	23
Integrity of School Work	23
Interactions with Others	23
Lunchroom Line and Eating Area	24
Assemblies	24
VII. SCHOOL-WIDE DISCIPLINE	24
Refocus/Referral Form	26
Range of Disciplinary Actions	27
Severe Clause	27
Range of Disciplinary Consequences	27
Discipline Grid	29
Suspension/Expulsion	30
Plan of Improvement	31
Due Process	31

VIII. EMERGENCIES	
Emergency Procedures for School District #1	31
Emergency Weather Conditions	32
Emergencies at School	32
Fire Drills	32
Lockdown Procedure	32
Standard Response Protocol	33
IX. HEALTH AND SAFETY	
Asbestos Management Plan	34
Contagious Disease	34
Head Lice Policy	34
Hearing Screening	35
Vision Screening	35
Immunization Requirements	35
Medicine at School	36
Public Health Department Services	37
Medication Authorization Form	51
X. CHEMICAL & TOBACCO POLICY	37
XI. GUN-FREE SCHOOLS	41
XII. DIRECTORY INFORMATION POLICY	42
XIII. BULLYING & HARASSMENT POLICY	43
XIV. GRIEVANCE POLICY	46
XV. LUNCH & BREAKFAST	
School Meals	47
Meal Accounts	48
XVI. TECHNOLOGY ACCEPTABLE USE POLICY	48
LPS Elementary Chromebook Check-In Form	50

I. FORWARD

Dear Parents,

Welcome to Lewistown Public School. It is a school district in which the entire community takes pride. Our academic standards are high, student behavior is excellent, and staff members are highly competent in their profession and respected in the community.

Simply stated, the Lewistown Public Schools believe that:

- ✓ Students are expected to, and do, learn.
- ✓ Teachers are competent, efficient and caring.
- ✓ Administrators maintain a focus on achievement and ensure an orderly learning environment.
- ✓ Parents and community members are involved in, and supportive of, high learning expectations and experiences provided to achieve those expectations.

We are looking forward to working with you in the education of your child. If you have any questions or concerns, please feel free to contact the teacher, principal or secretary at your child's school. You are always welcome in the Lewistown Public Schools.

Brad Moore
Superintendent
Lewistown Public Schools

II. DIRECTORY

Lewistown Public Schools

PERSONNEL

Board of Trustees

Mr. Kris Birdwell, Board Chair
 Mrs. Whitney Brady, Vice Chair
 Mr. Kevin Hodge
 Mrs. Lisa Koch
 Mrs. Mariah Shammel
 Mr. Jeff Southworth
 Mr. Eric VanderBeek

PHONE NUMBER

Superintendent	Mr. Brad Moore	535-8777, ext. 1112
Business Manager	Mrs. Rebekah Rhoades	535-8777, ext. 1116
Director of Special Services	Mrs. Chelsey Rogers	535-8777, ext. 1122
Director of Technology	Mr. Scott Baldwin	535-8777, ext. 1118
Regional Technology Coordinator	Mr. Josh Day	535-8777, ext. 1128
Director of Building & Grounds	Mr. Jason Fry	535-8777, ext. 1114
Director of Transportation	Mr. Rob Odermann	535-3287, ext. 1287
Director of Food Services	Mrs. Amie Friesen	535-8777, ext. 1125



<p>Garfield (K & 1st) 415 East Boulevard Lewistown, MT 59457 Jessica Miller, Principal Lanna Schoenfelder, Secretary 535-2366</p>	<p>Highland Park (2nd & 3rd) 1312 7th Avenue North Lewistown, MT 59457 Matt Ventresca, Principal Jenni Bristol, Secretary 535-2555</p>	<p>Lewis & Clark (4th, 5th & 6th) 212 Crystal Drive Lewistown, MT 59457 Danny Wirtzberger, Principal Holly Lower, Secretary 535-2811</p>
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GARFIELD ELEMENTARY SCHOOL
(Kindergarten & First Grade)

Principal: Ms. Jessica Miller

Phone: (406) 535-2366

PERSONNEL

Full Time Teachers		Title/Resource & Shared Teachers	
<u>Grade</u>	<u>Name</u>	<u>Subject</u>	<u>Name</u>
KinderStep Early Literacy Program	Ms. Marne Dohrmann	Title I Resource	Mrs. Audrey Boling
Kindergarten	Mrs. Danielle Aamold	Resource	Mrs. Leah Strouf
Kindergarten	Mrs. Kelly Comer	Physical Education	Mrs. Pamela Roberts
Kindergarten	Mrs. Maria Derheim	Librarian	Mrs. Bridget Sparks
Kindergarten	Mrs. Megan Hicks	Music	Mrs. Brenda Gruener
Kindergarten	Miss Cassidy Green	Speech	Mrs. Katrina Davies
First Grade	Mrs. Amanda Bateman		Ms. Lindsey Williams
First Grade	Ms. Amy Gies	Psychologist	Miss Hannah Thomas
First Grade	Mrs. Emily Schilling	Occupational Therapist	Mr. Jack Baldwin
First Grade	Miss Rachael Swimley	Counselor	Mrs. Stephanie Forke
First Grade	Miss Kara Howell		Ms. Julia Grubb

Support Personnel	
<u>Position</u>	<u>Name</u>
Secretary	Mrs. Lanna Schoenfelder
Playground/Office Assistant	Mrs. Fleeta O'Dell
Resource Paraprofessional	Ms. Sandy McRea
Resource Paraprofessional	Mrs. Nicole Trafton
Resource Paraprofessional	Miss Isabella Lewis
Pre-School Assistant	
Pre-School Assistant	Mrs. Lisa Charbonneau
Title I Assistant	Miss Alysann Karhi
School Nurse	Mrs. Lisa Robinson
Custodian	Mr. Bradley Clark
School Resource Officer	Officer Dustin Salka

GARFIELD ELEMENTARY SCHOOL
(Kindergarten & First Grade)

2024-2025 Daily Schedule

Kindergarten	1st Grade
First Bell - 8:20 am	
Tardy Bell - 8:30am	
Intervention (8:30-9:30)	Math Block (8:30-9:25)
Math Block (9:30-10:15)	Intervention (9:25-9:50)
Recess (10:15-10:30)	Recess (9:50-10:10)
Reading Block (10:30-11:25)	Intervention (10:10-11:20)
Lunch (11:25-11:45)	Lunch Recess (11:20-11:50)
Lunch Recess (11:45-12:15)	Lunch (11:50-12:10)
Intervention (12:15-1:35)	Reading Block (12:15-1:20)
Recess (1:35-1:55)	Recess (1:20-1:35)
Intervention (2:15-2:50)	Intervention (1:35-2:55)
Dismissal KinderStep 2:45pm Kindergarten 2:55pm	Dismissal 1st grade 3:00pm

Block time: It is important to note, the block times identified on this schedule identifies the times our Tier 3/IEP students will be pulled out of the general ed classroom for a replacement curriculum. This does not restrict the teaching of other math and reading components at alternative times during the day.

<p style="text-align: center;">Title Support Plan</p> <p>Q1: Full push in support to support Tier I routines and skill introduction Q2: Begin Tier 2 supports Q3 & Q4 - Focus on Tier 3 interventions, with Tier 2 supports provided as time allows</p>	<p style="text-align: center;">Title Support Plan</p> <p>Q1: First 3 weeks - Full push in support to support Tier 1 routines and skills introduction and review. The remainder of the quarter will be dedicated to Tier 2 interventions. Q2-Q4: Focus on Tier 3 interventions, with Tier 2 supports provided as time allows</p>
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Interventions will be provided in 6 week cycles, with a data check at the end of week 3 to assess if the intervention is working or needs to be adjusted. Students will either show adequate growth or move to the next Tier level of support.

All students will continue to get the core instruction in the classroom with targeted skill intervention. If those interventions do not show adequate progress, the referral process for special education services will begin after 6 weeks of interventions at the tier 3 level without adequate progress. Teachers will ensure that all interventions are done with fidelity and documented with data to support the instructional decisions made for each student.

HIGHLAND PARK ELEMENTARY SCHOOL
(Second & Third Grade)

Principal: Mr. Matthew Ventresca

Phone: (406) 535-2555

PERSONNEL

Full Time Teachers		Title/Resource & Shared Teachers	
<u>Grade</u>	<u>Name</u>	<u>Subject</u>	<u>Name</u>
Second Grade	Mrs. Jean Irish	Title One	Mrs. Julie Comes
Second Grade	Mrs. Sarah Cloud	Resource	Mrs. Jodi Henderson
Second Grade	Mrs. Ashley Hankins	Resource	Mrs. Lisa Shelagowski
Second Grade	Mrs. Emily Lane	Life Skills Classroom	Mrs. Jill Schwede
Third Grade	Mrs. Beth Kirsch	Health Enhancement 2-6	Mr. Derek Lear
Third Grade	Mrs. Gina Crawford	Music K-3	Mrs. Katrina Davies
Third Grade	Mrs. Jennifer Jensen	Librarian K-3	Mrs. Brenda Gruener
Third Grade	Miss Sara McKinney	Counselor K-3	Miss Julia Grubb
		Speech/Language	Mrs. Amanda Edwards
		School Psychologist	Mr. Jack Baldwin
		Occupational Therapist	Mrs. Stephanie Forke

Support Personnel	
<u>Position</u>	<u>Name</u>
Secretary	Mrs. Jenni Bristol
Life Skills Para	Mrs. Amanda Yarger
Resource Para	Mrs. Misti Rhyner
Resource Para	Mrs. Darcy McClendon
Resource Para	Mrs. Christi Henderson
Title One	Mrs. Lynne Prindle
School Nurse	Mrs. Lisa Robinson
Food Service	
Food Service	
Food Service	
Custodian	Mr. Ray Figueroa
School Resource Officer	Officer Dustin Salka



HIGHLAND PARK ELEMENTARY SCHOOL
(Second & Third Grade)

Daily Schedule for 2024-2025

Time	Second Grade	Third Grade
8:20	Entry Bell	Entry Bell
8:25	Tardy Bell	Tardy Bell
8:25-8:35	Announcements	Announcements
8:35-9:45		Math Block
9:45-10:00		Recess
10:00-10:15	Recess	
10:20-11:30	Math Block	
11:30-11:55	Lunch	Recess
11:55-12:20	Recess	Lunch
12:20-1:20	Reading Block	Reading Interventions
1:20-1:35		Recess
1:20-1:40	Writing Block	
1:40-1:55	Recess	
1:40-2:05		Writing Block
2:00-3:00	Reading Interventions	
2:05-3:05		Reading Block
3:00	Homework Folder/Clean Up	
3:05	Dismissal	SAB/Clean Up
3:10		Dismissal

Revised 8/2024

Breakfast Before School in Gym 7:45 - 8:15

AM RECESS

3rd - 9:45 to 10:00
 2nd - 10:00 to 10:15

LUNCH RECESS

3rd - 11:30 to 11:55
 2nd - 11:55 to 12:20

LUNCH

2nd – 11:30-11:55
 3rd – 11:55 to 12:20

PM RECESS

3rd - 1:20 to 1:35
 2nd - 1:40 to 1:55

LEWIS & CLARK ELEMENTARY SCHOOL
(Fourth, Fifth & Sixth Grade)

Principal: Mr. Danny Wirtzberger

Phone: (406) 535-2811

PERSONNEL

Full Time Teachers		Title/Resource & Shared Teachers	
<u>Grade</u>	<u>Name</u>	<u>Subject</u>	<u>Name</u>
Fourth Grade	Miss Kelli Akremi	Title One	Mrs. Cindy Gremaux
Fourth Grade	Mrs. Bridget Metcalfe	Title One	Mrs. Kathy Irwin
Fourth Grade	Mrs. Kerry Vaughn	Resource/Sp. Ed.	Mrs. Carrie Bartos
Fourth Grade	Mrs. Polly Weichel	Resource/Sp. Ed.	Mr. Brad Breidenbach
Fifth Grade	Miss Sheri Nelson	Health Enhancement	Mr. Derek Lear
Fifth Grade	Mrs. Carrie Gillen	Librarian	Mrs. Lora Poser-Brown
Fifth Grade	Mr. Matt Gruener	Band & Choir	Miss Rebecca Speranza
Fifth Grade	Miss Brooke Rector	Counselor	Miss Nora Weichel
Sixth Grade	Mrs. Amanda Jenni	Psychologist	Miss Ashley Nash
Sixth Grade	Mr. Charles Cloud	Speech Clinician	Mrs. Nicole Bronec
Sixth Grade	Mrs. Julie Reesor		
Sixth Grade	Mr. Jeff Russell		

Support Personnel	
<u>Position</u>	<u>Name</u>
Secretary	Mrs. Holly Lower
Resource Para	Mrs. Gretchen Conrad
Resource Para	Mr. Dave Gill
Title One Para	Mrs. Kelly Hart
Resource Para	Mrs. Stacie Sallee
Resource Para	Mrs. Mary Satterfield
Resource Para	Miss Natasha Mowdy
Resource Para	Mrs. Helen Smithson
School Nurse	Mrs. Lisa Robinson
Food Service	Mrs. Jonette Lelek
Food Service	
Custodian	Mr. Shawn Schucard
School Resource Officer	Officer Dustin Salka

LEWIS & CLARK ELEMENTARY
(Fourth, Fifth & Sixth Grade)

DAILY SCHEDULE

First Bell (a.m.)	8:03
Tardy Bell (a.m.)	8:10
Sixth Grade Recess (a.m.)	8:55-9:10
Fourth Grade Recess (a.m.)	9:55-10:10
Fifth Grade Recess (a.m.)	10:10-10:25
Lunch Period	11:10-12:10
Sixth Grade Recess (p.m.)	12:55-1:10
Fifth Grade Recess (p.m.)	1:10-1:25
Fourth Grade Recess (p.m.)	2:10-2:25
Fourth Grade Dismissal (p.m.)	3:10
Fifth Grade Dismissal (p.m.)	3:15
Sixth Grade Dismissal (p.m.)	3:20

Students may enter the building when the warning bell rings at 8:03 a.m. Students having breakfast may enter the building at 7:45 am.

III. ACADEMICS

CURRICULUM

The Lewistown Public Schools offer a core elementary curriculum consisting of Reading, Language, Writing, Mathematics, Science, Social Studies, Music, Art, Health and Physical Education. Physical Education and Music are taught by personnel specifically trained in those areas, while the remainder of the core curriculum is taught by the classroom teacher.

Your child will participate in one of the following reading and math programs in the Lewistown Elementary Schools:

- McGraw Hill - Wonders
- Reading Mastery
- Corrective Reading
- Sidewalks, Read Well
- Corrective Math
- Connecting Math Concepts
- Pearson enVision Math
- Big Ideas!

Placement in a reading or math program will be based on the need to meet the student at their instructional level with the district-wide goal of continued academic progress through each year. Please note that as students grow in skill and ability the instructional program they use may change at some point during the academic year to continue challenging them at their academic level.

Below is a list of the other curricula materials used in these programs:

LANGUAGE ARTS	McGraw Hill, 2021 Edition
SPELLING	McGraw Hill, 2021 Edition
PENMANSHIP	Zaner-Bloser, 1993 Edition
SCIENCE	Kindergarten Harcourt (2008), 1 st -5 th Houghton Mifflin (2008), 6 th Glencoe (2008)
SOCIAL STUDIES	Scott Foresman, 2003 Edition (K-6)
HEALTH	Science & Social Studies materials, as well as selected Body Shop materials
MUSIC	Silver Burdett, 2016 Edition
MATH	K-3 Bridges Mathematics & Grades 4-6 Big Ideas in Mathematics

In each building we have a Library-Media Center. This center is designed to centralize all our library and media materials so that students and teachers have a wider selection of materials available to them. It also eliminates duplication, thus allowing for better use of available monies.

Parents interested in reviewing any of these efforts in detail are invited and encouraged to contact their building principal.

HOMEWORK

If a student is to succeed in our changing complex world, he/she needs a comprehensive course of study. Independent study and self-discipline are also essential attributes that can be learned. One of the methods available to us to help accomplish these goals is the assignment of homework. Homework varies by grade level, but generally, students and parents can expect that homework assignments will be given. The following types of assignments can be expected:

1. Reading assignments:
 - ✓ Textual material in preparation for the next day's lesson
 - ✓ Literature
 - ✓ Newspapers in preparation for current event discussions
 - ✓ Recreational reading
2. Drill assignments:
 - ✓ Completing a math, spelling, science, social studies or grammar lesson begun in class
 - ✓ Music practice
3. Writing assignments:
 - ✓ Completing a creative writing assignment begun in class
 - ✓ Completing an essay or report begun in class
 - ✓ Answering textbook questions
 - ✓ Outlining
4. Project assignments:
 - ✓ Science experiments
 - ✓ Research papers
 - ✓ Independent study projects
5. Study assignments:
 - ✓ Study of class notes
 - ✓ Study of textual material
 - ✓ Outlines

Parents can help their children be successful in school by providing an appropriate study place, atmosphere, time and materials. Assistance can also be helpful, but the parent is cautioned not to do the student's work. Homework and good study habits are essential for the student to gain the greatest benefit from his/her educational experience. If the home and school work together, maximum success for the student will be realized.

GRADING

At the elementary level two different grading systems are used. In grades K-2, a standards based system is used, whereas in grades 3-6, the A, B, C & D system is used to determine academic success. When determining grades for report cards, teachers use a formula which includes tests, class work, homework and project grades. The following scale is used to determine grades.

<u>Grades K – 2</u>	<u>Grades 3rd – 6th</u>	
94% - 100% = Advanced	93% - 100% = A	73% - 76% = C
80% - 93% = Proficient	90% - 92% = A-	70% - 72% = C-
75% - 79% = Nearing Proficient	87% - 89% = B+	67% - 69% = D+
0% - 74% = Novice	83% - 86% = B	63% - 66% = D
	80% - 82% = B-	60% - 62% = D-
	77% - 79% = C+	Below 59% = F

REPORT CARDS

Report cards are sent home at the end of each quarterly grading period. The report cards are supplemented by a parent/teacher conference at the end of the first quarter in the fall. There is also a spring parent conference schedule to address mid-year concerns. In order to bring parents into the school more often, we will schedule an Open House early in the fall, and various student programs throughout the year.

End of Quarter Dates:

1st Quarter – October 25th

3rd Quarter – March 21st

2nd Quarter – January 17th

4th Quarter – May 30th

MID-TERM PROGRESS REPORTS

We encourage all parents and students to communicate with the classroom teacher regarding student progress throughout the school year. The following dates have been set:

Mid-term reports date:

September 20th

December 5th

February 19th

April 25th

Mid-term reports sent home:

September 25th

December 11th

February 24th

April 30th

MTSS MULTI-TIERED SYSTEMS OF SUPPORT

Multi-Tiered Systems of Support (MTSS) is a tiered process in which high-quality instruction is provided to all students based on individual needs academically or behaviorally. MTSS provides a process and structure for school teams to design, implement, and evaluate both daily instruction and specific interventions to assist in student success throughout the school year. This process blends our Response to Intervention Process (RtI) and the Montana Behavior Initiative, creating a more consistent and integrated system for schools to use and assist students when needed.

Tier 1 (Benchmark): Represents the core instructional program. If this instruction is adequately differentiated, 80-90% of the students will respond and achieve established benchmarks throughout the year.

Tier 2 (Strategic): If students do not make adequate progress in Tier I, more intensive services and targeted interventions, usually in a small group setting, will be provided using Core Curriculum. Progress is typically monitored every two weeks.

Tier 3 (Intensive): For students who do not adequately respond to the targeted interventions in Tier II, more individualized instruction and interventions will be provided. The use of replacement curriculum may be used to meet student needs. Progress is typically monitored on a weekly basis.

Parental involvement is critical to the success of this intervention process. Parents may be asked to assist in developing an intervention program to assist in their child.

TITLE I

All of the schools within our District are considered to be School-wide Title I schools. As a result of that school-wide process, our school is expected to develop goals and objectives to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on the state's academic achievement standards.

To address those needs we will regularly review the progress of our school and students, participate in a comprehensive needs assessment and focus efforts to increase parental involvement. Consistent with the purpose stated above, all parents in a school-wide program school are encouraged to participate in parent involvement activities.

For more information on our school-side programs please check out the district website at: <http://lewistown.k12.mt.us>

SPECIAL EDUCATION

Special Education services are available to assist students with identified disabilities. These services can provide both academic and behavioral support for students in a school setting.

IV. STUDENT GUIDELINES AND PARENT INFORMATION

ALLERGY GUIDELINES

The following are guidelines that the Lewistown School District will work to follow to address the needs of students with specific food allergies.

- Food zones: Due to the configuration of each cafeteria and how lunch is served in each building, food zones will be as follows:
 - Highland Park School will have students who bring cold lunch sit at a “cold lunch table”.
 - Garfield, Highland Park, and Lewis and Clark schools will establish “safety zones” where nuts will not be consumed by children who have brought or choose to consume nut products as a part of their lunches. Each “safety zone” will consist of one half of the tables in the lunchroom.
- Cleaning- Food Service staff will take appropriate measures to clean the tables with an approved cleaner that is proven to remove all residue.
- Students will be encouraged to wash their hands with soap and water after lunch if possible and when they return from recess.
- Training- The District plans provide training to each elementary building at a staff meeting to further educate all staff about the issues related to food allergies. The District then plans to provide time at the opening all staff meeting each Fall to reinforce the above mentioned training.
- The Food Service program will not serve foods containing nuts like peanut butter cookies, peanut butter bars, peanut butter sandwiches, etc. in grades K-6.
- Lewistown Public Schools will encourage treats to be healthy and/or pre-packaged so that labels can be seen and read to assure that they are safe for all students.

ATTENDANCE (policy #3122)

Attendance Policy:

School District No. 1 is requesting the cooperation of parents and students in developing consistent school attendance for all pupils. Frequent absences of pupils from regular classroom learning experiences disrupt the continuity of the instructional process. The benefit of regular classroom instruction is lost and cannot be entirely regained, even by extra after school instruction. Consequently, many pupils who miss school frequently experience great difficulty in achieving the maximum benefits from schooling.

The goal of our policy is to emphasize the importance of attendance. Students who are excessively absent are missing valuable instruction and are developing habits that will make it difficult to be successful in school. Absences and/or tardies are considered excessive when a student's total extends beyond ten (10) per semester. Refer to the section on Types of Absences for which absences count toward the 10 day accumulation.

The following procedures will be taken in accordance with the policy:

1. Accumulation of excessive absences and/or tardies – Parents/guardians will be notified by school personnel regarding the importance of attendance.
2. Absences and/or tardies persist – Parents/guardians will receive written notification outlining the number of absences and/or tardies along with the importance of attendance.
3. Absences and/or tardies continue to persist – Parents/guardians, student, teacher, principal, and/or counselor will meet to discuss attendance and set up an Attendance Contract.
4. Parents/guardians and/or students who do not follow the Attendance Contract – Parents/Guardians will be issued a Certified Attendance Letter and an evaluation of student academic performance will be conducted to determine if retention is appropriate.

According to Montana School Law 20-9-311, Subsection 6: When a pupil has been absent, with or without excuse, for more than 10 consecutive school days, the pupil may not be included in the enrollment count used in the calculation of the ANB unless the pupil resumes attendance prior to the day of the enrollment count.

Types of Absences:

Student absences will most commonly be classified in one of the following categories:

1. Excused (EA)
2. Excused Tardy (ET)
3. In School Suspension (IS)*
4. Medically Verified (MV)*
5. Office Conference (OC)*
6. Out of School Suspension (OS)
7. School Related (SR)*
8. Truancy (TR)
9. Tardy (TD)
10. Unexcused Absence (UA)
11. Unverified (UV)

*Absences that don't count toward the 10 Day Policy.

Absenteeism:

Parents are encouraged to contact the school as soon as possible when they know their child will be absent from school. The school secretary will contact families when an absence is not verified. Parental contact of the school saves the secretary valuable time.

When a student has been absent he/she should, upon returning to school, report to the office in order to verify that the absence has been properly approved. In all cases of absence, the parent should phone or send a written note to the school explaining the absence.

Students participating in a school activity must abide to the following attendance guidelines:

- When an event is scheduled during the school day; student must be in attendance during the half day just prior to leaving for the event.
- When the event happens after school or in the evening: students must be in attendance the last half of the day of the event.
- When the event is scheduled for an entire school day or on a Saturday: the student must be in attendance the last half of the day before the event.

Cameras:

The District uses video cameras in appropriate locations 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. Students in violation of Board policies, administrative regulations, building rules, or law shall be subject to disciplinary action. Others may be referred to law enforcement agencies.

Video recordings may become a part of a student's educational record. The District shall comply with all applicable state and federal laws related to record maintenance and retention.

Pass To Leave the Building:

When a student needs to leave the building during school hours for medical appointments or other arrangements that fall under the excused absences category they will be given a pass from the office. The pass will be completed when parents inform the school of the impending absence and will indicate time in which the student is to leave school. If the scheduled time to leave is during class the student is to present the pass to the teacher when they enter the classroom. When the time comes to leave the student gains the teacher's permission and then stops at the office to check out prior to leaving. If a student should return to the school before the day is finished they are to stop at the office and will be given a pass to re-enter class.

Tardiness:

The teaching staff will handle tardiness in the classroom for the first three tardies of a semester. They may accept the student's own excuse or enforce any of the following:

- a. Detention in the classroom before or after school or after-school learning center time
- b. Work assignments

Four or more tardies within a semester's time will result in a discipline referral from their teacher. From this discipline referral the principal will assign detentions or after school learning center time in accordance to the discipline policy. Persistent tardiness will result in a Behavior Contract.

Excused Absences:

Excused absences are absences that are related to illness, bereavement, or family emergencies, medical appointments or absences related to requirements to satisfy the law.

Other excused absences will be allowed for events which involve family participation, special travel or educational opportunities. These types of excused absences are the parent's responsibility and parents need to keep in mind the requirements and consequences of the policies and guidelines set forth in this student handbook.

In order to be considered excused, absences should be verified by a note or a phone call to the school office. In special cases where advance knowledge of the absence is not possible or notification is not possible on the day of the absence, the absence must be verified within two school days after the absence to be excused. Students should speak to their teacher and gather assignments before the absence. If, in school, the student must properly check out by being signed out from the office.

Unexcused Absences:

Unexcused absences are typically absences of the student for a reason other than those reasons covered in the "Excused Absences" portion of these guidelines. Examples include absences for such things as haircuts, shopping, skipping school with parental knowledge and other avoidable absences. Also included are absences where students improperly check out of school, intentionally miss portions of class, when students sleep late, miss the bus, or student absences that remain unverified past two school days. In all situations the possibility of truancy is investigated.

Truancy: (skipping or cutting assigned classes)

Truancy is defined as purposefully defying attendance requirements by either leaving the building after arrival, or not showing up at the school either when parents/guardians are, at the time, unaware of the situation. Truancy also includes incidents where the student has refused to follow parental requests to attend school. Any truancy is an unexcused absence.

Make-Up Work:

Make up work for excused absences is counted at full value. Students will have two school days for each missed day to complete work up to five days total. Students wishing extensions on the time limit may request directly to the teacher. The principal will hear appeals if they are requested. Work not completed on time will be considered late work and left up to the discretion of the individual teacher.

However, depending on the assignment and time allocated, the final determination of the makeup work is at the discretion of the teacher and depends on arrangements made between a student and teacher.

COMMUNICATION WITH FAMILIES

Communication between the home and school is an essential part of the elementary program. You are encouraged to contact your child's teacher, principal or any specialist if you have questions, concerns, or compliments about your child's progress in school. There are a number of ways for parents to receive information about their child's progress and school.

- The **Parent Portal** is a confidential website that only registered parent/student/guardians can access on the Internet to view their child's grades, etc. Parents can access information about Parent Portal via the Lewistown Public Schools website at: www.lewistown.k12.mt.us and by going to the Parent Portal Information link.
- **Open House** is a time set aside each fall for parents to visit their child's school and meet with teachers. Curriculum, grading practices, homework policies and general expectations are explained by each teacher. This is not a time for individual parent / teacher conferences.
- **Report Cards** are issued following each nine-week period. These reporting forms record academic progress and effort in each area of the curriculum.
- **Parent/Teacher Conferences** provide opportunities for teachers to share information with parents about their child's progress in school. The parent / teacher conference is an important means of reporting to parents and guardians. These conferences are scheduled in the fall and spring of the year. Additional conferences may be held at the request of the parent or teacher anytime during the year. Some teachers conduct Student-Led Parent / Teacher Conferences.
- **Email/Telephone** contact is encouraged. All teachers now have classroom telephones. Messages can be left during the day. Parents are encouraged to utilize email as well. Please contact your child's teacher and/or principal for their email address and/or phone number.
- **Newsletters** from the principal or classroom teacher(s) are sent home with students on a regular basis to provide timely information about school, classroom and district activities. Some school principals email newsletters to parents wishing to receive email rather than paper copies.
- **Parent/Teacher Organizations** (PTO) is established in each school to provide valuable support and service to students and staff. Parents are encouraged to become active members.

- **School District Website** at www.lewistown.k12.mt.us provides general information about the District and its programs as well as current news items. Each individual school has a section on the district website that has information pertaining to that school.
- **Assessment Results** also give parents an indication of how their child is progressing in school. As part of their learning, students participate in a variety of classroom assessment activities throughout the school year. Standardized test results assist teachers, principals, and District administration in determining the effectiveness of instructional programs.

CHANGE OF ADDRESS AND/OR TELEPHONE NUMBER

Because of the possibility of an emergency, the school should be notified when a change of address and/or telephone number is made.

FIELD TRIPS, EXCURSIONS AND OUTDOOR EDUCATION (policy #2320)

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

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

It is also important to remember that field trips are extensions of our school and student behavior expectations will follow those that we have within the school building. Students who are not living up to our school wide expectations prior to the field trip may not be included or a parent may be asked to come along if student behavior is in question.

Please note that for all field trips and student activities if a student rides the bus to a school sponsored activity they will be riding the bus home with their class or team. The only exception to this policy is if the custodial parent or guardian is at the event and signs the student out, taking on full responsibility for transporting the child home from the school sponsored event.

LEAVING SCHOOL GROUNDS

During the school day, students may not leave the school grounds. Exceptions are as follows:

1. Parents/Guardians may pick students up at school by checking students out of school from the school office.
2. Students go home for lunch, and parents have notified the school that this happens regularly during the school year via a note at the beginning of the school year.
3. Students have written permission from parents to leave school for a specific purpose. Such permission should be given to the teacher and presented to the principal. This should be kept to a minimum, and is subject to approval by the principal.

LOST AND FOUND

All schools maintain a depository for lost and found articles. Parents and students are encouraged to check for lost items frequently. Information can be obtained at the building office. ***Please put your child's name on his/her possessions whenever possible!***

PERMISSION TO STAY INSIDE and RECESS GUIDELINES

As much as possible, students will go outside for recesses. Properly dressed children enjoy their time outside and usually perform better when returning to the classroom.

Students will be outside for recess most days during the school year unless the weather or temperature is not appropriate. Students will be outside as long as the air temperature and/or wind chill is above zero during the winter months. On inclement weather days, the principal or designee may call for a shortened outside recess or inside recess when severe cold or wet conditions are present.

On occasion, it may be necessary for students to stay inside for recess due to health reasons. If this is the case, please send a note requesting that your student be kept inside. If it is necessary for your student to stay inside for more than 3 days a doctor's note will be needed.

PUBLICATIONS, VIDEO, INTERNET PHOTOS

Students in the Lewistown Public Schools are occasionally involved in school activities or events that are published in newsletters, on the district or school websites or covered by our local media (TV, newspaper, etc.) If you do NOT want your child to be included in any publication and/or public relations activity please indicate by marking the appropriate answer and signing the "Parent Permission Master Form" included at the end of this handbook.

STUDENT LOCKERS

Students are not permitted to decorate any part of their assigned locker(s) in any way. Students will also not be permitted to hang mirrors, or other similar items, in their lockers. Students will be responsible for keeping their lockers clean and neat. *Note: Lewis & Clark School does not have student lockers.*

ROOM VOLUNTEERS

At various times during the year there are parties, programs and other activities where volunteer help is needed. Room volunteers are the people we call upon for this help. This group will be informed at the beginning of each school year through the classroom teacher or the PTO. We really appreciate volunteer assistance.

VISITORS

Parents are welcome in the Lewistown Public Schools. For the safety of our students, all visitors, including parents, **must sign in at the office and put on a visitor's pass before entering our schools. Visitors need to make prior arrangements with the classroom teacher and/or school principal if they plan to visit or volunteer in a classroom.** Thank you for your cooperation.

In an effort to reduce interruption of valuable class time, we ask that parents **report** to the office when entering the building, rather than going directly to classrooms. We will deliver messages and/or necessary items to students for you.

Only students who are enrolled may attend classes. On occasion, students may ask to bring an out-of-town friend to school to visit and attend classes. The building principal should be contacted, in advance, to arrange for the visitation. Visits should take place during the lunch hour, and the student visitor must be accompanied by an adult.

USE OF SCHOOL TELEPHONE

School telephones are primarily for school business needs. Students will be permitted to use the telephone in case of emergencies or if they have a pass from their teacher. Please make plans for after-school activities before coming to school.

OTHER THINGS TO CONSIDER

On occasion, students have chosen to bring rather undesirable items to school or play inappropriate games. As in any school situation, certain actions and items can be disruptive and/or dangerous to others, and (in many cases) easily lost, broken or stolen. With this in mind, we recommend that the following items not be brought to school:

1. Hard baseballs, softballs or bats
2. MP3 players, iPods, electronic games, Cell Phone, Cell Phone watches or other electronic equipment
3. Frisbees or other hard-to-control throwing toys
4. Pets (unless accompanied by an adult for Show & Tell)
5. Any other expensive or potentially dangerous items
6. Toy weapons
7. Any type of game that would display threatening actions (play fighting, pretend shooting etc.) is not acceptable behavior at school.

If you are uncertain whether or not an item should be brought to school, please contact the principal.

The following items will not be brought to school under any circumstances:

- I. Pocket knives or other sharp objects
- II. Guns of any kind, bullets or matches
- III. Weapons of any kind

Possession of these items could result in suspension or expulsion.

WHAT CAN PARENTS DO?

You, as a parent, can help your elementary schools be the best possible schools for your kids. Some things you can do are listed below:

- ❖ Join our PTO. (Parent Teacher Organization)
- ❖ Volunteer to help in classrooms and/or the library.
- ❖ Support school policies and discipline.
- ❖ Communicate with the school and faculty regularly.
- ❖ Model appropriate behaviors at home, and encourage your children to be responsible for their behaviors.
- ❖ Be careful not to park, drop off, or pick up children in the bus zones or crosswalks around the school. Use school side parking areas.
- ❖ Encourage children to cross streets at corners and in the crosswalks.
- ❖ Drive carefully around the school. Avoid making U-turns or other potentially dangerous vehicle maneuvers on streets around the school, *especially* during arrival or dismissal time.
- ❖ Call the office whenever your child will not be in school.
- ❖ Make sure we have a phone number at which you can be reached.
- ❖ Please mark your child/children's clothing with his/her name (tennis shoes, overshoes, coats, caps, gloves, etc.).
- ❖ Check our lost and found when you are in the building. We have an amazing amount of student possessions left at the end of the school year.

V. OTHER ACTIVITIES AND EVENTS

SCHOOL BOARD MEETINGS

School Board meetings are held on the 2nd Monday of every month at 6:00 p.m. The regular meetings are generally held at the Lincoln Building in the Boardroom. Special meetings are called throughout the school year through adopted procedures with legal action restricted to those items listed on the agenda. Executive Sessions are the only type of Board meeting not open to the public. These sessions are confined to consideration of matters generally involving or affecting personnel.

ELEMENTARY ACTIVITY PROGRAM

The Lewistown Public Schools provide an activity program for students at various grade levels including wrestling, chess, and music. Students may sign up for any one activity, or a combination. Times for practice may vary; generally, the boys and girls practice twice a week (3:45 p.m. - 5:00 p.m.) each on different afternoons. Students must be in attendance at school for ½ day in order to participate.

SPECIAL EVENTS

The elementary schools have three special events each year for the children. The three elementary schools each have a fall, winter and February party. The parties generally last no more than 1½ hours at the beginning or the end of the school day.

GIFTS, PARTIES AND INVITATIONS

Gifts from children or parents to school employees are discouraged. In addition, students should not exchange gifts with each other at school nor distribute party invitations to classmates at school. These practices can cause hurt feelings and become disruptive to the learning process.

If parents wish to send birthday treats to be shared with classmates, treats should be delivered to the school office. The treats will be taken to the classroom at the appropriate time. We also ask that parents check with their child's teacher regarding potential food allergies that may be present in the classroom. While homemade treats are wonderful, we would encourage some kind of packaged treat so ingredients can be easily identified and allergic reactions can be avoided. Parents' cooperation with this policy is appreciated.

CHURCH NIGHT – WEDNESDAY

To alleviate conflict between school and church activities in Lewistown, all elementary schools shall try to adhere to the following policy:

1. Wednesday nights shall be kept free of school activities if at all possible.
2. Reduced school homework and assignments shall be given on Wednesday.
3. Normally, detentions will not be given on Wednesday nights. Flagrant misbehavior, which in the judgment of the teacher or principal merits immediate detention may be an exception to the rule.

VI. SCHOOL-WIDE EXPECTATIONS

The Lewistown Elementary Schools are part of the Montana Behavioral Initiative. The purpose of the school wide expectations and discipline policy is to promote acceptable student behavior and self-control. School-wide expectations have been developed to encourage a positive learning environment, as well as an atmosphere free of fear, physical and emotional harm, and frustration due to inconsistent expectations. The expectations are meant to be clear, concise and directed toward ensuring a safe, orderly climate for students and staff. The following belief statements are at the core of our school-wide expectations:

- All students should be treated with dignity and respect.

- Students can and should be taught skills for success.
- Motivation and responsibility are encouraged through positive interactions.
- Misbehavior provides a teaching opportunity.
- Staff must work together to meet students' needs.
- Schools and communities must work together to meet the diverse needs of students.
- Safe schools create an environment where academics flourish.
- Positive, proactive and preventative efforts of schools and communities can defeat violence.

VOICE LEVEL SYSTEM

Throughout our schools we ask students to use an appropriate voice level as they participate in various educational activities. As a way of creating consistency in our school all three elementary schools will use the following voice level system:

Voice Level System

- 0 – no talking
- 1 – Whisper voice
- 2 – 12” voice (indoor voice)
- 3 – Conversational voice
- 4 – Outside voice

SOAR GUIDELINES

The following chart was developed to create consistency in all of our elementary schools. We ask our students and staff to be Safe, Organized, Accepting and Responsible (SOAR) throughout the school day. The chart has been broken down into various school locations and we have identified expected behaviors that will help our staff and students SOAR. Following the chart we have also clearly defined behavior for bus area loading and unloading, cell phone usage, and student dress and appearance.



EAGLE EXPECTATIONS *Watch Us "SOAR"*

		School-Wide	Classroom	Hallways	Lunch	Playground	Bathroom	Assembly	Bus
S	Safe	<ul style="list-style-type: none"> • Keep hands and feet to self • Listen to adults • Use materials and equipment appropriately 	<ul style="list-style-type: none"> • Move appropriately in classroom • Keep hands, feet and objects to self 	<ul style="list-style-type: none"> • Walk on right • Nose and toes forward 	<ul style="list-style-type: none"> • Wait to be dismissed • Carry your tray with both hands 	<ul style="list-style-type: none"> • Stay on campus • Enter and exit the building appropriately • Use equipment appropriately 	<ul style="list-style-type: none"> • Wash your hands with soap and water • Dry with paper towels • Act appropriately 	<ul style="list-style-type: none"> • Listen and follow directions 	<ul style="list-style-type: none"> • Seat to seat and back to back • Keep hands in bus • Buckle up
O	Organized	<ul style="list-style-type: none"> • Be ready to learn • Have supplies • Use time wisely 	<ul style="list-style-type: none"> • Desk is neat and organized • Complete work on time • Be prepared for class 	<ul style="list-style-type: none"> • Walk in a single file line • Hands to yourself • Use lockers, hooks and racks quietly and neatly 	<ul style="list-style-type: none"> • Wait your turn and stay in line • Empty your tray in an orderly fashion 	<ul style="list-style-type: none"> • Agree on the rules of the game before you start • Follow PE game rules 	<ul style="list-style-type: none"> • Wait your turn • Flush when finished • Place paper towels in garbage 	<ul style="list-style-type: none"> • Sit in designated area • Enter in orderly fashion 	<ul style="list-style-type: none"> • Load, ride and unload in an orderly fashion
A	Accepting	<ul style="list-style-type: none"> • Recognize differences • Use kind words • Respect others • Include others 	<ul style="list-style-type: none"> • Speak and listen politely • Cooperate and work well with others 	<ul style="list-style-type: none"> • Yield to other classrooms • Monitor your voice level • Greet others 	<ul style="list-style-type: none"> • Practice good manners • Include others 	<ul style="list-style-type: none"> • Respect others' abilities • Include others 	<ul style="list-style-type: none"> • Allow for the privacy of others 	<ul style="list-style-type: none"> • Treat speakers and performers with courtesy • Sit quietly during presentations and performances 	<ul style="list-style-type: none"> • Respect others' space • Share seats with others
R	Responsible	<ul style="list-style-type: none"> • Be on task • Follow directions • Make smart choices • Be responsible for own belongings 	<ul style="list-style-type: none"> • Use time wisely • Stay on task • Be an active and engaged learner 	<ul style="list-style-type: none"> • Get where you need to be in a timely manner • Keep hallways neat and clean • Remove your hat in the building 	<ul style="list-style-type: none"> • Clean up after yourself • Use appropriate voice - level #2 	<ul style="list-style-type: none"> • Manage your behavior • Take turns on equipment • Return equipment after use • Obtain permission to enter building 	<ul style="list-style-type: none"> • Keep the bathroom neat and clean • Return to class promptly • Quiet voices - level #2 	<ul style="list-style-type: none"> • Use appropriate applause • Keep your space clean 	<ul style="list-style-type: none"> • Use a quiet voice • Listen to bus driver • Buckle up

Bus Loading Area

Goal: To help students understand that a positive and safe school environment begins with the trip to school.

Students who ride a School District bus for the purpose of being transported to and from school should consider this service a privilege. As a result, students are expected to act in a manner that is safe and orderly and which follows the bus guidelines as established by the School District Transportation Department, and by the staff of the Lewistown Public Schools. The number one priority of our students as they are transported by bus, as they disembark from the bus, as they wait in the bus loading area and as they load the bus, is SAFETY.

In addition to the rules posted within each bus, the following expectations have been established for students as they wait in and or depart from the bus loading area.

When a school bus is approaching the loading area, students must remain on the sidewalk until:

1. All students have unloaded from the bus.
2. The bus has come to a complete stop.

As a student I will:

1. Keep my hands, backpacks, and other objects away from the bus loading area and other students.
2. Respect other students and their property.

When departing the campus from the bus loading area by foot or by bicycle, students must:

1. Use the crosswalks.
2. Watch for traffic, making sure that vehicles have stopped before attempting to cross the street.
3. Walk their bicycle from the bike rack to the nearest crosswalk before mounting.
4. Never leave the bus loading area by walking between the buses.

Cell Phones and Electronic Devices

Goal: Help alleviate distractions for the educational environment and prevent unnecessary conflicts.

As a student I will:

1. Turn off my cell phone, cell phone watch, and other electronic devices before entering the school building in the morning.
2. Keep my cell phone, cell phone watches, and other electronic devices in my backpack and turned off during the instructional day. (We recommend that electronic devices (ipods, mp3 players, etc.) be left at home where they are safe.)
3. Only take my cell phone or electronic device out when given permission by a school authority or when dismissed for the day.
4. Understand that unauthorized use of such devices disrupts the instructional program and is grounds for confiscation.
5. Hand over my cell phone and other electronic devices without complaint or delay when I have violated the policy.
6. Understand that confiscated devices will be returned to the student after school on the first two incidents and to the parent or guardian after further incidents.

Dress Code and Appearance

Goal: Create a learning environment that shows pride in our school and respect for ourselves.

As a student I will:

1. Remove my hat upon entering the building, and not place it back on my head until I leave the building.
2. Only wear clothes that are clean and appropriate for school.
3. Refrain from wearing any pants with tattered holes (that expose the skin above the reach of the student's fingertips) and/or that sag low enough to expose underwear.
4. Girls must refrain from wearing tank tops that expose undergarments and boys are to refrain from wearing sleeveless shirts.
5. Tops that are cut too low or expose a bare midriff are not allowed.
6. Any clothing with alcohol or tobacco advertising is not allowed.
7. Shorts and skirts must have a hemmed edge, and are of a length that students' fingertips can touch the bottom edge when their arms are at their side.
8. Refrain from wearing any clothing with slogans that have "double meanings" or that display insults, "put-downs", or demeaning statements toward self or toward others.
9. Refrain from writing on myself.
10. Refrain from wearing slippers or flip flops, or open-toed shoes.
11. Refrain from wearing pajama and flannel pants.

Clothing and/or accessories judged to be disruptive to the education process or a safety issue will be dealt with in the office. This may include attire that is too short, too tight, or too bare, etc.

Hallways

Goal: Create an environment in the hallways that is safe, efficient, and welcoming.

As a student I will:

1. Walk on the right hand side of the hallways and stairways.
2. Talk at a conversational level and refrain from yelling or being loud.
3. Walk at a casual pace.
4. Keep my hands, feet and other objects to myself.
5. Treat my locker with care. I will shut my locker door quietly, and I will use only my locker.
6. Take my hat off upon entering the building and leave it off until I have left the building.
7. Always be courteous to and respectful of my fellow students.
8. Follow directions that are given to me by any staff member.

Integrity of School Work

Goal: To assure accurate assessment of student progress and promote honesty.

As a student I will:

1. Refrain from copying another student's school work.
2. Refrain from allowing other students to copy my work.
3. Use my time to do school work in a classroom.
4. Seek support from staff whenever possible.
5. Accept the consequences for my behavior if I am caught cheating.

Interactions with Others

Goal: Create a positive learning environment where each and every student feels a sense of belonging. Promote skills in resolving peer conflict.

As a student I will:

1. Treat others as I want to be treated, always observe the Golden Rule.

2. Show common courtesy toward others. (i.e., thank you, please, you're welcome, opening doors for others, etc.)
3. Help others.
4. Be polite and fair.
5. Listen to others with an open mind.
6. Speak only good of others.
7. Only pay attention to matters that are of concern to me.
8. Keep my feet, hands, and other objects to myself.

Lunchroom Line and Eating Area

Goal: Create a positive environment of respect and order.

As a student I will:

1. Walk to the lunch line, or to the area where I will be having lunch.
2. Talk at a conversational level when passing in the hallway, so as to be courteous to those students and staff within the classrooms.
3. Sit at the designated tables if I bring lunch from home.
4. Sit down while I am eating.
5. Use appropriate table manners.
6. Leave my table and floor area clean.
7. Be respectful of all lunch supervisors.
8. Use appropriate voice level and language.

Assemblies

Goal: Demonstrate respect and courtesy toward our guests and establish a sense of pride in our school.

As a student I will:

1. Sit with my class in the designated area.
2. During formal assemblies:
 - a. Sit quietly and refrain from talking/whispering during the presentation.
 - b. Listen to the presentation and/or the presenter.
 - c. Clap only when it is appropriate.
 - d. Refrain from whistling or making any other distracting noises.
 - e. Follow directions of the homeroom teacher or other supervising adult.

VII. SCHOOL-WIDE DISCIPLINE

Student behavior that is not in agreement with our school-wide expectations will be addressed either by a staff member refocusing that behavior with direct communication with the student at the time of the incident or in the case of more severe behavior the student will be sent to the office to conference with the principal.

A Refocus form will be utilized by school personnel and students to address less severe behavior(s) that needs to be redirected.

During a refocus, students will:

- Reflect on the behavior they were exhibiting,
- Identify what they did,
- State how their actions affect others around them,
- Identify what they would do if the occasion arises again.

This may occur as a written or verbal refocus. Written refocus sheets may be sent home with the student and we ask that they are signed by a parent and returned to school. Students with serious infractions will have an office conference with the principal and parents will be contacted.

On the following page is an example of the Refocus/Referral that will be kept on file with the principal and teacher.

Refocus Form - Digital

Student Name:
Student Grade:
Reported By (Adult):
Student's Teacher:
Date:
Time:
Incident Severity:
Problem Behavior:
Location:
Motivation:
Incident Description:

Action Taken
<input type="checkbox"/> Conference with the Student <input type="checkbox"/> Loss of Privileges _____ <input type="checkbox"/> Detention/Time Out _____ <input type="checkbox"/> In-School Suspension - Date(s) _____ <input type="checkbox"/> Out of School Suspension - Date(s) _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Parent Contact - Date _____ Time _____ <input type="checkbox"/> Parent _____ <input type="checkbox"/> Contacted By _____
Student Section
1. SOAR Expectation Broken? [] Safe [] Organized [] Accepting [] Responsible
2. What poor choice did I make? _____ _____
3. How did I make other students or teachers feel? _____ _____
4. What will I do differently next time? _____ _____
Student Signature _____ Parent Signature _____

RANGE OF DISCIPLINARY ACTION

Problem Areas:

1. Tardiness – arriving late to class
2. Unexcused Absence and Truancy – absences where the parent/legal guardian does not know the whereabouts of the student and/or the student has not been excused from school
3. Defiance of School Personnel Authority – refusal to comply with reasonable requests of school personnel
4. Classroom Disruption- any behavior that continually disrupts the learning environment
5. Disorderly Conduct – includes profanity and verbal abuse, conduct and/or behavior which are disruptive to the orderly educational procedures in the Lewistown Public Schools
6. Dress Code – clothing that is disruptive to the school environment and guidelines of policy
7. Electronic Device – use of cell phone, MP3, or other device
8. Possession or use of tobacco – the possession or use of any type of tobacco product
9. Theft – taking property that does not belong to you
10. Destruction of property – destroying or mutilating materials belonging to the school, school personnel or students
11. Fighting – engaging in physical contact with the purpose of inflicting harm on another person
12. Alcohol – use, sale or possession of alcohol during a school activity or school day
13. Physical Assault – physical attack of another, who does not wish to engage in the conflict and who had not provoked it
14. Arson – attempting to burn property
15. Drugs – use, possession and sale of narcotics or noxious substances during a school day or school activity
16. Harassment – intimidation of another individual
17. Explosive Devices – use, possession of exploding devices in school
18. On-going acts that lead to progressive discipline plan

SEVERE CLAUSE

When a student demonstrates a behavior that defies authority, reflects an uncooperative attitude, threatens the safety of others or self, results in minor to extreme vandalism to school district property, results in theft of school district property, shows unusual or violent conduct, indicates a documented pattern of handbook or district rule violations, a severe consequence will be considered by the administration.

Generally a student moves toward a severe consequence through a series of rule violations. However, the seriousness of an individual act by a student can result in an immediate consideration by the principal to request suspension or expulsion, and/or Risk Assessment regardless of a student's discipline record to date.

In the case that a student demonstrates repeated offenses of the same behavior or a series of different offenses it may be necessary to place a student on a Plan of Improvement. (See Plan of Improvement following the discipline grid.

Range of Disciplinary Consequences:

1. Parent/Guardian Contact
2. Office Conference
3. Parent Conference
4. After School Detention with Teacher
5. After School Detention or Recess Detention Assigned by the Office (One thirty-minute session after school or 2 recesses.)
6. After School Detention or Recess Detention Assigned by Office (Two thirty-minute sessions after school or 4 recesses.)
7. After school Work Time
8. Loss of Privileges (ie. hall pass, lunchroom access, free time at lunch)
9. Temporary Removal from Class – Duration of the Class Period

10. Temporary Removal from Class – 3-5 days
11. Reimbursement of Damaged or Stolen Property
12. Zero Credit on Assignment
13. Plan of Improvement
14. Counseling
15. Referral to Police Department
16. In-School Suspension (ISS)
17. Out-Of School Suspension
18. Recommendation for Expulsion
19. Other - in unique situations logical consequences will be applied.

DISCIPLINE GRID

The administration reserves the right to select other options at their discretion. The precise action depends upon the severity and regularity of the offense. Disciplinary actions shown in the grid below are listed by number on the previous page.

Behavior	First Offense	Second Offense	Repeated Offenses
Cheating	1, 2, 12	1, 2, 12	1, 2, 3, 10, 12, 13
Classroom Disruption	1, 4, 9	1, 2, 5, 8, 9, 14	1, 2, 3, 6, 7, 8, 10, 13, 14, 16, 17
Defiance of School Authority	1, 2, 5, 8, 9	1, 2, 3, 6, 8, 9, 14	1, 2, 3, 6, 9, 10, 11, 13, 14, 17
Disrespect for School Property	1, 2, 5, 11	1, 2, 3, 6, 11	1, 2, 3, 13, 16
Disrespect for School Staff	1, 2, 6	1, 2, 3, 13, 14, 16	1, 2, 3, 13, 14, 16, 17, 19
Disorderly Conduct	1, 2, 6	1, 2, 3, 13, 14, 16	1, 2, 3, 13, 14, 17, 18
Dress Code Student required to correct dress code violation. May include a trip home as an unexcused absence.	1, 2	1, 2, 5	2, 3, 6
Electric Device Each violation will result in confiscation of device. Refusal to surrender is considered defiance.	1, 2	1, 2, 5	1, 2, 3, 6
Fighting	1,2, 14, 16, 17	1,2, 14, 16, 17	1, 2, 3, 13, 14, 15, 16,17, 19
Forged Notes	1, 2, 5	1, 2, 6	1, 2, 3, 16
Inappropriate Display of Affection	2	1, 2	1, 2, 3, 5
Inciting Other Students	1, 2, 6	1, 2, 16	1, 2, 3, 13, 14, 17, 19
Lying	2, 5	1, 2, 6	1, 2, 3, 6, 14
Misuse of Food/Drink Privileges	2	1, 2, 5	1, 2, 3, 6, 8
Misuse of Pass Privileges	2	1, 2, 8	1, 2, 8
Profanity Directed Toward Staff	1, 2, 14, 16, 17	1, 2, 14, 16, 17	1, 2, 3, 13, 14, 15, 16, 17, 19
Profanity (not directed toward staff)	1, 2, 5	1, 2, 6	1, 2, 3, 13, 14, 16
Refusal to Accept/Complete Consequence	1, 2, 2x Initial	1, 2, 3, 14, 16, 2x Initial	1, 2, 3, 7, 13, 14, 16
Running/Rough Housing	1, 2, 9	1, 2, 5, 9	1, 2, 6, 10
Tardiness (per semester)	Third Tardy: 7	4-5 Tardies: 1, 2, 7	6-7 Tardies: 1, 2, 3, 7, 13 8+ Tardies: 1, 2, 3, 7, 14, 16
Truant from Class	1, 2, 7, 12	1, 2, 3, 12, 13, 14	1, 2, 3, 12, 13, 14
Unexcused Absence	1, 2, 7	1, 2, 7, 15	1, 2, 3, 7, 13, 15

NOTE: The seriousness of an act may necessitate the administration providing a greater punishment than what is shown.

NOTE: The range of actions may not apply for a student who is on a Plan of Improvement.

The following are examples in which the student may be Responsible to both school policy and civil/criminal status:

DISCIPLINARY CONCERN	RANGE	FIRST OFFENSE ACTION	REPEATED OFFENSE
Arson	Minimum Maximum	Parent Involvement Subject to Expulsion	Subject To Expulsion
Destruction of School Property	Minimum Maximum	Parent Involvement Suspension/Expulsion	Subject To Expulsion
Drugs & Alcohol	Minimum Maximum	Parent Involvement (See Chemical & Tobacco Policy #3340) Suspension/Expulsion	Subject To Expulsion
Physical Assault	Minimum Maximum	Parent Involvement Subject to Expulsion	Subject To Expulsion
Pulling Fire Alarm	Minimum Maximum	Parent Involvement Turned over to Authorities	Suspension
Theft	Minimum Maximum	Parent Involvement Suspension	Suspension Subject to Expulsion
Weapons or Explosive Devices	Minimum Maximum	Parent Involvement Subject to Expulsion	Subject To Expulsion

SUSPENSION AND EXPULSION

The school Principal may suspend a student up to ten (10) days. In cases of this type, an informal hearing between the principal, student, and any other appropriate persons will be conducted. If after the hearing is completed, the principal decides that a suspension is necessary, it will become effective immediately. The principal will attempt to notify parents of the affected student by telephone when a suspension is made.

In the case of expulsion, the principal will make the recommendations to the District Superintendent. The parents and student will be notified of this action and instructed concerning their rights regarding the due process procedures. If the recommendation of the principal is followed, the student, parent, and their representative, upon request, may have a hearing with the Board of Education. If the hearing is not requested, the Board of Education will take action on the recommendation.

Students suspended from participation at extra-curricular activities will not be allowed to perform or compete at an extra-curricular activity in town or away for the duration of suspension. The student is, however, required to continue with scheduled practices and rehearsals. Some activities are part of credit-bearing courses that involve activities both inside and outside the classroom setting. These activities, for the purpose of this policy shall be defined as those activities beyond the classroom and the immediate scope of graded requirements. For example, a student in choir may participate in classroom activities but not perform in concerts as a member of the choir. If a part of their grade is determined by the performance, they will be allowed to do other work in lieu of the performance.

A semester is the equivalent of ninety (90) pupil instruction days. A suspended student will serve ninety (90) suspension days from activity participation for each semester of suspension even if the time is carried over to a new school year.

Activity days are days when school is in session or there are previously scheduled school activities, in which the student is involved, including performance, practices, rehearsals, and travel.

Plan of Improvement

Continuous infractions or a combination of infractions of school policy by a student are a sign that something is distracting from the student's ability to focus on academic or personal progress. When initial consequences have failed to motivate a student to correct their behavior it becomes evident that more structure in the student's school day is necessary. This structure will come in the form of a Plan of Improvement. A Plan of Improvement will be administered as a means to focus attention on the specific acts, and as a guide toward cooperative remediation and academic improvement.

A Plan of Improvement will focus on the following areas:

- Identifying the areas of concern
- Expected behaviors
- Benchmarks for improvement
- Consequences for further infractions

Consequences will be progressive in design such that each infraction beyond the implementation of the Plan of Improvement will result in a more stringent requirement. The progressive consequences will be designed on an individual basis to focus on remediating that individual's specific behaviors and as a result may not be consistent with the handbook's range for specific actions. Once placed on a Plan of Improvement a student will remain under it's guidance throughout the year or until removed by the administration.

In very extreme cases it may be necessary to recommend expulsion rather than to allow a student to continuously commit acts that disrupt the daily routine and cooperative atmosphere within the school. In such circumstances individual improvement as set forth in the student's plan will also be weighed by the principal.

Procedural Due Process:

The student has a right:

- ✓ To oral or written notification of charges.
- ✓ To an explanation of evidence held by school authorities.
- ✓ To an opportunity to refute the charges.

The student has a responsibility:

- ✓ To follow the appropriate procedural guidelines provided by the district when desiring a reexamination of action taken by school officials.
- ✓ To act in a manner that demonstrates an understanding of adjudication as a peaceful means of settling disputes.
- ✓ To understand that suspension and expulsion are considered severe disciplinary measures involving exclusions from school for a short period of time (suspension), usually three to five days or for a longer period of time (expulsion), generally until the end of the current school year. School administrators and Board of Trustees have the authority to suspend. Expulsion is reserved for the School Trustees.

VIII. EMERGENCIES

EMERGENCY PROCEDURES FOR SCHOOL DISTRICT NO. 1

The Lewistown Public Schools Emergency Operation Plan is designed to integrate our response procedures with local Fire and Police agencies by utilizing the Incident Command System. This allows us to manage any and all emergency situations that arise. We have created Standard Response Procedures to assist in maintaining the safety and security of our schools.

In the event of an emergency the school district and/or schools may utilize our local radio, Infinite Campus auto caller, social media and the Fergus County Emergency Alerting and Notification System to inform the community

and parents about situations. This notification would include general information regarding the incident, schools involved, and reunification location if students have been evacuated from the school.

EMERGENCY WEATHER CONDITIONS

In the event that adverse weather creates hazardous driving conditions, before or during school hours, we will attempt to relay this information, pertaining to the closing of the schools, to parents through the school district automated calling system. Information will also be broadcast over KXLO RADIO STATION, 1230 KHz.

EMERGENCIES AT SCHOOL

If your child becomes ill, or is involved in an accident at school, you will be notified. If you, or another person designated by you, cannot be reached and informed, your child will be referred to your family doctor. It is important, therefore, that the school be kept informed as to your telephone number at home, or your place of employment, and the name of your family physician.

The school should also be informed about any allergies, reactions, chronic illnesses or serious physical problems (epilepsy or chronic diabetes), so that proper measures can be taken if something happens at school. If a child is taking any medication (prescription or over-the-counter), the school should be notified.

FIRE DRILLS

Fire drills are a serious matter and may mean saving many lives in the event of a real fire. In order to know what to do in case of a real fire, we must practice our drills and follow instructions. Instructions concerning leaving the building during a fire drill will be given to the students by individual classroom teachers. When the fire bell rings, the persons first reaching the outside exits shall act as monitors by opening and holding the doors while the others continue outside to the designated rallying points. There should be no talking; move quickly, but no running. Students are to follow instructions quickly, shut off lights, and close doors to prevent drafts. Any student noticing anything which leads him/her to believe there might be a fire, should immediately notify the nearest teacher. Homeroom teachers are responsible to help any student needing special help out of the building.

LOCK DOWN PROCEDURES

1. If a lock down is necessary, the following announcement will be made over the PA system: “Attention, Attention. Attention students and staff, our campus is now under lock down procedures. At this time all students and staff must proceed to the nearest available classroom.”
2. If the announcement for a lock down has occurred, and once staff and students are within a classroom/secure area, the following procedures will be followed.
 - a. The classroom doors will be locked.
 - b. Classroom windows will be covered/curtains or quilts drawn.
 - c. All persons within the classroom will move away from windows and doors.
 - d. No one will be allowed outside of the classroom, until the principal or counselor gives an all-clear signal.
 - e. Phone usage will be limited to use of the intercom within the school. In the event of an emergency contact with the proper authorities will be made by the principal, counselor or by the principal’s designee.
 - f. Attendance will be taken of all students/staff within the classroom.

During an emergency situation requiring the lock down of the school campus, it is vital that students follow promptly the directions given by any adult staff member. This will ensure that procedures are followed in a calm and concise manner, and that every person present at the school will have a greater opportunity to remain free from harm.

IN AN EMERGENCY TAKE ACTION



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

STUDENTS

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

ADULTS

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



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

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



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

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



EVACUATE! (A location may be specified)

STUDENTS

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

ADULTS

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



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

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

ADULTS

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

IX. HEALTH & SAFETY

ASBESTOS MANAGEMENT PLAN

Uncontrolled asbestos contamination in buildings can be a significant environmental and public health problem. Both the public and private sectors have been dealing with the asbestos issue for many years. In 1986, congress enacted the Asbestos Hazard Emergency Response Act (AHERA) primarily to require school districts to identify asbestos-containing materials (ACM) in their school buildings and take appropriate actions to control the release of asbestos fibers. In 1987, the U.S. Environmental Protection Agency finalized a regulatory program which enforces the AHERA mandate.

In compliance with AHERA regulations, we recently had our school facilities inspected by an EPA accredited building inspector. During the inspection, samples were taken of building materials suspected of containing asbestos. The results of the inspection and laboratory analysis of the samples have confirmed the presence of ACM in portions of the school facilities. It is important to note that these materials are in a form and condition that does not pose an imminent health threat to students, faculty, or employees.

With confirmation of the presence of ACM, an Asbestos Management Plan was developed for our school by an EPA accredited management planner. The Management Plan includes the inspection and physical assessment reports, the training program for our custodial and maintenance personnel, the plans and procedures to be followed to minimize disturbance of the asbestos-containing materials, and a program for regular surveillance of the ACM.

CONTAGIOUS ILLNESS

If a child has a contagious illness, he/she should be kept home until it is non-contagious and he/she is well enough to prevent a relapse. If a child at school is suspected of having a contagious illness, he/she will be sent home.

Children having an illness that requires medication should remain at home for 24 hours after beginning the medication.

HEAD LICE POLICY

In order to provide students with a healthy environment that encourages learning and school attendance, head lice infestations will be addressed in the following manner. When a student is reported with head lice, the school nurse will be notified and evaluate the student in question. An active infestation includes either live lice and/or viable nits.

A student found to have live lice after evaluation by the school nurse will be excluded from the classroom; parents will be notified and asked to pick up the child as soon as possible. The student will need to be treated with a proven over the counter or prescription lice treatment.

For children with viable nits, but no active lice; parents will be notified and they can pick up their child immediately to allow more time for treatment, or they may stay at school until the end of the day. They will need to be treated with a proven over the counter or prescription lice treatment.

Instructions will be given about proper treatment, nit combing, and cleaning. Parents should remove all dead lice and nits from the hair shaft using a nit comb. Upon return, the student will be reassessed for efficacy of treatment. Refer to the Lewistown Public Schools Head Lice Fact Sheet.

PARENT NOTIFICATION OF ROUTINE HEARING SCREENING

Hearing screening is conducted at your child's school and is mandated for students in Grades K, 1, and 9 or 10. Students in other grades will also be screened if they are new to the school, on the annual hearing recheck list, or referred by the school or parent/guardian. The initial hearing screening consists of pure tones. It may also include emittance screening, which measures the movement of the eardrum by putting positive and negative pressure into the ear canal. Your child will be referred for a hearing re-screen if he or she is absent, unable to complete the initial screening, or does not pass the initial screening. Hearing Conservation Program staff will conduct the hearing re-screen. In addition to the pure tone and emittance screening, they may also conduct optoacoustic emission screening. This is a measure of cochlear (inner ear) function that does not require the child to respond.

VISION SCREENING

Vision screening is conducted annually during Kindergarten Screening and routinely for those entered into a drivers education program through Lewistown Public Schools. Additionally, students will be screened based on the request/ recommendation of the classroom teacher and/or school or by parental request. The school nurse will conduct the vision screening; if a student does not meet the passing criteria of the vision screening, parents will be notified and referred to an eye doctor for further evaluation. Follow up vision re-screening will be conducted on those students who met the referral criteria on the initial screening.

IMMUNIZATION REQUIREMENTS (policy #3413)

The Board requires all students to present evidence of their having been immunized against the following diseases: diphtheria, pertussis (whooping cough), poliomyelitis, measles (rubeola), mumps, rubella, tetanus, and varicella (chickenpox). Hemophilus influenza type "B" immunization is required for students under age five (5), before enrolling in preschool. Proof of immunization must be in compliance with the school rules for attendance through the Montana Department of Health and Human Services.

Upon initial enrollment, an immunization records form for each student will be provided. The certificate shall be made a part of the student's permanent record.

A pupil who transfers into the District may photocopy immunization records in the possession of the school of origin. The District will accept the photocopy as evidence of immunization. Within thirty (30) days after a transferring pupil ceases attendance at the school of origin, the school shall retain a certified copy for the permanent record and send the original immunization records for the pupil to the school district to which the pupil transfers. Exemptions from one or more vaccines shall be granted for medical reasons upon certification by a physician indicating the specific nature and probable duration of the medical condition for not administering the vaccine(s). Exemptions for religious reasons must be on file and are no longer required to file annually. The statement for an exemption shall be maintained as part of the student's immunization record. The permanent file of students with exemptions shall be marked for easy identification should the Department of Health order that exempted students be excluded from school temporarily when the risk of contracting or transmitting a disease exists. Exclusion shall not exceed thirty (30) calendar days.

The Superintendent may allow the commencement of attendance in school by a student who has not been immunized against each disease listed in 20-5-403, MCA, if that student has received one or more doses of polio, measles (rubeola), mumps, rubella, diphtheria, pertussis, hemophilus influenza Type "B", and tetanus vaccine and a conditional waiver for attendance has been completed.

The District shall exclude a student for noncompliance with the immunization laws and properly notify the parent or guardian. The local health department may seek an injunction requiring the parent to submit an immunization status form, take action to fully immunize the student, or file an exemption for personal or medical reasons.

MEDICINE AT SCHOOL (policy #3416)

The Lewistown Public Schools require all medications to be given at home whenever possible. However, under certain circumstances, it is 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.

1. School personnel may not accept or supervise the administration of medication unless it is accompanied by a completed Permission for Medication form. This form will specify:
 - a. demographic information on the student,
 - b. diagnosis,
 - c. type of medication,
 - d. dosage prescribed,
 - e. purpose of medication,
 - f. time of administration,
 - g. possible side effects,
 - h. anticipated number of days to be given at school (starting and ending date),
 - i. additional instructions for administering,
 - j. signature of physician/dentist, and
 - k. signature of parent/guardian
 - l. The form can be found at the back of this handbook and may be used.
2. Students taking medication prescribed by a physician/dentist must present the medication in its original container to the principal or school designee, with the required form signed by the 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. Both bottles shall indicate the name and telephone number of the pharmacy, the student's name, the physician's name and the dosage to be given.
3. Students taking over-the-counter medication must present the medication in its original container to the principal or school designee with the required form signed by the parent/guardian. The school will not supply any medication such as aspirin, Ibuprofen or Tylenol.
4. The initial dosage must be administered at home, in the physician's office, or hospital to avoid adverse reactions from occurring at school.
5. School personnel delegated by the school nurse to administer medication must:
 - a. Be taught, supervised, and evaluated for the performance of the delegated nursing task
 - b. Routinely record:
 - i. Time and date student took medication
 - ii. Medication not given and reason
6. Parents are to be notified if:
 - a. Medication was not given and reason
 - b. Any side effects or unusual symptoms
7. At parent/guardian request, the student may carry an inhaler with them, but must comply with procedure Numbers 1-4.
8. School personnel reserve the right to review or deny all requests for medication administration during school hours based on completeness of compliance with these procedures or ability to provide the requested service.
9. All medication must be stored in a designated area that is to remain locked when not in use.

The Lewistown Public Schools assume no responsibility for the provision of any medication.

Permission to administer medication must be re-authorized at the start of a new school year by consent of parent/guardian and accompanying physician's order. Any medication order changes that may occur must be accompanied by a new Permission for Medication form with proper treatment.

The school nurse or other authorized personnel will provide training to staff regarding the administrations of medication and/or side effects of such pharmacological treatment.

PUBLIC HEALTH DEPARTMENT SERVICES

The Fergus County Nurses Office works closely with the Lewistown schools. They provide the following services free of charge: Vision Screening; Scoliosis Screening; Growth & Development films for the 4th, 5th & 6th grades. They also monitor the incidence of contagious disease in the schools. It is a good idea to call the County Nurses Office at 535-7433 before attending the clinics for an immunization.

Regular County Nurses' office hours are: Mon. – Fri., 8:00 a.m. - 12:00 noon & 1:00 p.m. - 5:00 p.m.

Immunizations are given at their office for a small fee. Please call the Fergus County Nurses Office at 535-7433 for a current immunization schedule.

X. CHEMICAL & TOBACCO POLICY (policy #3340)

Philosophy

The goal of our chemical and tobacco policies is to keep our schools and our students' chemical and tobacco free. These policies should provide for learning experiences in the areas of physical, mental, emotional, social and moral development so that our students may become better citizens.

IN SCHOOL OR AT SCHOOL ACTIVITIES

Chemical Violations

In school, or at school activities, students who are under the influence, possess, or who give away drug paraphernalia, alcohol, marijuana, or other substance defined by law as a "controlled substance" or "dangerous drug" will be subject to immediate disciplinary action at their school of attendance.

A first violation in school, or at school activities, during their school career will result in:

1. Notification of law enforcement and parents of the student.
2. Suspension from school for up to three (3) days.
3. Suspension from participation in all extra-curricular activities for a period of one semester **OR** the principal shall extend the option to the student of suspension from participation in all extra-curricular activities for a period of 3 weeks of competition or events from the date of the disciplinary action and participation in an appropriate chemical awareness experience.
4. Signed diplomas may be withheld until requirements of this policy are met.
5. Students who are in violation of this policy at graduation practice or at graduation will be excluded from the graduation ceremony.

A second violation in school, or at school activities, during their school career will result in:

1. Notification of law enforcement and parents of the student.
2. Suspension from school for up to five (5) days.
3. Suspension from participation in all extra-curricular activities for a period of one year **OR** principal shall extend the option to the student of suspension from participation in all extra-curricular activities for a period of 6 weeks of competition or events from the date of the disciplinary action and participation in an appropriate chemical awareness experience.
4. Signed diplomas may be withheld until requirements of this policy are met.
5. Students who are in violation of this policy at graduation practice or at graduation will be excluded from the graduation ceremony.

Further violations in school or at school activities during their school career will result in:

1. Notification of law enforcement and parents of the student.
2. Suspension from school for up to ten (10) days.
3. An expulsion review by the school administration and possible expulsion recommendation to the school board.
4. Administrative review of the incident may result in a refusal to enter school property pending a school board hearing.

Chemical Sale or Distribution Violations:

Students who sell or receive compensation for the distribution of drug paraphernalia, alcohol, marijuana, or any other substance defined by law as a "controlled substance" or "dangerous drug" in school or at school activities:

1. Will be turned over to the appropriate law enforcement authorities. Parents of the student will be contacted.
2. Will receive up to ten (10) days out of school suspension.
3. Will have an expulsion review by the school administration and possible expulsion recommendation to the school board.
4. Additionally, administrative review of the incident may result in a refusal to enter school property pending a school board hearing.

School Tobacco Violations

Student use or possession of tobacco or tobacco products in school or at school activities will result in disciplinary action as follows:

First Offense: Suspension from school for up to one (1) day, notification of parents and law enforcement, and an explanation of the consequences for subsequent violations. The student will also receive educational material concerning the dangers of tobacco use and the addiction process. The tobacco will be disposed of in the presence of the student.

Second Offense: Suspension from school for up to two (2) days, notification of parents and law enforcement, suspension from participation in all extra-curricular activities for 3 weeks of competition or events from the date of disciplinary action. The tobacco will be disposed of in the presence of the student.

Further Offense(s): Suspension from school for up to three (3) days, notification of parents and law enforcement, suspension from participation in all extra-curricular activities for 6 weeks of competition or events from the date of disciplinary action. The tobacco will be disposed of in the presence of the student.

ACTIVITIES CHEMICAL & TOBACCO POLICY & GUIDELINES

Philosophy

All activity participants at School District No. 1 are expected to make personal sacrifices for the good of the individual and the group. It is intended that student-participants will not be in attendance at a function or be riding in a vehicle where tobacco, alcohol, or drugs are located or being used. Self-discipline, accountability and responsibility on the part of each participant are expectations that are held for all. Additionally, it is important for student participants to become positive leaders in and out of school and school activities. Successful people succeed in their task by hard work, perseverance, honesty and dedication.

Activities Chemical Violations

Students who participate in activities will not be under the influence of¹, be in possession of, give away or sell drug paraphernalia, alcohol, marijuana, or another substance defined by law as a "controlled substance" or "dangerous drug." It is intended that students will not be in attendance at a function, or be riding in a vehicle where tobacco, alcohol or drugs are located or being used.

Student activity participants who admit to, whose parent(s) report, who have been found by the administration to have violated the chemical policy, or who have been found guilty of possession or being under the influence, are subject to the chemical policy consequences.

Student activity participants charged by the legal system with a chemical offense may be suspended from participation in their activity (following due process procedures in school policy) until the situation is resolved by the court. If suspended from activities, the student will fulfill all obligations as set forth by this policy. A student awaiting remediation of a charge will not serve more suspension from participation days than the step and offense called for in each situation.

Violations by student activity participants are cumulative in nature. Starting with the first and subsequent offenses, violations within a two-year period will accumulate to determine the actual level of consequence.

First Offense: Suspension from participation in all extra-curricular activities for a period of one semester **OR** the principal shall extend the option to the student of suspension from participation in all extra-curricular activities, in town or away, for a period of 2 weeks of competition or events from the date of the disciplinary action and participation in an appropriate chemical awareness experience.

Second Offense: Suspension from participation in all extra-curricular activities for a period of one year **OR** the principal shall extend the option to the student of suspension from participation in all extra-curricular activities, in town or away, for a period of 4 weeks of competition or events from the date of the disciplinary action and participation in an appropriate chemical awareness experience.

Further Offense(s): Suspension from participation in all extra-curricular activities for a period of one year **OR** the principal shall extend the option to the student of suspension from participation in all extra-curricular activities, in town or away, for a period of 8 weeks of competition or events from the date of the disciplinary action and participation in an appropriate chemical awareness experience.

Other Information:

1. Participants who have violated the chemical policy may jeopardize receiving post-season letters, trophies, and individual team privileges.
2. The appropriate activity sponsor(s), athletic director and school administration will consider each incident individually according to the policy.
3. Student activity suspensions that run past the end of a season or semester will carry forward to the next season of participation or semester; even if that means going into the next school year.
4. Participants under suspension for chemical use must follow all extra-curricular rules and are subject to consequences at the next step if a violation occurs.
5. Student participants who violate the chemical policy at school or at school activities are subject to the district-wide chemical rules as they relate to all students.

Athletics Tobacco Violations

Students who are participants in athletics will not use tobacco or be in possession of tobacco products. Those in violation will be subject to the following consequences:

First Offense: Suspension from participation in extra-curricular activities, in town or away, for a period of 2 weeks of competition or events from the date of the disciplinary action.

Further Offense(s): Suspension from participation in extra-curricular activities, in town or away, for a period of 4 weeks of competition or events from the date of the disciplinary action.

NOTE: Athletes who violate the tobacco policy at school or at school activities are also subject to tobacco rules as they relate to all students.

Chemical Policy Endnotes

1. Students suspected of chemical use, or who are believed to be under the influence, are expected to fully cooperate with reasonable requests by an administrator. Such requests may include submission to commonly used tests designed to

determine chemical use. Students who choose to not cooperate with a request of this type will be treated the same as any other student in a comparable situation who has been found under the influence or found to have violated the expectations of this policy.

2. In school as defined by School Laws of Montana, Section 20-5-201 (d). "... in school or on the premises, on his way to and from school, or during his intermission or recess". A student is considered to be in school whenever he/she is attending or participating in a school activity. During their school career refers to an individual student's career in a given level of schooling. For example, a student's career at the middle school level would be typically two years long; a high school student's is traditionally four years long.
3. Suspension will be for the maximum of the days recommended throughout the Policy and may include in or out of school suspension. After four (4) days of in-school suspension at the school for tobacco or alcohol/drug use, all additional suspensions will be served out of school.
4. Students suspended from participation in extra-curricular activities will not be allowed to perform or compete, or in some way represent School District No. 1, in an extra-curricular activity (in town or away) for the duration of suspension. The student is, however, required to continue with scheduled practices and rehearsals. For the purposes of this policy, the extra-curricular activities included shall be those activities that include some form of performance, contest, competition or representation of School District No. 1. It is useful to note that this definition includes but is not limited to all MHSA sanctioned activities. Some specific activity events are part of credit-bearing courses that involve activities both inside and outside the classroom setting. These activities, for the purposes of this policy shall be defined as those activities beyond the classroom and the immediate scope of graded requirements. Students will not be excluded from the graduation day ceremony as a result of an activity suspension. Example #1 - A student in choir may participate in classroom activities but not perform in concerts as a member of the choir. If part of their grade is determined by the performance, they will be allowed to do other work in lieu of the performance. Example #2 - If a student in FFA is suspended after violation of the activity side of the Chemical and Tobacco Policy, can attend the Blue-Gold Breakfast which is a function of the Student Council, and what about the Junior/Senior Prom? The answer for the first question is no, while the answer for the second question is yes. While the Student Council does not apply as an extra-curricular activity for the purposes of this policy, its event is considered an event which requires school representation. Dances or meetings are not considered activity performances, events of competition or representation; therefore suspensions from them due to this policy would not be appropriate.
5. A semester is the equivalent of ninety (90) pupil instruction days and a year is the equivalent of one hundred eighty (180) pupil instruction days. A suspended student will serve ninety (90) or one hundred eighty (180) suspension days from activity participation for each semester or year of suspension even if the time carries over to a new school year. Appeals of chemical policy decisions are to be made to the Superintendent prior to completion of the activity suspension.
6. Competition or event weeks are weeks when the sport or activity is competing or performing. Weeks during which only practices, or rehearsals take place are not considered competition or event weeks. Appeals of chemical policy decisions are to be made to the Superintendent prior to completion of the activity suspension. In cases of canceled events during the spring sports season, students who have met the minimum requirements to participate during a regularly scheduled spring competition (but would not have competed due to an activity suspension) may appeal one week of competition lost due to the cancellation of the event.
7. Appropriate chemical awareness experiences are activities which are designed to help students become aware of drug/alcohol concerns and other issues. These activities will vary depending on the frequency of violations and the age of the student. Potential examples are as follows:

First Offense: Chemical education class or other appropriate educational setting as determined by local qualified service/treatment providers. The student may not participate in the same chemical education class more than once every two years, as per Endnote number 5. Expenses incurred will not be the responsibility of School District Number One.

Second Offense: Referred to local qualified service/treatment providers for a possible evaluation or additional chemical education class work. Expenses incurred will not be the responsibility of School District Number One.

Further Offense(s): Referred to local qualified service/treatment providers for a possible evaluation or additional chemical educational class work. Expenses incurred will not be the responsibility of School District Number One.

Note: At school, support groups and counseling are available to all students either assigned or on a volunteer basis. Interested students are to contact the school guidance office.

8. The cumulative nature of the Activities Chemical Policy relates to consecutive offenses within a two-year window

of violations. Included in possible offenses is an In School or At School Activities offense generated within the mandatory two-year aspect of these policies. For example, a participant who violates the Activities Chemical Policy during the football season, later has another chemical violation while in school (but out of season) and finally violates the Activities Chemical Policy again in football the next season would receive an eight week activities suspension. The eight-week suspension represents the third offense as per the cumulative nature of the activities policy, again assuming all three violations occurred within two years of the first violation

XI. GUN-FREE SCHOOLS

In accordance with the provisions of the Gun-Free Schools Act, 20 USC 3351, any student who brings a firearm onto the school property, except as provided below, 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.

In accordance with the provision of the Gun-Free School Zones Act, 18 USC 992 (q), students may bring unloaded firearms onto school property for use in an approved program with the prior written permission of the district superintendent.

The term “firearm” shall be defined as provided in 18 USC 921. This term shall include any weapon which is designed, or may be readily converted, to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas.

The district superintendent may allow authorized persons to display firearms or other dangerous objects for educational purposes. Advance written permission must be received before such objects may be brought onto school property. The firearm must be unloaded and in a condition which renders it incapable of being fired. No ammunition for the firearm may be on school property concurrently with the firearm. At the conclusion of the display, the firearm must be immediately removed from school property.

If a student violating this policy is identified as a child with disabilities either under IDEA or Section 504, a determination must be made whether the child’s conduct is related to the disability. If the violation of the policy is due to a disability recognized by the IDEA of Section 504, lawful procedures for changes in placement must be followed for suspensions of greater than ten days.

Any student subject to expulsion shall be entitled to a hearing before the Board of Trustees in accordance with section 20-5-202 MCA. Nothing in this policy shall prevent the Board of Trustees from making an alternative placement for a student from the regular school program.

The District shall keep a record of all students disciplined under this policy and the circumstances surrounding their discipline, including the number of students expelled and the types of weapons involved. This information will be provided to other governmental agencies as required by law.

XII. DIRECTORY INFORMATION

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The following policy and procedures are designed to meet the provisions of the Family Education Rights and Privacy Act (FERPA) and the Montana School Accreditation Standards. Students may request a copy of the Family Education Rights and Privacy Act and its implementing regulations by contacting the school district administration office. A student has the right to report violations of the Family Rights and Privacy Act to the Family Educational Rights and Privacy Act Office, Department of Education, Washington, D.C.

Eligible student shall mean all rights and protections given parents or legal guardians under the Family Education Rights and Privacy Act. This policy transfers to the student when he or she reaches age 18 or enrolls in a post-secondary school.

Student record or education record shall mean records, documents and other materials which contain information directly related to a student and are maintained by the school district or a person acting for the school district. Education record or student record does not include records of instructional, supervisory and administrative personnel and other education personnel which are in sole possession of the maker and which are not accessible or revealed to any other person except a substitute teacher.

Parents and eligible students have the following rights:

1. *The right to inspect and review the student education record.*

Parents of students and eligible students may inspect and review the student education records upon request submitting to the school building principal a written request which identifies as precisely as possible the record or records he or she wishes to inspect.

The principal or other school authority shall make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected.

2. *The right to seek to correct the student education record.*

Parents of students and eligible students have a right to seek to change any part of the student record they believe is inaccurate, misleading or in violation of students rights.

Procedures for correction of a student's education record are available in the building principal's office.

3. *The right to exercise control over disclosures of information not authorized under Family Education Rights and Privacy Act without consent of the parent, legal guardian, or eligible student.*

However, the district does release directory information which is not generally considered an invasion of privacy. The information could include, but is not limited to, name, address, parent's name, phone number, age, field of study, height and weight of athlete, participation in officially recognized activities and sports, honor roll, dates of attendance, degrees and awards. If a parent, legal guardian, or eligible student does not want this directory information released, they must notify the building principal in writing within two weeks of the student's enrollment of each school year. Additionally, student records will be forwarded upon request to officials of another school district in which the student seeks or intends to enroll.

4. *The right to know the location of student education record.*

Generally, an enrolled student's education record is located in the administration office of the school building where the student attends. Upon request by a parent, legal guardian or eligible student, education records will be gathered for the purpose of review. Records of students who have graduated

from high school remain in their school. Records of students who have transferred out of the district are typically kept at the district they transferred into.

XIII. BULLYING AND HARASSMENT

Sexual Harassment/Intimidation of Students (policy #3225)

Discrimination adversely affects morale and interferes with employee and student ability to work and learn. The District is committed to a positive and productive working and learning environment free from discrimination. The District prohibits sexual harassment or intimidation of its employees or students, whether committed by a coworker, supervisor, subordinate, contractor, volunteer, or student. Such behavior is just cause for disciplinary action.

Sexual harassment substantially compromises the attainment of educational excellence, and the District will not tolerate such behavior between members of the same or opposite sex. Furthermore, the District prohibits retaliation against any employee or student making a report of alleged sexual harassment or against any employee or student who has testified, assisted, or participated in investigation of a report. Retaliation includes but is not limited to any form of intimidation, reprisal, or adverse pressure. Retaliation is a violation of federal and state regulations prohibiting discrimination and will lead to disciplinary action against the offender.

This policy applies to individuals attending any events on District property, whether or not District-sponsored, and any school-sponsored events regardless of location.

Definitions

Sexual harassment is generally defined as unwelcome sexual advances, requests for sexual favors, and other verbal, physical, and/or visual contact of a sexual nature, when:

- Submission is made either explicitly or implicitly a term or condition of an individual's employment or education;
- 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
- The 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.

An intimidating, hostile, or offensive employment or educational environment is an environment in which:

- Unwelcome sexually oriented jokes, innuendoes, obscenities, pictures/posters, or any action with sexual connotation makes a student or employee uncomfortable; or
- Any aggressive, harassing behavior in the workplace or school, which affects working or learning, whether or not sexual in connotation, is directed toward an individual based on their sex.

Following are examples of sexual harassment or intimidation:

- Unwanted sexual advances (may include situations which began as reciprocal attractions but later cease to be reciprocal);
- Sexual gestures, verbal abuse, sexually oriented jokes, innuendo, or obscenities;
- Displaying of sexually suggestive objects, pictures, cartoons, or posters;
- Sexually suggestive letters, notes, or invitations;
- Employment or educational benefits affected in exchange for sexual favors;
- Physical conduct such as assault, attempted rape, impeding or blocking movement, or unwelcome touching;
- Hazing or daring an individual to perform in unsafe work or learning practices, particularly when directed toward students or employees in nontraditional settings.

Reporting

Students or employees who believe they may have been harassed or intimidated should contact a counselor, the Title IX Coordinator, or the first-(1st)-level supervisor not involved in the alleged harassment. Persons who feel they are being harassed or intimidated should take the following steps:

- Inform the individual that his/her behavior is unwelcome, offensive, or inappropriate. DO NOT assume or hope the problem will go away.
- Notify a counselor, the Title IX Coordinator, or an administrator, right away. Early reporting assists any investigation.
- Request a copy of the District's sexual harassment policy so that reporting processes are clear.
- Keep notes. Keep a record of dates, times, places, witnesses, and descriptions of each incident. Save all notes or records in a safe place.

Complainants are permitted and encouraged to have a friend or advisor present with them for moral support during any stage of the investigation of the report.

All employees and students have a responsibility to maintain a positive work and learning environment by reporting all incidents or rumors of harassment or intimidation involving them or others. Students and staff are encouraged to use the reporting procedure set forth in this policy.

Once a report has been filed with an administrator or Title IX Coordinator, a confidential and expeditious investigation will begin, following the procedures outlined in the Investigation and Action Procedure below, with strict observance of the specific protections provided above.

Confidentiality

A report of sexual harassment or intimidation and its investigation are to be kept in strictest confidence for the protection of all parties involved.

The parties' right to privacy will be protected. The District has a compelling interest to provide educational programs in an environment free from sexual discrimination. Sex discrimination includes sexual harassment. Therefore, the District's obligation to investigate and take corrective action may supersede an individual's right to privacy.

Investigation and Action Procedure

1. After receiving a report or grievance, the Title IX Coordinator will conduct an investigation and make written recommendation to the Superintendent within thirty (30) days. In determining whether alleged conduct constitutes sexual harassment, the coordinator will consider the facts of the allegation, case law, state and federal laws and regulations, and District policy prohibiting sexual harassment and intimidation.
2. On receipt of the coordinator's recommendation that probable cause exists to credit the allegations of sexual harassment or intimidation, the Superintendent may take action based on the report/recommendation, or the Superintendent may conduct his or her own investigation into the charges. The Superintendent may appoint an outside investigator to conduct the investigation.
3. Such investigation must be complete within thirty (30) days of the Superintendent's receipt of the recommendation from the coordinator.
4. Pending such investigation, the Superintendent may take any action necessary to protect the alleged victim or other employees or students, consistent with requirements of any applicable regulations and statutes.
5. Consistent with requirements of applicable regulations or statutes, the Superintendent may take such action deemed necessary and appropriate after completion of the investigation.
6. The final disposition of the case will be by action of the Board.

Bullying/Harassment/Hazing/Intimidation/Menacing

Bullying is a repeated pattern of conduct, rooted in a power differential that threatens harm, humiliates, induces fear, or causes students substantial emotional distress. Examples of bullying are, but not limited to include physical, verbal, gestures, exclusion, destruction of property, and/or cyber bullying. **(policy # 3226)**

The Board will strive to provide a positive and productive learning and working environment. Bullying, harassment, hazing, intimidation, or menacing by students, staff, or third parties, is strictly prohibited and shall not be tolerated.

Definitions:

- 1) "Third parties" include but are not limited to coaches, school volunteers, parents, school visitors, service contractors or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District, and others not directly subject to District control at inter-District and intra-District athletic competitions or other school events.
- 2) "District" includes District facilities, District premises, and non-District property if the student or employee is at any District-sponsored, District-approved, or District-related activity or function, such as field trips or athletic events, where students are under the control of the District or where the employee is engaged in District business.
- 3) "Hazing" includes but is not limited to any act that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in or affiliation with any District-sponsored activity or grade-level attainment, including but not limited to forced consumption of any drink, alcoholic beverage, drug, or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation, or any other forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, authorizes, or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed, or other such activities intended to degrade or humiliate.
- 4) "Bullying, harassment, intimidation, or menacing" means any act that substantially interferes with a student's educational benefits, opportunities, or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, or at any official school bus stop, and that has the effect of:
 - Physically harming a student or damaging a student's property;
 - Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
 - Creating a hostile educational environment.

Reporting:

All complaints about behavior that may violate this policy shall be promptly investigated. Any student, employee, or third party who has knowledge of conduct in violation of this policy or feels he/she has been a victim of bullying, harassment, hazing, intimidation, or menacing in violation of this policy is encouraged to immediately report his/her concerns to the building principal or the Superintendent, who have overall responsibility for such investigations. A student may also report concerns to a teacher or counselor, who will be responsible for notifying the appropriate District official. Complaints against the building principal shall be filed with the Superintendent. Complaints against the Superintendent 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 Superintendent shall be responsible for ensuring notice of this policy is provided to students, staff, and third parties and for development of administrative regulations, including reporting and investigative procedures, as needed.

Consequences:

Students whose behavior is found to be in violation of this policy will be subject to discipline up to and including expulsion. Staff whose behavior is found to be in violation of this policy 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 Superintendent or the Board. Individuals may also be referred to law enforcement officials.

Retaliation:

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 be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Notice of Inspection, Search, Canine Search, Seizure

(Policy #3231 & 3231F)

Notice of Inspection

Students should be aware that their assigned locker and any personal items they choose to store therein will be jointly accessible to them and to school officials and may be subject to inspection by school officials at any time without notice and without student consent.

Notice of Search

Students should be aware that their persons and personal property not stored in lockers (e.g., purse, book bag, vehicle, etc.) may be subject to search, when school officials have reason to believe weapons, drugs, alcohol, or any other objects/materials evidencing a violation of school policy/rule or other laws and regulations are contained therein.

Notice of Canine Inspection

Students should be aware that the District may from time to time utilize canines in an effort to detect contraband: (1) stored in lockers or other school property; and/or (2) stored in vehicles.

Seizure of Property

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

XIV. GRIEVANCE POLICY

Uniform Grievance Procedure (policy #3215)

All individuals should use this grievance procedure if they believe that the Board, its employees or agents have violated their rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy.

The District will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

Level 1: Informal

An individual with a complaint is encouraged to first discuss it with the teacher, counselor, or building administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first-line administrator that is not involved in the alleged harassment.

Level 2: Principal

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written

grievance must be filed with the principal within sixty (60) days of the event or incident or from the date the grievant could reasonably become aware of such occurrence.

If the complaint alleges a violation of Board policy or procedure, the principal shall investigate and attempt to resolve the complaint. If either party is not satisfied with the principal's decision, the grievance may be advanced to Level 3 by requesting in writing that the Superintendent review the principal's decision. This request must be submitted to the Superintendent within fifteen (15) days of the principal's decision.

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the principal shall turn the complaint over to the Nondiscrimination Coordinator who shall investigate the complaint. The District has appointed Nondiscrimination Coordinators to assist in the handling of discrimination complaints. 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 may hire an outside investigator if necessary. If the Superintendent agrees with the recommendation of the Coordinator, the recommendation will be implemented. 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 fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

Level 3: Superintendent

Upon receipt of the request for review, the Superintendent shall schedule a meeting between the parties and the principal. The parties shall be afforded the opportunity to either dispute or concur with the principal's report. The Superintendent shall decide the matter within ten (10) days of the meeting and shall notify the parties in writing of the decision. If the Superintendent agrees with the recommendation of the principal, the recommendation will be implemented. If the Superintendent rejects the recommendation of the principal, the matter may either be referred to an outside investigator for further review or resolved by the Superintendent.

If either party is not satisfied with the decision of the Superintendent, the Board is the next avenue for appeal. A written appeal must be submitted to the Board within fifteen (15) days of receiving the Superintendent's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Superintendent to the Board bears the burden of proving a failure to follow Board policy.

Level 4: The Board

Upon receipt of a written appeal of the decision of the Superintendent, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final, unless appealed within the period provided by law.

Level 5: County Superintendent

If the case falls within the jurisdiction of the County Superintendent of Schools, the decision of the Board may be appealed to the County Superintendent by filing a written appeal within thirty (30) days after the final decision of the Board, pursuant to the Rules of School Controversy.

XV. LUNCH & BREAKFAST SCHOOL MEALS

School District #1 provides a hot lunch program and a breakfast program for all students and also provides milk available for purchase for those students who carry cold lunches. Applications for free and reduced meals are sent home with each student at the beginning of the school year. Applications are also available upon request at the school office during the school year.

Students are supervised in the lunchroom and on the playground by two noon-duty aides. The principal and teachers provide assistance for the aides.

MEAL ACCOUNTS

As students are enrolled in a Lewistown Public School, a meal account is set up for them. This account, with a corresponding 5-digit number, will be theirs until they graduate or leave the district. Students may use this account for breakfast, lunch, or milk purchases.

Students can deposit money into their individual accounts at the office from 8:00 a.m. until 8:20 a.m. and at recess time each school day. Prices for meals and milk are as follows:

Student Breakfast (K-6)	\$2.25
Reduced Student Breakfast	\$.30
Adult Breakfast	\$2.25
Student Lunch (K-6)	\$3.40
Reduced Student Lunch	\$.40
Adult Lunch	\$4.65
Individual Milk	\$.50

Parents are welcome to eat school meals with their children on an occasional basis. **For lunch**, it is important to please contact the office by 8:45 a.m. on the day you plan to join us so that you can be included in the lunch count to the Central Kitchen.

Although it sometimes becomes necessary for students to charge meals, our policy limits charges to eight (8) dollars. Students will always be notified if a charge occurs so they can relay the information to parents and the situation can be remedied in a timely manner. Please keep open lines of communication with students concerning this important issue.

Students leaving the district should follow the school checkout protocol to have any meal account monies refunded to them. Any unclaimed account balances left at the end of each school year will be absorbed into School Food Service operations.

XVI. TECHNOLOGY ACCEPTABLE USE AGREEMENT

Lewistown Public School District No. 1 (policy #3612)

PLEASE READ THE FOLLOWING CAREFULLY BEFORE SIGNING THE ATTACHED AGREEMENT.

The Lewistown Public Schools (LPS) can now offer Internet access to your child at his/her school. This access offers vast, diverse, and unique resources and provides students and school personnel an avenue to promote educational excellence in the Lewistown Schools. This document is to inform parents, guardians and students of the availability of the Internet resources as well as the rules governing its use and to obtain express parental or guardian permission for an individual student to use the Internet while at school. It is a joint responsibility of school personnel and the parent or guardian of each student to educate the student about his or her responsibility when using the Internet.

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Students and teachers have access to:

1. Electronic mail (e-mail) enables communication with people all over the world.
2. Information and news from scientists and research institutions.
3. Public domain software and graphics of all types for school use.
4. Discussion groups on a variety of topics across all curricular areas.
5. Access to University resources, the Library of Congress, and other large collections of relevant information.
6. Graphical access to the World Wide Web.

Our school's goal is to promote student responsibility in the use of the Internet, the network, and other electronic resources. Internet and network access is available to students only on computers that are in highly monitored areas of the school building. However, parents and guardians must be aware that while at school,

direct supervision by school personnel of each student using the computers is not always possible. Thus, students are expected to use the resources in a manner consistent with their contract and will be held responsible for their use. Additionally, parents should discuss with their children their own expectations for their child's Internet use.

PROPER & ACCEPTABLE USE

The use of the Internet and network in the Lewistown Public Schools must be in support of education and consistent with the educational objectives of Lewistown School District No. 1.

Activities that are permitted and encouraged:

- ✓ Investigation of topics being studied in school;
- ✓ Investigation of opportunities outside of school related to community service, employment or further education.

Activities that are not permitted:

- ✓ Sharing of the student's home address, phone number or other personal information;
- ✓ Searching, viewing, or retrieving materials that are not related to schoolwork, community service, employment, or further education.
- ✓ Copying, saving, or redistributing copyrighted material (users should assume that all material is copyrighted unless explicitly noted);
- ✓ Subscribing to any services or ordering of any goods or services;
- ✓ Playing games or using other interactive sites unless specifically assigned by a teacher;
- ✓ Using the network in such a way that you would disrupt the use of the network by other users;
- ✓ Participating in any activity that violates a school rule, or a local, state, or federal law.

Students having questions about whether any activity is permitted should ask a teacher or administrator. Students accessing inappropriate material must exit immediately.

PRIVILEGES

The use of the Internet is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges. The system administrators and staff will deem what is inappropriate use, and their decision is final. Also, the system administrators may close an account at any time as required. The administration, faculty, and staff of the Lewistown Public Schools may request that system administrators deny, revoke, or suspend specific user accounts.

RELIABILITY

Lewistown Public Schools makes no warranties, expressed or implied, for the service it provides. LPS will not be responsible for non-deliveries, erroneous deliveries, or service interruptions caused by negligence or errors. Use of any information obtained via the Internet is at the user's own risk. LPS specifically denies any responsibility for the accuracy or quality of information obtained through the Internet.

SECURITY

Security on any computer system is a high priority, especially when the system involves many users. Possible security problems on the Internet or network must be reported to a teacher or a system administrator. Do not demonstrate any problems to other users. Do not use another individual's account without written permission from that individual. Attempts to log onto the Internet or network as a system administrator will result in cancellation of user privileges. Any use may be denied access to the Internet or network.

LPS Elementary Chromebook Check-in Form

It's important that the check-in information be entered on this form **AND** in the Google Sheet **Chromebook list** for every student upon returning their Chromebook. **Students with damages to their Chromebooks, or with a missing charger cord, are to bring this form and their Chromebook to the office.**

- 1. Student Name: _____
- 2. Homeroom Teacher: _____
- 3. Serial Number Assigned to Student: _____
(As noted in the Google Sheet Chromebook List)

- Serial Number matches the number listed on the Google Sheet Chromebook List
- Serial Number does **NOT** match number listed on the Google Sheet Chromebook List
Serial Number of Chromebook being turned in: _____

4. Chromebook Condition

Student powers up their Chromebook, opens a Google Document, and joins your Google Meeting

Place an **X** on the line if the Chromebook meets the standard and an **O** if an issue is found. If necessary, describe issues in the space provided in section 5.

- _____ Power cord name tag matches device and has no visible damage
- _____ Powers up and can open a site on the internet
- _____ Camera works during a Google meeting
- _____ Microphone works during a Google meeting
- _____ Speakers work during a Google meeting
- _____ Screen, while on, shows no visible damage
- _____ Keyboard shows no visible damage
- _____ Each key functions properly while typing in a Google Document
- _____ No visible damage to the casing (cracks, chips, etc)

5. Documentation of issues found upon check-in:

- Damage evident or missing Chromebook or charging cord - Student sent to office.**

I verify that the information above is correct and has been documented in the Google Sheet Chromebook List.

Student Signature *Date* *Teacher Signature* *Date*

MEDICATION AUTHORIZATION FORM

Child's Name: _____ Date of Birth: ____/____/____

School Name: _____ Today's Date: ____/____/____

TO BE COMPLETED BY HEALTH CARE PROVIDER AND PARENT/GUARDIAN

PRESCRIPTION MEDICATION

To Administer a Prescription Medication:

- The medication must be in its original container, with a legible label from the pharmacy indicating the child's name, date, name of medicine, dosage, and time, number of days medication is to be given, and expiration date of medication, doctor's/nurse practitioner's name, pharmacy name and telephone number
- Samples must be accompanied by a doctor's written prescription
- Medications are to be given only to the child indicated on the label (twins and siblings cannot share.)
- A separate authorization is required for each medication and each episode of illness
- Label constitutes the physicians/nurse practitioners order
- Parent/Guardian is to give as many doses as possible at home.

Medication(s): _____

Reason for Medication: _____

Start Date: ____/____/____ End Date: ____/____/____

Dosage: _____ Times to be given: _____ AM _____ PM

Route - By Mouth, Inhale, Skin (lotion), Injection or Shots: _____

Possible Side Effects: _____

Special Storage/Handling Instructions: _____

Parent/Guardian Signature Required: _____

Physician/Nurse Practitioners Signature Required: _____

TO BE COMPLETED BY PARENT/GUARDIAN

NON-PRESCRIPTION MEDICATION

To Administer a Non-Prescription Medication:

- Parent is required to bring these medications from home.
- Medication must be in an original container, with child's name on the container.

Medication(s): _____

Reason for Medication: _____

Start Date: ____/____/____ End Date: ____/____/____

Dosage: _____ Times to be given: _____ AM _____ PM

Route - By Mouth, Inhale, Skin (lotion), Injection or Shots: _____

Possible Side Effects: _____

Special Storage/Handling Instructions: _____

Parent/Guardian Signature Required: _____