



Montana Board of Public Education

Public Charter School Application

September 2024

TABLE OF CONTENTS

Introduction	3
Submission Procedures.....	3
Public Charter Application Cover Page.....	5
Public Charter Application	6
Academic Program.....	8
School Governance	15
Business Operations	21
Community Support and Need.....	23
Not a Local School Board?	24

INTRODUCTION

HB 549 (2023), now codified in Title 20, Chapter 6, Part 8 of Montana Code Annotated, authorized the establishment of public charter schools in Montana and tasked the Montana Board of Public Education as the sole entity authorized to enter into public charter contracts with a governing board. There are two types of public charter schools – those operating under an existing local school board and those operating as a new school district under a separate governing board. This Public Charter School Application is for both options.

A public charter school means a public school that has autonomy over decisions including, but not limited to, matters concerning finance, personnel, scheduling, curriculum, and instruction as defined in a public charter contract. Public charter schools are governed by a local school board, or in the case of a governing board other than a local school board, by the governing board of the public charter school district of which the public charter school is a part. Public charter schools are established and operated under the terms of a public charter contract and allow parents to choose to enroll their children. Public charter schools must admit students based on a lottery if more students apply for admission than can be accommodated.

Public charter schools provide a program of education that may include any or all grades from kindergarten through grade 12 and vocational education programs and operate in pursuit of a specific set of educational objectives as defined in its public charter contract.

The evaluation of your application will focus on whether implementing the proposals in your application will lead to the academic, organizational, and financial performance you are promising in exchange for potential broad flexibility from Montana’s education standards. The evaluation will also determine whether:

- There is an established need for the proposed public charter school;
- The proposed public charter school meets the needs of all its students;
- The proposed public charter school is of the highest academic quality;
- The proposed public charter school will provide a healthy learning environment and positive school climate;
- The proposed governing board demonstrates the capacity to implement the plan outlined in the application with fidelity; and
- The proposed public charter school will provide an educational opportunity to students that they would not otherwise receive at the traditional school they are zoned to attend.

SUBMISSION PROCEDURES

To facilitate the Montana Board of Public Education’s review of public charter school applications, applicants must submit the application to bpe@mt.gov between the dates of October 28 and November 1, 2024, with a deadline of November 1, 2024 at 5PM. All submission materials must be submitted in a single electronic submission. Multiple attachments will not be accepted in the submission. The Board will review the public charter school application, and if determined complete, will facilitate an interview, and take public comment on the application in November. Final approval of the application will take place at the January 2025 Board of Public Education meeting. Please note the timeline on the Board’s webpage under the Public Charter School tab.

We recognize that this application may not provide the space to fully respond to each of the questions in the application. Please provide a brief, direct response to each question, with reference to attachments, appendices, and weblinks to lengthier handbooks, policies, and additional information. Please make sure to clearly state where any corresponding responses are located within the application and limit application pages to 26, plus any attachments and letters of support.

Please note that submitting a public charter school application does not guarantee approval and that a public charter school contract will be granted. Failure to adhere to any requirements may lead to an incomplete application that is rejected before consideration. In addition, complete applications that are not strong enough to guarantee a successful public charter school implementation will be recommended for denial.

PUBLIC CHARTER APPLICATION COVER PAGE

Check One: ☒ New Public Charter under existing local school board ☐ New Public Charter District

Name of Public Charter School Central Montana Career and Technical Education (CTE) Academy

Local school district in which the public charter school will be physically located:

Fergus High School and Central Montana Education Center

Contact Information for the Governing Board Chair

Contact Person: Kris Birdwell Board Chair
Name Title

Contact Address: 224 W. Main, Suite 511 Lewistown, Montana 59457

Telephone Number: (406) 538-2623

E-mail Address: birdwellk@lewistown.k12.mt.us

Contact Information for the Person Completing this Application

Contact Person: Brad A. Moore Superintendent
Name Title

Contact Address: 215 7th Avenue S, Lewistown, MT 59457

Telephone Number: 406-535-8777 Ext 1112

E-mail Address: brad.moore@lewistown.k12.mt.us

Local Board of Trustee Evidence

Check One: ☒ Approved by existing local school board ☐ Refused approval by existing local school board

Lewistown Public School board minutes from October 14, 2024 are attached in **Appendix A** showing approval of the charter school.

PUBLIC CHARTER APPLICATION

Name of Public Charter School: **Central Montana Career and Technical Education (CTE) Academy**

Provide an executive summary with the general purpose and rationale for the creation of the public charter school, and explain how the proposed public charter school is different from a program that you could operate or are currently operating without the public charter designation.

In alignment with the current initiatives of the Montana OPI and Legislature, The Central MT CTE Academy aims to bridge the gap between high school, post-secondary education, and labor and industry by offering students the opportunity to earn college credits and/or skilled training to include possible paid internships during their high school years and to develop a set of skills to provide a transition straight into the workforce or obtain a higher level of skills at the post-secondary level or by the employer. According to an article published about a shortage of skilled workers on September 5, 2024, (https://www.kulr8.com/montana/annual-montana-workforce-report-reveals-job-growth-but-highlights-skilled-labor-shortages/article_465b6ed8-b4aa-5bfb-8b9a-9547a3f76570.html) stated “The report highlighted that the health-care industry will need 800 new skilled workers annually until 2032. The construction sector will require 1,000 new workers each year for the next eight years.”

By integrating post-secondary coursework into our curriculum and developing specific workforce development skills via a combination of in person and dual credit trainings students can earn college credits and develop a skill set for immediate employment into the workforce. We strive to equip students with a desired skill or training to immediately meet the workforce needs of Central Montana and give them a head start into a higher level of skill training at the postsecondary level or employee-based training. Through this initiative, we seek to foster a culture of quality workforce development to better meet the needs of Central Montana and provide students with a set of skills to pursue a higher set of skills and employability.

Opening Date: August 2025 Public Charter Term Length: Semester

Grades to be served: 9-12

Minimum Enrollment Per Year: 40

Planned Enrollment Per Year: 50

Maximum Enrollment Per Year: 70

During the proposed public charter 5-year term, indicate the specific grade-level programs that you plan to serve:

Check all that apply: ☐ Elementary Program ☐ Middle Grades Program ☒ High School Program

For each year of the public charter term, estimate the number of students the public charter school plans to serve in each grade:

	Elementary							Middle		High School				Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Year 1										5	5	15	25	50
Year 2										5-10	5-10	15-20	25-30	50-70
Year 3										5-10	5-10	15-20	25-30	50-70
Year 4										5-10	5-10	15-20	25-30	50-70
Year 5										5-10	5-10	15-20	25-30	50-70

ACADEMIC PROGRAM

See Submission Procedures

1. State the public charter school's mission and vision and describe why this initiative is important to the community it will serve.

Mission Statement

"Central Montana Career and Technical Education Academy is dedicated to providing high-quality, hands-on education and training that empowers students with the skills, knowledge, and confidence needed to excel in their chosen careers. We strive to foster a supportive and innovative learning environment that meets the evolving needs of our community and industry partners."

Vision Statement

"To be the leading institution in Central Montana for career and technical education, known for our commitment to excellence, industry relevance, and student success. We envision a future where our graduates are highly skilled professionals, equipped to drive economic growth and contribute to a thriving, dynamic workforce."

Goal

"To equip students with industry-leading skills and knowledge through comprehensive, hands-on training programs that align with current job market demands, thereby enhancing their career opportunities and contributing to the economic growth and development of Central Montana."

2. Identify the targeted student population and the community the public charter school proposes to serve.

Central MT CTE Academy will target freshman to senior students who choose to develop a skill to become more employable in the workforce upon graduation or to continue in their specialized skill development at a post-secondary institution. With the Academy teaching work base development skills, we will also target our homeschool population for potential part time enrollment as well as age eligible students from the neighboring Hutterite colonies. According to current analysis of the targeted population there are approximately eight Hutterite students who have graduated from 8th grade from the Colony schools and are age eligible and meet the targeted population for the Central MT CTE Academy. There are currently 40+ homeschool students that would be age eligible to attend the Central MT CTE Academy to enhance their skill set. There are currently home school students attending Fergus High School on a part-time basis and this is another group to be targeted for the Academy to serve.

3. Describe plans and timelines for student recruitment and enrollment, including lottery procedures.

School counselors will share information about the Central MT CTE Academy program with students at the end of their 8th grade year. A research-based aptitude test will be administered to help counselors assess student interest and abilities to help provide proper placement in the CTE Academy. There will be limited opportunities for 9th grade students, so counselors will continue to provide information to grades

9-11 for enrollment in the academy for the next year. Counselors and District Administrators will work with the County Superintendent to coordinate possible enrollment by current home school and colony students who are applicable age.

A parent/informational meeting will be advertised and held in the fall for all age eligible students where applications and due dates will be provided. Students enrolling in the Central MT CTE Academy will begin classes as early as the spring proceeding their freshman year.

If there are more qualified applicants than seats, we will utilize the lottery process. The lottery process would be for enrollment of students into the following semester. Random drawing of age eligible students to determine placement would be utilized.

4. Describe the public charter school's academic program, specifically focusing on why it is innovative in your school district. Include plans to formally assess student achievement on an annual basis.

Innovative Academic Program

1. **Project-Based Skill Development:** Our Academy will emphasize project-based learning, where students engage in interdisciplinary projects that promote critical thinking, collaboration, and real-world problem-solving. This hands-on approach enhances the learning process, along with giving students the opportunity to apply their knowledge in meaningful ways to ensure they are college and career ready. Students will learn through a variety of methods from online delivery models to internship with industry experts and work-base learning and skill development with skilled professionals and educators.
2. **Personalized Learning Plans:** Each student will develop a personalized learning plan tailored to their strengths, interests, skill set, workforce and academic goals. This allows for differentiated instruction, ensuring that all students progress at their own pace and receive the support they need to thrive.
3. **Community Partnerships:** We will collaborate with local businesses, industry experts, and organizations to create internship opportunities and mentorship programs, providing students with practical experiences and connections to the community.

Annual Assessment Plans

To ensure our innovative academic program effectively meets student needs, we will implement a robust assessment strategy that includes:

1. **Formative Assessments:** Ongoing formative assessments will be conducted throughout the year, including quizzes, projects, presentations, and industry partner observations and evaluations. These assessments will inform instructional adjustments and support personalized learning plans.
2. **Student Portfolios:** Students will maintain portfolios showcasing their work and reflecting on their learning journey. These portfolios will be reviewed annually, allowing for self-assessment, goal and future educational and skill development goals.
3. **Parent and Community Feedback:** We will conduct surveys and hold focus groups to gather feedback from parents and community members regarding the effectiveness of our programs and initiatives. This input will guide continuous improvement.

4. **Performance Reviews:** We will evaluate the overall effectiveness of our academic program through a comprehensive review of student achievement data, attendance rates, and engagement metrics. This will help us assess the impact of our innovative practices and make necessary adjustments.
5. **Skills Based Assessments:** Students will be evaluated on their abilities and competencies in specific tasks or areas relevant to a job or role. Assessments will directly measure practical skills through real-world scenarios, simulations, or hands-on tasks. This approach helps employers identify candidates who possess the necessary skills for a position and can effectively apply them in a work environment.

By combining these innovative practices with a structured assessment approach, we aim to cultivate an enriching learning environment that prepares our students for success both academically and personally.

Central Montana CTE Academy (chart 1 of 3)

Minimum Class Load	Career Pathway	Ag. Education			
	Health Professions	AFNR (Animal Science)	AFNR (Natural Resources)	Welding & Fabrication	Agricultural Construction & Mechanics
7	Freshman	Freshman	Freshman	Freshman	Freshman
	Earth Science	Earth Science	Earth Science	Earth Science	Earth Science
	Math	Math	Math	Math	Math
	English	English	English	English	English
	Health/PE	Health/PE	Health/PE	Health/PE	Health/PE
	3 Electives	Exploration in Ag	Exploration in Ag	Exploration in Ag	Exploration in Ag
		2 Electives	2 Electives	2 Electives	2 Electives
7	Sophomore	Sophomore	Sophomore	Sophomore	Sophomore
	Biology	Biology	Biology	Biology	Biology
	Math	Math	Math	Math	Math
	English	English	English	English	English
	World History	World History	World History	World History	World History
	Health/PE	Health/PE	Health/PE	Health/PE	Health/PE
	Health Occupations (MTDA)	Animal Eval/Meat Sci	Forestry/Sustainable Foods	Materials & Processes/Welding 1	Materials & Processes/Woods 1
	Medical Terminology (MTDA)	1 Elective	1 Elective	1 Elective	1 Elective
6	Junior	Junior	Junior	Junior	Junior
	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry
	Math	Math	Math	Math	Math
	English	English	English	English	English
	American History	American History	American History	American History	American History
	Antomy/Physiology (MDTA)	A&P/Vet Science	Natural Resource MGMT	Welding 2	Ag Mechanics
	C.N.A. (dual credit)	2 electives	2 electives	2 electives	2 electives
	1 Elective	2 electives	2 electives	2 electives	2 electives
5	Senior	Senior	Senior	Senior	Senior
	English	English	English	English	English
	Government	Government	Government	Government	Government
	EMT (CMMC) (7 credits)	2 electives	2 electives	2 electives	2 electives
	1 Elective	Work Exp/Intern	Work Exp/Intern	Advanced Fab	Advanced Fab
	Work Exp/Internship			Work Exp	Work Exp

Central Montana CTE Academy (chart 2 of 3)

Minimum Class Load	Family & Consumer Sciences Education		
	Hospitality & Tourism	Design & Construction FCS	Human Services
7	Freshman	Freshman	Freshman
	Earth Science	Earth Science	Earth Science
	Math	Math	Math
	English	English	English
	Health/PE	Health/PE	Health/PE
	Culinary Arts	Textiles & Design	Culinary Arts
	2 Electives	2 Electives	2 Electives
7	Sophomore	Sophomore	Sophomore
	Biology	Biology	Biology
	Math	Math	Math
	English	English	English
	World History	World History	World History
	Health/PE	Health/PE	Health/PE
	Advanced Culinary Arts Yr 1	Interior Design (MTDA)	Financial Survival/Entrepreneurship
	1 Elective	1.5 Elective	1 Elective
6	Junior	Junior	Junior
	Chemistry	Chemistry	Chemistry
	Math	Math	Math
	English	English	English
	American History	American History	American History
	Advanced Culinary Arts Yr 2	Textile & Design Independent Study	Child & Adolescent Development (4 credits)
	Entrepreneurship/Hospitality & Tourism	Entrepreneurship	
	1 Elective	1 Elective	2 Electives
5	Senior	Senior	Senior
	English	English	English
	Government	Government	Government
	2 Electives	2 Electives	2 Electives
	Work Exp/Internship	Work Exp/Internship	Work Exp/Internship

Central Montana CTE Academy (chart 3 of 3)

Minimum Class Load	Business Education	Associates	Career Pathway
	Business Finance		Education
7	Freshman	Freshman	Freshman
	Earth Science	Earth Science	Earth Science
	Math	Math	Math
	English	English	English
	Health/PE	Health/PE	Health/PE
	Personal Law/Personal Finance	3 Electives	3 Electives
	2 Electives		
7	Sophomore	Sophomore	Sophomore
	Biology	Biology	Biology
	Math	Math	Math
	English	English	English
	World History	AP World History	World History
	Health/PE	Health/PE	Health/PE
	Economics	2 Electives	2 Electives
6	Junior	Junior	Junior
	Chemistry	AP Chemistry	Chemistry
	Math	Math	Math
	English	Advanced English 11 (3 credits)	English
	American History	Advanced American History (3 credits)	American History
	Accounting I	3 Electives	Child & Adolescent Development (4 credits)
	Entrepreneurship		
5	Senior	Senior	Senior
	English	English 12 (3 credits)	English
	Government	Government	Government
	2 Electives	Advanced Biology (5 credits)	2 Electives
	Work Exp/Internship	Advanced Math/Pre-Calculus (4 credits)	Work Exp/Internship
		1 Elective	
		Other potential dual credit or AP classes	
		AP Calculus	
		AP Physics	
		AP Government	
		Contemporary Math (Dual credit-MTDA)	
		Pre-Calculus (Dual credit-MTDA)	

5. Describe any variances to existing standards that the public charter school requires to enhance educational opportunities.

The Central MT CTE Academy may require a variance to standards to meet the minimum requirements of counselors and librarians in our CTE Academy as allowable by A.R.M. 10.55.604.

6. Describe the instructional design, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.

This instructional design for the Central Montana CTE Academy is structured to equip students with the practical skills and foundational knowledge necessary for success in their chosen career pathway. By emphasizing hands-on experience and real-world applications, the Central Montana CTE Academy

prepares students for post-secondary education, immediate employment, and ongoing professional development, fostering a strong foundation for their future careers.

Learning Environment

- **Type:** Integrated hands-on learning environment that combines classroom instruction with practical application.
- **Setting:**
 - Dedicated labs and workshops for each discipline (e.g., welding shop, animal science facilities, and construction etc.).
 - Classrooms equipped with technology for lectures and simulations.
 - Outdoor areas for natural resources and plant science projects.
- **Atmosphere:** Collaborative and industry-focused, promoting safety, teamwork, and professionalism.

Class Size and Structure

- **Class Size:** 15-20 students per class to facilitate individual attention and hands-on learning.
- **Structure:**
 - **Weekly Schedule:** Instructional activities that blend foundational skills and practical work.
 - **Breakdown of possible structure:**
 - Foundational instruction (lectures, discussions, multimedia).
 - Hands-on practical application (workshops, labs).
 - Industry-related projects and simulations.
 - Internship, job shadow, community service activities, or work experience
 - Assessment, reflection, and guest speaker sessions from industry professionals.

Curriculum Overview

- **Duration:** Programs are divided into distinct pathways for each area of concentration, with some overlap to highlight interdisciplinary connections.
- **Core Pathways:**
 - **Welding & Fabrication:** Safety protocols, welding techniques, and project completion.
 - **(ANFR) Animal Science:** Animal anatomy, nutrition, health management, and veterinary basics.
 - **Construction & Mechanics:** Blueprint interpretation, building materials, safety regulations, and hands-on construction projects.
 - **(ANFR) Natural Resources:** Environmental science principles, horticulture practices, and conservation methods.
 - **Hospitality & Tourism:** Food preparation, service management, and event coordination.
 - **Human Services:** Community support strategies, case management, and ethical considerations.
 - **Design & Construction FCS:** Graphic design techniques, digital tools, and project portfolios.
 - **Health Professions:** Healthcare systems, patient care procedures, and medical ethics.
 - **Business Finance:** Financial literacy, budgeting, and entrepreneurship skills.
 - **Associates Pathway:** Advanced level classes, dual credit, college prep.

- **Education and Training:** Teaching methodology, child development, lesson planning, and classroom management techniques.

Teaching Methods

- **Project-Based Learning:** Students engage in projects that simulate real-world scenarios relevant to their chosen pathway, fostering problem-solving and critical thinking.
 - **Experiential Learning:** Opportunities for internships, community service, and job shadowing to connect classroom learning with practical experience.
 - **Collaborative Learning:** Group work, peer evaluations, and team projects to enhance communication and teamwork skills.
 - **Technology Integration:** Use of industry-standard software and tools, simulations, and virtual learning environments to enhance engagement and skill development.
 - **Assessment Strategies:** Regular formative assessments, practical exams, and reflective assignments to track progress and inform instructional adjustments.
7. Describe plans for identifying and successfully serving students with disabilities, students who are English Language Learners, students who are academically challenged, and gifted students, including compliance with applicable laws and regulations.

Identifying Students

Conduct regular assessments and screenings to identify students with disabilities
 Use the MTSS model to monitor student progress and provide early interventions
 Consider input from parents, teachers, and specialists in the identification process
 Comply with IDEA for appropriate evaluation and IEPs English Language Learners
 Use language proficiency assessments to identify ELLs
 Collect background information and language data to determine language proficiency levels

Academically Challenged Students

Monitor students' academic performance and compare it to established benchmarks
 Conduct standardized tests, teacher observations and assessments
 Provide differentiated instruction

Gifted Students

Use multiple criteria to identify students, such as IQ tests and teacher recommendations
 Provide differentiated instruction

Compliance with Laws and Regulations

Follow IDEA and Section 504 and all other federal and state laws governing education
 Provide an equitable and quality education

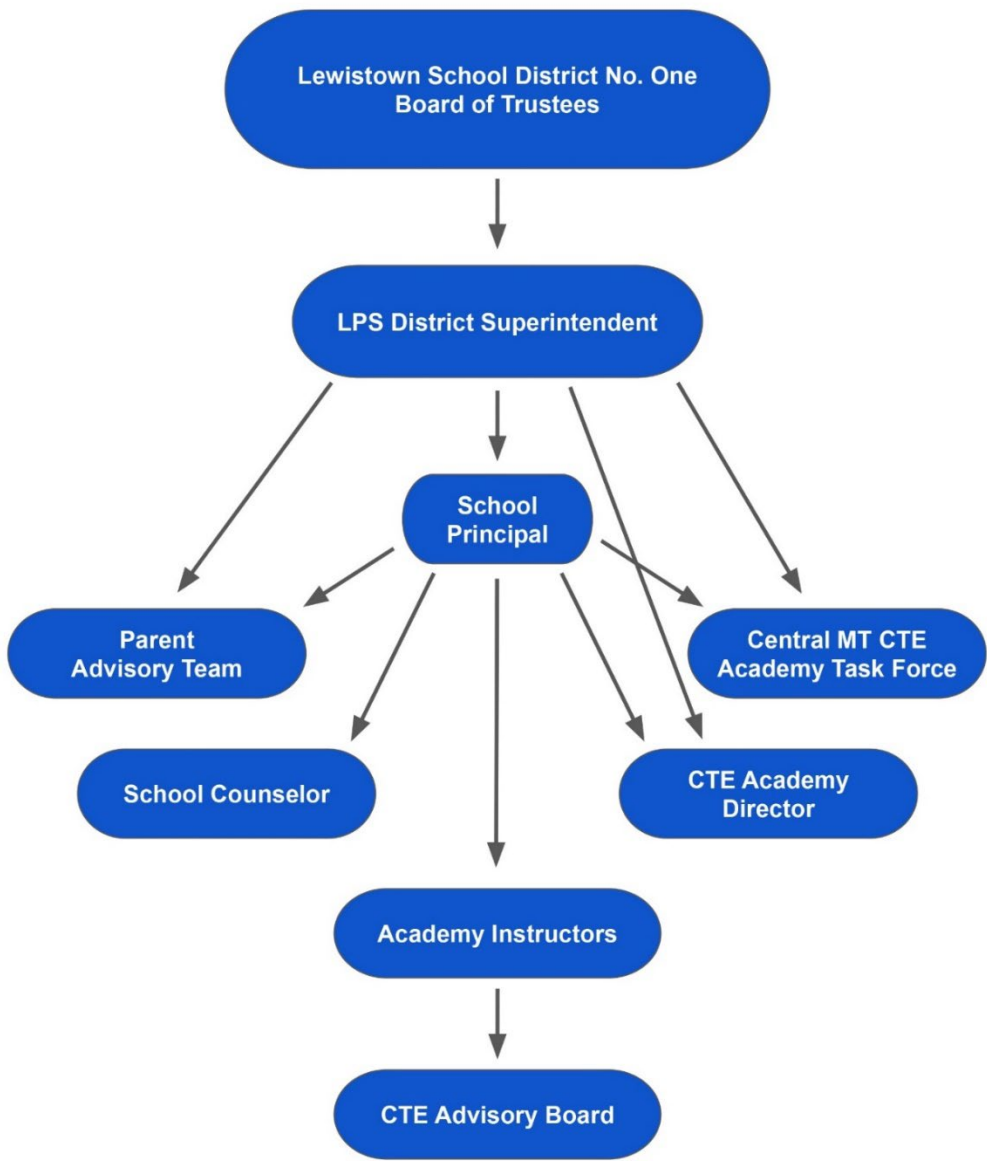
8. Describe student discipline policies, including those for special education students.

Discipline policies follow the school board approved policies, 3310 Student Discipline and 3310P-Discipline of Students with Disabilities. These policies and the Fergus High School Handbook detailing student discipline can be found on the school website at www.lewistown.k12.mt.us and are contained in Appendix B.

SCHOOL GOVERNANCE

See Submission Procedures

9. Describe the public charter school’s organizational chart that clearly presents the proposed organizational structure, including lines of authority and reporting between the governing board, staff, related bodies such as advisory bodies or parent and teacher councils, and external organizations that will play a role in managing the public charter school.



Describe the roles and responsibilities of the governing board, the proposed leadership management team, and other entities shown in the organizational chart.

The Lewistown Public Schools Board of Trustees will govern the Central MT CTE Academy. The

board has seven members and are subject to Montana state law and trustees are elected in May to serve terms for three years. The Lewistown Public Schools Board of Trustees meets at least once a month. Agendas are posted at least 48 hours in advance. Agendas and entire board packets are located on the www.lewistown.k12.mt.us website. Lewistown Public School District follows Administrative Laws of Montana including open meeting laws. The board has the authority to set budgets, approve policy, and approve recommendations for hiring and firing staff and detailed in Montana Code Annotated.

10. Provide a staffing chart for the public charter school's first year and a staffing plan for the term of the public charter school.

Central Montana CTE Academy Staffing Chart - Assuming 40 ANB in 2025-2026

POSITION	YEAR 1 FTE	YEAR 2-5 FTE	NOTES
Principal of the Academy	.15	.25	Shared with Fergus High School
Guidance Counselor	.20	.25	Shared with Fergus High School
Academy Instructors	2	2.25	Shared with Fergus High School
CTE Academy Director*	1.0	1.0	New Position

*See Appendix C for complete job description of Central MT CTE Academy Director.

11. Detail the public charter school startup plan, identifying tasks, timelines, and responsible individuals.

Timeline	Task	Responsible Person
Oct 14-25, 2024	Completed Application to LPS Board of Trustees for Approval	Brad Moore- LPS District Superintendent
November 1, 2024	Completed Application Submitted to MT BPE	Brad Moore-LPS District Superintendent
November, 2024	In-Person Interview with BPE	Brad Moore-LPS District Superintendent
November 2024	Community Forum- Central MT CTE Academy	LPS Administration and Board of Trustees
January 2025	BPE Approval of Application	BPE
February 2025	Community Forum-Central MT CTE Academy	LPS Administration and Board of Trustees
April-May 2025	Staff Hiring & Assignments- Pre-Enrollment for Academy Students	LPS Administration, Trustees, & Counselors

13. Describe the plans for recruiting and developing school leadership and staff.

Recruiting and developing school leadership and staff is a crucial aspect of building a successful charter school program. Developing school leadership and staff is an ongoing process that requires careful planning and attention to the evolving needs of the institution and the individuals involved.

To address this, we plan to:

- Perform an annual needs assessment of the Central MT CTE Academy to assess the school's current and future needs
- Develop clear and comprehensive job descriptions for each role within the program
- Help current staff grow and develop through the evaluation process
- Post job openings internally and externally using our website and online job posting services.
- Collaborate with The Montana Office of Public Instruction and local universities
- Whenever possible, the administration will attend job fairs (virtual and in person) and conferences to connect with potential teaching candidates.
- The Central MT CTE Academy has developed a job description for the Academy Director and will recruit qualified individuals to apply for the position. Job Description is attached: Appendix C.

14. Describe the proposed leadership and teacher employment policies, including performance evaluation plans.

Board Policy 5222 determines the evaluation process for all non-administrative staff including teachers.

Board Policy 5222 states:

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

For certified staff members Article XI of the Collective Bargaining Agreement states:

Evaluation of Non-tenure Teachers: At least two written evaluations (one each semester) shall be made for all non-tenure teachers each year. Each of these evaluations will include two classroom observations with at least one observation each semester to include the formal observation process, as defined above. The written evaluations must be submitted to the Superintendent prior to June 1 by the administration.

Evaluation of Tenure Teachers: Tenured teachers will have a written evaluation and a minimum of one informal observation every year as established by the building principal.

15. State the proposed governing bylaws.

The governing bylaws for the Central MT CTE Academy will be governed by the Lewistown Public Schools Board of Trustees in the same fashion as Fergus High School. Policies and procedures are found on the Lewistown Public Schools website www.lewistown.k12.mt.us

16. Explain any partnerships or contractual relationships central to the operations and mission of the public charter school.

The creation of the Central MT CTE Academy will allow to form and expand partnerships with the

MSU-Billings, University of Montana-Western, MSU-Northern and Great Falls College-MSU. Partnerships will also be formed with industry and business leaders in Central Montana as well as the Department of Labor and Local Job Service in the common goals of workforce and skills development to meet our demands for skilled labor in Central Montana.

17. Provide the proposed calendar and sample daily schedule.

The official school calendar will follow the following provisions of the Collective Bargaining Agreement Article IX Section C.

SCHOOL CALENDAR: The District, with prior input from the Association, shall submit to said Association a copy of the proposed school calendars at least two (2) calendar weeks before its scheduled adoption by the Board. The Association may confer with the District regarding the school calendar and shall have the right to confer regarding any changes in said calendar including the effect, if any, of such change on bargaining unit members.

Proposed sample schedule will be as follows:

Students may follow a specific CTE track detailed below:

Central Montana CTE Academy (chart 1 of 3)					
Minimum Class Load	Career Pathway	Ag. Education			
	Health Professions	AFNR (Animal Science)	AFNR (Natural Resources)	Welding & Fabrication	Agricultural Construction & Mechanics
7	Freshman	Freshman	Freshman	Freshman	Freshman
	Earth Science	Earth Science	Earth Science	Earth Science	Earth Science
	Math	Math	Math	Math	Math
	English	English	English	English	English
	Health/PE	Health/PE	Health/PE	Health/PE	Health/PE
	3 Electives	Exploration in Ag	Exploration in Ag	Exploration in Ag	Exploration in Ag
7		2 Electives	2 Electives	2 Electives	2 Electives
	Sophomore	Sophomore	Sophomore	Sophomore	Sophomore
	Biology	Biology	Biology	Biology	Biology
	Math	Math	Math	Math	Math
	English	English	English	English	English
	World History	World History	World History	World History	World History
	Health/PE	Health/PE	Health/PE	Health/PE	Health/PE
	Health Occupations (MTDA)	Animal Eval/Meat Sci	Forestry/Sustainable Foods	Materials & Processes/Welding 1	Materials & Processes/Woods 1
	Medical Terminology (MTDA)	1 Elective	1 Elective	1 Elective	1 Elective
6	Junior	Junior	Junior	Junior	Junior
	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry
	Math	Math	Math	Math	Math
	English	English	English	English	English
	American History	American History	American History	American History	American History
	Antomy/Physiology (MDTA)	A&P/Vet Science	Natural Resource MGMT	Welding 2	Ag Mechanics
	C.N.A. (dual credit)	2 electives	2 electives	2 electives	2 electives
	1 Elective	2 electives	2 electives	2 electives	2 electives
5	Senior	Senior	Senior	Senior	Senior
	English	English	English	English	English
	Government	Government	Government	Government	Government
	EMT (CMMC) (7 credits)	2 electives	2 electives	2 electives	2 electives
	1 Elective	Work Exp/Intern	Work Exp/Intern	Advanced Fab	Advanced Fab
	Work Exp/Internship			Work Exp	Work Exp

Central Montana CTE Academy (chart 2 of 3)

Minimum Class Load	Family & Consumer Sciences Education		
	Hospitality & Tourism	Design & Construction FCS	Human Services
7	Freshman	Freshman	Freshman
	Earth Science	Earth Science	Earth Science
	Math	Math	Math
	English	English	English
	Health/PE	Health/PE	Health/PE
	Culinary Arts	Textiles & Design	Culinary Arts
	2 Electives	2 Electives	2 Electives
7	Sophomore	Sophomore	Sophomore
	Biology	Biology	Biology
	Math	Math	Math
	English	English	English
	World History	World History	World History
	Health/PE	Health/PE	Health/PE
	Advanced Culinary Arts Yr 1	Interior Design (MTDA)	Financial Survival/Entrepreneurship
6	1 Elective	1.5 Elective	1 Elective
	Junior	Junior	Junior
	Chemistry	Chemistry	Chemistry
	Math	Math	Math
	English	English	English
	American History	American History	American History
	Advanced Culinary Arts Yr 2	Textile & Design Independent Study	Child & Adolescent Development (4 credits)
5	Entrepreneurship/Hospitality & Tourism	Entrepreneurship	
	1 Elective	1 Elective	2 Electives
	Senior	Senior	Senior
	English	English	English
	Government	Government	Government
	2 Electives	2 Electives	2 Electives
	Work Exp/Internship	Work Exp/Internship	Work Exp/Internship

Central Montana CTE Academy (chart 3 of 3)

Minimum Class Load	Business Education	Associates	Career Pathway
	Business Finance		Education
7	Freshman	Freshman	Freshman
	Earth Science	Earth Science	Earth Science
	Math	Math	Math
	English	English	English
	Health/PE	Health/PE	Health/PE
	Personal Law/Personal Finance	3 Electives	3 Electives
	2 Electives		
7	Sophomore	Sophomore	Sophomore
	Biology	Biology	Biology
	Math	Math	Math
	English	English	English
	World History	AP World History	World History
	Health/PE	Health/PE	Health/PE
	Economics	2 Electives	2 Electives
6	Junior	Junior	Junior
	Chemistry	AP Chemistry	Chemistry
	Math	Math	Math
	English	Advanced English 11 (3 credits)	English
	American History	Advanced American History (3 credits)	American History
	Accounting I	3 Electives	Child & Adolescent Development (4 credits)
	Entrepreneurship		
5	Senior	Senior	Senior
	English	English 12 (3 credits)	English
	Government	Government	Government
	2 Electives	Advanced Biology (5 credits)	2 Electives
	Work Exp/Internship	Advanced Math/Pre-Calculus (4 credits)	Work Exp/Internship
		1 Elective	
		Other potential dual credit or AP classes	
		AP Calculus	
		AP Physics	
		AP Government	
		Contemporary Math (Dual credit-MTDA)	
		Pre-Calculus (Dual credit-MTDA)	

BUSINESS OPERATIONS

See Submission Procedures

18. Describe plans for providing transportation, food service, and all other significant operational or ancillary services.

The Central MT CTE Academy will be run as a school within a school. Therefore, services such as transportation, food service, and operational services will be provided by Lewistown Public Schools. Students of the Central MT CTE Academy will have access to Chromebooks and the wireless network as provided by the Lewistown Public Schools.

19. Describe cocurricular and extracurricular programs and how the programs will be funded and delivered.

Co-curricular programs and extracurricular activities are important components to a child's educational experience. Central MT CTE Academy Students will be eligible for participation at Fergus High Schools according to the Montana High School Association and Fergus High School board policies and procedures.

20. Describe the proposed financial plan and policies, including financial controls and audit requirements.

The financial plan and policies of the Central MT CTE Academy will be governed by the Lewistown Public School District Business Office. Montana law regarding procedures and safeguards is in place and will be followed.

21. Describe the insurance coverage that will be obtained.

The Central MT CTE Academy will have the same insurance coverage as Fergus High School. Currently, MSGIA is the company that represents Workman's Compensation and Property and Liability for the Lewistown Public School District.

22. Describe the startup and five-year budgets with clearly stated assumptions.

The Central Montana CTE Academy will operate within the framework of the Lewistown School District, enjoying the same financial advantages and organizational structures as other district programs. Its personnel and day-to-day operational expenses will primarily rely on funding from the District's General Fund, supplemented by contributions from funds such as Transportation, Retirement, among others.

Certified staff members will receive compensation in accordance with the District's established collective bargaining agreement, ensuring that these costs are predictable and controlled.

Budget allocations for necessary supplies and equipment will be overseen by the school's principal, adhering to both District policies and state regulations. To provide a clear financial perspective, we've outlined both the current annual budget and projected expenditures see **Appendix D for details**.

23. Describe the startup and first year cash flow projections with clearly stated assumptions.

Our estimated expenses are equal to the additional base payment that will be received in the first year of funding. We will continue to operate as we normally do with our General Fund expenditures, allowing our reserves to maintain a positive cash balance until state payments and taxes are deposited to our bank account. **See Appendix D for details.**

24. Describe anticipated fundraising contributions and evidence, if applicable.

We do not anticipate fundraising at this time.

25. Describe the facilities plan, including backup or contingency plans.

The current facilities at Fergus High School will be utilized for the Central MT CTE Academy. As enrollment increases and course offerings increase, courses may be offered at the Central Montana Educational Center facility, which is owned and managed by the Lewistown Public School District.

COMMUNITY SUPPORT AND NEED

See Submission Procedures

26. Describe the specific evidence of significant community support.

Media sources in the local community have been utilized to provide information and support of the Central MT CTE Academy concept. Radio spots from Lewistown administrators during the month of September has provided more information to the community. The Central MT CTE Academy has been part of the Lewistown Board of Trustees regular board meeting reports and agenda since August of 2024. Lewistown Argus reported on the status of the Central MT CTE Academy progress on September 18, 2024 at https://www.lewistownnews.com/news/lewistown-school-board-moving-forward-with-charter-school-proposal/article_ea47522-74bc-11ef-9993-3fdf22a5f7d5.html

The Central MT CTE Academy Task force meets every two weeks during the application process and meetings are publicly noticed and open to the public.

27. Describe the opportunities and expectations for parent involvement.

- Family Nights will occur at least two times a year.
- August- Orientations before school to meet with students to finalize schedule and work based learning opportunities in the Central MT CTE Academy.
- Pre-Graduation night where guardians and students come to talk about employment options or further training opportunities.
- Parents teacher conferences twice a year to increase knowledge level and opportunities for the Central MT CTE Academy.
- Staff training and time to further enhance their skill level in CTE areas.
- Arranging on-site visits to potential business partners. Continue to assist in helping their children find opportunities for job exploration and work-based learning experiences such as internships and job shadows.
- Staff Mentoring Students with daily check ins.
- Community members providing specific skill instruction for students.
- Partner with businesses within their communities to provide students with more opportunities for job shadowing, internships and other work-based experiences.
- Partner with community organizations to provide entrepreneurship and/or service learning opportunities during or after school.
- CTE Advisory Board will meet a minimum of twice per year.

NOT AN EXISTING LOCAL SCHOOL BOARD? COMPLETE THE FOLLOWING INFORMATION

See Submission Procedures

1. Provide specific evidence that the applicant has sought from the local school board the creation of a school or program of the located school district serving the mission and vision of the proposed public charter school.
2. Provide specific evidence that the local school board declined to create the school or program and declined to submit a proposal for the creation of a public charter school to the Board of Public Education.
3. Provide a legal description of the property of the existing school district from which the boundaries of the public charter school district are proposed to be formed.
4. Share background information on the initial governing board members and, if identified, the proposed school leadership and management team.

Appendix A
Board Meeting Minutes

****DRAFT****

**MINUTES
LEWISTOWN PUBLIC SCHOOLS
BOARD OF TRUSTEES**

LINCOLN BOARD ROOM

215 7th Avenue South
Lewistown, Montana 59457

MONDAY, October 9, 2024

REGULAR BOARD MEETING

CALL TO ORDER (6:00 p.m.)

1. **ROLL CALL**

TRUSTEES PRESENT:

Whitney Brady, Eric VanderBeek, Kris Birdwell, Mariah Shammel, Kevin Hodge,
Lisa Koch, Jeff Southworth

TRUSTEES ABSENT:

STAFF PRESENT:

Superintendent Brad Moore, Business Manager/District Clerk Rebekah Rhoades,
Luke Brandon and other interested parties

OTHERS PRESENT:

Lewistown News Argus, KXLO Radio and other interested parties

2. **PLEDGE OF ALLEGIANCE**

The group recited the Pledge of Allegiance.

3. **MOTION TO SET THE AGENDA TO SWITCH – Approved Unanimously (Hodge/Brady)**

5. **PRESENTATION – BOYS AND GIRLS CLUB**

Amy Vaughan, CEO of the Boys and Girls Club of Lewistown, introduced herself and shared the purpose, enrollment and programs of the club. MOU will be approved annually in June going forward.

6. **DISCUSSION – BOND PROGRESS**

Shane Swandal, Hulteng Inc was not available to report. Board Tours took place last week and the Board was able to see progress.

7. **REPORT – STUDENT OF THE BOARD**

Maggie Fulbright, Student Representative, updated the Board on events and happenings at Fergus High School. Maggie reported student concerns brought to her regarding vaping in the restrooms at the high school. Mr. Moore reported that Vape Detectors have been ordered via a grant and will be installed. Trustee Koch asked how the new cell phone policy was going and Maggie reported that feelings are mixed.

7. **REPORT – LEWISTOWN EDUCATION ASSOCIATION**

Luke Brandon, LEA President, updated the Board on activities within the Lewistown Education Association.

8. **REPORT—COMMITTEES OF THE BOARD**

The Public Charter School Task Force met on Wednesday, September 18, 2024 and Wednesday, October 2, 2024. The application will be discussed later in the meeting.

Mr. Moore reported that the Insurance Risk Committee will be replaced with the Safety Committee.

9. DISCUSSION – BOARD GOALS

Mariah Shammel – 1) School Building Safety & Schoolwide Safety Plan and 2) Development of a Advanced Curriculum Program

Lisa Koch – 1) Gaining Community Trust in the Education System (Homeschool, Levies) and 2) Preparing for Educational Issues at the National Level

Kevin Hodge – 1) Open Communication with Public & Board Members and 2) Focus on Trade Skills

Kris Birdwell – 1) Be a Well-Trained Board and 2) Financially One Step Ahead

Whitney Brady – 1) Increase Training & Review Board Committees and 2) Pass Local Levies

Eric VanderBeek – 1) Board to be a Support to Administrators, Teachers and Students, 2) Improve Social Emotional Mental Health for Students and 3) Public Charter School Success

Jeff Southworth – 1) CTE Public Charter School Success (Career Assessment), 2) Gain Community Trust and Champion LPS and 3) Legislative Involvement/Education by the Board

10. REPORT—INVESTMENT

Interest earned and distributed for August was reported at \$9,462.12 in the Elementary and \$10,768.19 in the High School. Interest earned and distributed for September was reported at \$7,081.81 in the Elementary and \$7,082.29 in the High School. September SLGS Bond Interest was reported at \$17,394.39.

Rebekah reported on the status of the IRS arbitrage payment due 7/1/26 and will report back at the December Board Meeting.

11. REPORT—SUPERINTENDENT

Brad Moore, Superintendent, shared the Fall student count information. Elementary enrollment has significantly decreased, while the high school has increased. Mr. Moore will be attending the MCEL Conference later in the week. Safe Schools Training modules are being sent out to all staff for completion of annual training.

PUBLIC PARTICIPATION

12. RECOGNITION OF PARENTS, PATRONS, AND OTHERS WHO WISH TO ADDRESS THE BOARD ON NON-AGENDA ITEMS

Andrea Payne was very impressed with the Board Goals shared at the meeting.

ACTION ITEMS

CONSENT AGENDA ITEMS – approved unanimously (Hodge/Shammel)

13. MINUTES OF THE SEPTEMBER 9, 2024, REGULAR BOARD MEETING – with the correction to replace Thom Peck's name with Brad Moore.

14. CLAIMS – approval of the claims referenced in the 2024-2025 Bill Schedule and submitted through October 11, 2024. The Finance Committee for October - December 2024 will be Board Chair Kris Birdwell, Whitney Brady, Mariah Shammel and Lisa Koch.

15. OUT OF DISTRICT AGREEMENTS – with the addition of student BE residing in Grass Range and attending Lewistown Elementary

16. TRANSPORTATION

17. APPROVE ADDITIONS TO THE SUBSTITUTE LIST FOR THE 2023-2024 SCHOOL YEAR

18. APPROVE PERSONNEL REPORT – Trustee VanderBeek inquired why there was no stipend for Science Olympiad at the JHS. It was recommend he speak with the JHS Principal and HS Science Olympiad Advisor.

INDIVIDUAL ITEMS – OLD BUSINESS

19. CONSIDER MEMBERSHIP WITH MONTANA QUALITY EDUCATION COALITION (MQEC) FOR 2024-2025 – approved unanimously (Brady/VanderBeek)

INDIVIDUAL ITEMS – OLD BUSINESS

20. ADDITION OF JESSICA BROOKS, FHS SECRETARY, TO THE FIRST BANK STUDENT ACTIVITIES ACCOUNT – approved unanimously (VanderBeek/Hodge)
21. ADDITION OF FHS STUDENT ACTIVITIES FUND 029 – JUDITH BASIN DISTRICT FFA – approved unanimously (Hodge/VanderBeek)
22. PUBLIC CHARTER SCHOOL APPLICATION – approved unanimously (Southworth/Brady)

ADJOURNMENT

The meeting was adjourned at 7:31 p.m. (Brady). The next regular meeting will be held at 6:00 p.m. on Monday, November 11, 2024, at the Lincoln Board Room.

KRIS BIRDWELL
BOARD CHAIR

REBEKAH RHOADES
BUSINESS MANAGER/CLERK

Appendix B

Policies 3310 & 3310P and Fergus High School Student Handbook

Student Discipline

A teacher or principal has the authority to hold a pupil to strict accountability for disorderly conduct in school, on the way to or from school, or during intermission or recess.

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

- Using, possessing, distributing, purchasing, or selling tobacco products, including e-cigarettes or other similar products.
- Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence are not permitted to attend school functions and are treated as though they had alcohol in their possession.
- Using, possessing, distributing, purchasing, or selling drug paraphernalia, illegal drugs, controlled substances, or any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such substances that contain chemicals which produce the same effect of illegal substances including but not limited to Spice and K2. Students who may be under the influence of such substances will not be permitted to attend school functions and will be treated as though they had drugs in their possession.
- Using, possessing, controlling, or transferring a weapon in violation of the “Possession of Weapons other than Firearms” section in Board Policy #3311.
- Using, possessing, controlling, or transferring any object that reasonably could be considered or used as a weapon as referred to in Board Policy #3311.
- Disobeying directives from staff members or school officials and/or rules and regulations governing student conduct.
- Using violence, force, noise, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging other students to engage in such conduct.
- Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person’s property.
- Engaging in any activity that constitutes disorderly conduct, an interference with school purposes or an educational function, or any other disruptive activity.
- Unexcused absenteeism; however, the truancy statutes and Board policy will be utilized for chronic and habitual truants.
- Hazing or bullying.
- The forging of any signature, or the making of any false entry, or attempting to authorize any document used or intended to be used in connection with the operation of the school.

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

- On, or within sight of, school grounds before, during, or after school hours or at any other time when the school is being used by a school group;
- Off school grounds at a school-sponsored activity, or event, or any activity or event which bears a reasonable relationship to school;
- Traveling to and from school or a school activity, function, or event; or
- Anywhere, if the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, or an interference with school purposes or an educational function.

Disciplinary Measures

Disciplinary measures include, but are not limited to:

- Expulsion
- Suspension
- Detention, including Saturday School
- Clean-Up Duty
- Loss of Student Privileges
- Loss of Bus Privileges
- Notification to Juvenile Authorities and/or Police
- Restitution for Damages to School Property

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

Delegation of Authority

Each teacher, and any other school personnel when students are under his/her charge, is authorized to impose any disciplinary measure, other than suspension, or expulsion, corporal punishment or in-school suspension, which is appropriate and in accordance with the policies and rules on student discipline. Teachers may remove students from a classroom for disruptive behavior.

Cross Reference: 3300 Corrective Actions and Punishment
 3226 Bullying/Harassment/Hazing/Intimidation/Menacing
 3311 Firearms and Weapons

Legal Reference:	20-4-302, MCA	Discipline and punishment of pupils - definition of corporal punishment - penalty - defense
	20-5-202, MCA	Suspension and expulsion
	45-8-361, MCA	Possession or allowing possession of weapon in school building - exceptions - penalties - seizure and forfeiture or return authorized - definitions
	18 U.S.C. 921	Definitions
	18 U.S.C. 922	Unlawful acts
	20 U.S.C. 8921, et seq.	Gun Free Schools Act of 1994
	29 U.S.C. 701	Rehabilitation Act of 1973

Policy History:

Adopted on: June 28, 2004
Revised: September 13, 2004
Revised: January 12, 2015

Discipline of Students with Disabilities

**Code of Conduct Violations by Students with Disabilities, Resulting
In Disciplinary Consequences of Ten (10) School Days or Less**

Student commits code of conduct violation for which the disciplinary consequence would result in removal from the student's placement for ten (10) consecutive school days or less.



School personnel may assign the consequence applicable to non-disabled students for a similar period of time, not to exceed ten (10) consecutive school days. *Reg. 300.520(a)(1)(i).*



During the first ten (10) cumulative school days of removal in one (1) school year, the school does not have to provide any services to the student if non-disabled students would not receive services. *Reg. 300.121(d)(1).*



School personnel may continue to remove the student for disciplinary reasons for up to ten (10) school days at a time throughout the same school year for separate incidents of misconduct, so long as the removals do not constitute a change of placement under *Reg. 300.519(b)* and are those which would be applied to non-disabled students. *Reg. 300.520(a)(1)(i).*

A series of disciplinary removals, each for ten (10) consecutive school days or less, may result in a change of placement if they cumulate to more than ten (10) school days in one (1) school year. School personnel should analyze the length of each removal, the proximity of the removals to each other, and the total amount of time the child is removed. *Reg. 300.519(b).* If a removal would result in a change of placement, a manifestation determination review (MDR) must first be done. *Reg. 300.523(a).*

Beginning with the 11th day of disciplinary removals in a school year, educational services must be provided. *Reg. 300.520(a)(1)(ii); Reg. 300.121(d)(2)(i)(A)*. If the removal does not result in a change of placement, school personnel, in consultation with the student's special education teacher, determine the services to be provided. *Reg. 300.121(d)(3)(i)*.

The educational services to be provided must meet the standard of enabling the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in the IEP. *Reg. 300.121(d)(2)(i)(A)*.



Beginning with the 11th day of disciplinary removals in a school year, the IEP Team must address behavioral issues. If the removal does not result in a change of placement, the IEP Team must meet within ten (10) business days of first removing the student for more than ten (10) school days in a school year, to develop a plan to conduct a functional behavioral assessment, if one was not conducted before the behavior that resulted in the removal. *Reg. 300.520(b)(1)(i)*.



After the functional behavioral assessment is completed, the IEP Team meets as soon as practicable to develop a behavioral intervention plan to address the behavior and implement the plan. *Reg. 300.520(b)(2)*.

If the student's IEP already includes a behavior intervention plan, within ten (10) business days of first removing the student for more than ten (10) school days in a school year, the IEP Team must meet to review the behavior intervention plan and its implementation, and modify the plan and its implementation as necessary to address the behavior. *Reg. 300.520(b)(1)(ii)*.



If the student is assigned subsequent disciplinary removals in a school year for ten (10) days or less that do not result in a change of placement, the IEP Team members (including the parent) informally review the behavior intervention plan and its implementation to determine if modifications are necessary. *Reg. 300.520(c)(2)*.



If one or more team members believe modifications are needed, the IEP Team must meet to modify the plan and its implementation to the extent the IEP Team deems necessary. *Reg. 300.520(c)(2)*.

**Code of Conduct Violations by Students with Disabilities for Which Recommended
Disciplinary Consequences Would Result in Change of Placement for More
Than Ten (10) School Days (Excluding Drug and Weapon Offenses)**

Student violates code of conduct, and the recommended disciplinary consequence would result in a removal from the current educational placement for more than ten (10) consecutive school days (alternate placement, expulsion). This constitutes a change of placement. *Reg. 300.519(a).*

The recommended disciplinary consequence may be for a removal from the current educational placement for less than ten (10) consecutive school days, but may constitute a change of placement because the student has already been removed for disciplinary reasons for ten (10) or more school days in the current school year, and the length of each removal, their proximity to each other, and the total amount of time the student has been removed result in a change of placement. *Reg. 300.519(b).*



School personnel may remove from current educational placement for ten (10) school days or less (*Reg. 300.520(a)(1)(i)*) and recommend further discipline according to the code of conduct. (The ten-(10)-day-or-less alternative must be one equally applicable to non-disabled. See pp. 1-2 for educational services to be provided during a short removal.) If a criminal act has been committed, charges may be filed, and law enforcement authorities to whom the crime was reported must be provided special education and disciplinary records to the extent disclosure is permitted by FERPA. *Sec. 1415(k)(9). Reg. 300.529.*



At the time decision is made to take this action, school personnel must notify parent of decision and provide procedural safeguards notice in *Reg. 300.504. Sec. 1415(k)(4)(A)(i); Reg. 300.523(a)(1).*



Within ten (10) business days, IEP Team and other qualified personnel must meet and review relationship between disability and the behavior subject to disciplinary action (manifestation determination review-MDR). *Sec. 1415(k)(4)(A); Reg. 300.523(a)(2),(b).* If there has been no previous functional behavioral assessment and creation of a behavior intervention plan, the IEP Team must develop an assessment plan. *Reg. 300.520(b)(1)(i).* As soon as practicable after the assessment, the IEP Team must meet again to develop and implement the behavior intervention plan. *Reg. 300.520(b)(2).* If the IEP contains a behavior intervention plan, the IEP Team reviews the plan and its implementation and modifies them as necessary to address the behavior. *Reg. 300.520(b)(1)(ii).*

For the MDR, the IEP Team must look at all information relevant to the behavior subject to discipline, such as evaluation and diagnostic results, including such results and other relevant information from the parent, observation of the student, and the student's IEP and placement. The misbehavior is not a manifestation of the disability, if the IEP Team finds that in relationship to the misbehavior subject to discipline:

- the IEP and placement were appropriate;
- consistent with the content of the student's IEP and placement, special education services, supplementary aids, and behavior intervention strategies were actually provided;
- the disability did not impair the ability of the student to understand the impact and consequences of the misbehavior; and
- the disability did not impair the ability of the student to control the misbehavior.

Sec. 1415(k)(4)(C); Reg. 300.523(c).



If the IEP Team determines any of the standards were not met, the misbehavior was a manifestation of the disability, and no punishment may be assessed. *Reg. 300.523(d).* If IEP Team identified deficiencies in IEP, placement, or implementation, it must take immediate steps to remedy. *Reg. 300.523(f).*



If the IEP Team determines the misbehavior was not a manifestation of the disability, regular disciplinary consequences may be applied to the student, except that the student must continue to be provided a free appropriate public education. *Sec. 1415(k)(5)(A); Sec. 1412(a)(1)(A).* *Reg. 300.121(a); Reg. 300.524(a).* The campus must ensure that special education and disciplinary records are transmitted for consideration by the school district person making the final determination regarding the disciplinary action. *Sec. 1415(k)(5)(B); Reg. 300.524(b).*

Parent may appeal a finding that the misbehavior was not a manifestation of the disability. The hearing is expedited before a special education hearing officer, who applies the same standards as the IEP Team. *Sec. 1415(k)(6); Reg. 300.525(a),(b).*

Parent may appeal decision to place student in forty-five-(45)-day interim placement. The hearing is expedited before a special education hearing officer, who applies the standards regarding a dangerous student in *Reg. 300.521.* *Sec. 1415(k)(6)(B)(ii); Reg. 300.525(b)(2).*

When a parent requests a hearing in a drug or weapon case to challenge the interim alternative placement or the manifestation determination, student remains in interim placement until decision of hearing officer or forty-five (45) days expires, whichever comes first, unless the parent and school agree otherwise. *Reg. 300.526(a).* Then student returns to current placement (defined as placement prior to interim alternative educational setting). School can ask for expedited hearing before special education hearing officer to prevent this return, if the student is substantially likely to injure self or others. *Reg. 300.526(b),(c).* The hearing officer applies the standards in *Reg. 300.121.* *Reg. 300.526(c).* Hearing officer can order another placement for up to forty-five (45) days. *Reg. 300.526(c)(3).* This procedure may be repeated as necessary. *Sec. 1415(k)(7); Reg. 300.526(c)(4).*

The standard the educational services must meet is to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in the IEP. *Reg. 300.121(d)(2)(i)(B); Reg. 300.524(a).* The IEP Team must determine what services are necessary to meet this standard. *Reg. 300.121(d)(3)(ii).*

Drug and Weapon Offenses by Students with Disabilities

Student carries weapon to school, or possesses, uses, sells, or solicits sale of illegal or controlled substance on school property or at a school function.



School personnel may remove from current educational placement for ten (10) school days or less, and recommend further discipline according to the code of conduct. *Sec. 1415(k)(1)(A)(i); Reg. 300.520(a)(1)(i)*. (The ten-(10)-day-or-less alternative must be one equally applicable to non-disabled students. See pp. 1-2 for education services to be provided during a short removal.) If a criminal act has been committed, charges may be filed, and special education and disciplinary records shall be transmitted to law enforcement authorities to whom the crime was reported, to the extent disclosure is permitted by FERPA. *Sec. 1415(k)(9); Reg. 300.529*.



At time decision is made to take this disciplinary action, school personnel must notify parent of decision and provide procedural safeguards notice in *Reg. 300.504. Sec. 1415(k)(4)(A)(i); Reg. 300.523(a)(1)*.



Within ten (10) business days, IEP Team must meet and may extend the removal by placing student in appropriate interim alternative educational setting applicable to non-disabled student for same amount of time non-disabled student would be assigned, but not more than forty-five (45) calendar days. *Sec. 1415(k)(1)(A)(ii) and (3)(A); Reg. 300.520(a)(2); Reg. 300.522(a)*. IEP Team must review the behavior intervention plan, if one exists, and its implementation and modify, as necessary, to address behavior. *Reg. 300.520(b)(1)(ii)*. If there has been no previous functional behavioral assessment and creation of behavior intervention plan, IEP Team must develop assessment plan. *Sec. 1415(k)(1)(B); Reg. 300.520(b)(1)(i)*. As soon as practicable after the assessment, the IEP Team must meet again to develop and implement the behavior intervention plan. *Reg. 300.520(b)(2)*. The IEP Team and other qualified personnel must review the relationship between disability and the behavior subject to disciplinary action (manifestation determination review-MDR). *Sec. 1415(k)(4)(A); Reg. 300.523(a)(2),(b)*.

Illegal drug - controlled substance. Excludes legally used and possessed prescription drugs. *Sec. 1415(k)(10)(B); Reg. 300.520(d)(2)*.

Controlled substance - drug or substance in 21 U.S.C. § 812(c), Schedules I-V. *Sec. 1415(k)(10)(A); Reg. 300.520(d)(1)*.

Weapon - A firearm and more. Something used for or readily capable of causing death or serious bodily injury. Excludes pocket knife with blade of 2½ inches or less. *Sec. 1415(k)(10)(D); Reg. 300.520(d)(3)*.

The forty-five-(45)-day alternative interim placement must:

- enable student to progress in general curriculum, although in another setting;
- enable the student to continue to receive those services and modifications, including those described in the student's IEP, that will enable the student to meet the goals set out in that IEP; and
- include services and modifications designed to address the drug or weapon offense so that it does not recur. *Sec. 1415(k)(3)(B); Reg. 300.522; Reg. 300.121(d)(2)(ii)*.

Comments to regulations: Students may be subject to multiple forty-five-(45)-day interim placements for separate drug and weapon offenses. The forty-five-(45)-day interim placement may be completed even if drug or weapon offense was manifestation of disability. If misbehavior was not a manifestation of disability, regular disciplinary consequence can be applied in addition to forty-five-(45)-day interim placement.

For the MDR, the IEP Team must look at all information relevant to the behavior subject to discipline, such as evaluation and diagnostic results, including such results and other relevant information from the parent, observation of the student, and the student's IEP and placement. The misbehavior is not a manifestation of the disability if the IEP Team finds that, in relationship to the misbehavior subject to discipline:

- the IEP and placement were appropriate;
- consistent with the content of the student's IEP and placement, special education services, supplementary aids and services, and behavior intervention strategies were actually provided;
- the disability did not impair the ability of student to understand the impact and consequences of the misbehavior; and
- the disability did not impair the ability of the student to control the misbehavior.

Sec. 1415(k)(4)(C); Reg. 300.523(c).



If the IEP Team determines any of the standards were not met, the misbehavior was a manifestation of the disability, and no punishment may be assessed. *Reg. 300.523(d)*. If IEP Team identifies deficiencies in IEP, placement, or implementation, it must take immediate steps to remedy. *Reg. 300.523(f)*.

- or -

If the IEP Team determines the misbehavior was not a manifestation of the disability, regular disciplinary consequences may be applied to the student, except that the student must continue to be provided a free appropriate public education. *Sec. 1415(k)(5)(A); Sec. 1412(a)(1)(A). Reg. 300.121(a). Reg. 300.524(a).* The campus must ensure that special education and disciplinary records are transmitted for consideration by the school district person making the final determination regarding the disciplinary action. *Sec. 1415(k)(5)(B); Reg. 300.524(b).*

Parent may appeal a finding that the misbehavior was not a manifestation of the disability. The hearing is expedited before a special education hearing officer, who applies the same standards as the IEP Team. *Sec. 1415(k)(6); Reg. 300.525(a), (b).*

If IEP Team finds no manifestation and changes placement to comply with the disciplinary recommendation, parent may appeal the placement decision. The hearing is expedited before a special education hearing officer. *Sec. 1415(k)(6)(A); Reg. 300.525(a)(2).*

During appeals, stay put applies. *Reg. 300.524(c)*. If child is substantially likely to injure self or others in the current placement, the school can request an expedited hearing and request the hearing officer to remove to an interim alternative educational placement for up to forty-five (45) days. Standards to be met are those in *Sec. 1415(k)(2)* and *Reg. 300.521*.

The standard the education services must meet is to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in the IEP. *Reg. 300.121(d)(2)(i)(B); Reg. 300.524(a).*

The IEP Team must determine what services are necessary to meet this standard. *Reg. 300.121(d)(3)(ii)*.

Students Dangerous to Self or Others

IDEA discipline procedures are followed for a non-drug or weapon or offense, the penalty for which would result in expulsion or removal from the student's placement for more than ten (10) school days.

IEP Team meets, determines no manifestation and recommends discipline proceed. Parent disagrees and requests a due-process hearing. Stay put applies, and child stays in the current placement, unless school acts to change the placement. *Reg. 300.524.*



School requests hearing officer to change the placement during the pendency of the hearing, because of the likelihood of injury to self or others. *Sec. 1415(k)(2); Reg. 300.521.*



Hearing officer holds expedited hearing to consider request. School has burden of proof to show by more than a preponderance of the evidence that maintaining the child in the current placement is substantially likely to result in injury to self or others. *Sec. 1415(k)(2)(A), (10)(D); Reg. 300.521(a).* Hearing officer must also:

- consider the appropriateness of the current placement.
- consider whether the school has made reasonable effort to minimize the risk of harm in the current placement, including the use of supplemental aids and services.
- determine that the interim alternative setting proposed by the school personnel, in consultation with special education teacher
 - enables the student to participate in the general curriculum, although in another setting;
 - enables the student to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in the IEP; and
 - include services and modification designed to address the behavior so that it does not recur.

Sec. 1415(k)(2); Reg. 300.521(b),(c),(d); Reg. 300.522(b); Reg. 300.121(d)(2)(ii)(B).

If parent appeals forty-five-(45)-day interim alternative placement by IEP Team in drug or weapon case, hearing officer applies these standards in expedited hearing.

Sec. 1415(k)(6)(B)(ii); Reg. 300.525(b)(2).

If all requirements are met, hearing officer may order a change of placement to the interim alternative educational setting for up to forty-five (45) days. *Sec. 1415(k)(2); Reg. 300.521.*



Student returns to his or her current placement (the placement prior to the interim alternative educational setting) at end of forty-five (45) days, if no decision has been issued by hearing officer in pending due-process hearing. If school believes it would be dangerous for student to return to current placement while hearing is still pending, school may request another expedited hearing to again place student in forty-five-(45)-day interim placement while hearing continues to be pending. *Reg. 300.526(b), (c)(4).* Hearing officer holds same type of hearing initially held when hearing officer ordered first forty-five-(45)-day interim placement. *Sec. 1415(k)(7); Reg. 300.526.* Any subsequent forty-five-(45)-day interim setting must meet the standards in *Reg. 300.522.*

Policy History:

Adopted on: June 24, 2004

Revised on:

FERGUS HIGH SCHOOL

STUDENT HANDBOOK



2024 – 2025

CONTENTS

Fergus High School Mission	1
Fergus High School Vision	1
To Students and Parents:	1
Principal's Message	1
Board of Trustees 2024-2025	2
Notice of Non-Discrimination	2
Fergus High School Staff	3
Fergus High School Bell Schedule	4
Academics	5
Academic Integrity	6
Credit Transfer/Assessment for Placement	6
Drop/Add Procedures	6
Dual Credit Courses	6-7
Final Exam (semester tests)	7
Grading Scale	7
Weighted Grades	7
Graduation Activities	7-8
Graduation Requirements	8
HiSet Option Program	8-9
Honors Curriculum	9
Honors Pass	9-10
Homework	10
Incompletes	10
Make up Work	10
NCAA Clearinghouse Eligibility	10-11
Online Courses	11
Zero Hour/AM Courses	11
Valedictorian and Salutatorian Selection	11-12

Attendance	12
Unexcused Absences	12
Advanced Assignments & Prior notification of Absences	12-13
Attendance Communication	13
Check out Procedures	13
10 Day Absence Policy	13
Interventions to Address Excessive Absences	13
Tardies	13-14
Withdrawal Procedures	14
Accident Prevention	14
Allergies	14
Backpacks	14
Bullying/Harassment/Intimidation/Hazing	14-16
Cell Phone and Electronic Equipment	16
Child Safety GPs & Audio Child Tracking/Monitoring Systems	16-17
Complaints by students & Parents	17
Uniform Complaint Procedures	17-18
District Provided Access to Electronic Information, Service, & Network	19-20
Code of Conduct	21
Applicability of School	22
Violations of Student Code of Conduct	22
Suspensions	23
Expulsion	23
Students with Disabilities	23
Severe Clause	23
Procedural Due Process	23-24
Corporal Punishment	24
Counseling	24
Distribution and Posting of Materials	24

District Student Dress Policy	25
Dress & Grooming at Fergus High School	25
Drivers Education	26
Emergency Drills	26
Standard Response Protocols	27-28
Emergency Treatment	29
Emergency School Closure	29
Extra-Curricular Activities, Clubs & Organizations	29-31
Co-Curricular or Extra-Curricular Activities	31
Activity, Club, and Team Rules	31
Activities Participation	32
Activity Transportation	32-34
Attendance and Activity Participation	34
Awards & Honors - Activities	34
Behavior & Activity Participation	34
Dress - Activity Participation	34
Equipment & Supply Expectations	35
Extra-Curricular/Activities Eligibility (MHSA Guidelines)	35
Participation Fees	35
Physical Exams	35
Concussion Testing	36
Practice	36
Sportsmanship/The Golden Eagle Spirit	36-37
Activities and Clubs at Fergus High School	37
Activities Chemical & Tobacco Policy/Guidelines	37-40
Fees	40
Food Service	40-41
Fundraising Activities	41
Gun Free Schools/Firearms & Weapons	41-42

Hearing Screening	42
Homeless Students	42-43
Immunizations	43
Law Enforcement	43-44
Lockers	44
Medicine at School	44-45
Multi-Tiered System of Supports (MTSS)	45
Parent Involvement, Responsibilities and Rights	45-46
Pledge of Allegiance	46
Report Cards, Progress Reports, & Conferences	46
School Dances	46
Searches and Seizures	46-47
Student & Family Privacy Rights	48-49
Sexual Harassment/Intimidation of Students	49-51
Students in Foster Care	51
Student Records/Rights Under FERPA	51-52
Student Records Policy	52-55
Privacy Matters - Photographs & Social Media	55
Transportation (general)	55-56
Video Surveillance	56
Visitors	56
Receipt of Handbook and Acknowledgement of Rights	57
High School Student Authorization to Park on District Property	58

Fergus High School Mission Statement

The mission of Fergus High School is to challenge and prepare students to become enthusiastic lifelong learners, problem solvers and contributing members of society. Our students will be empowered to make a living, make a life, and make a difference.

Fergus High School Vision Statement

The staff at Fergus High School, along with parents and community members, recognizes their critical role in providing educational opportunities for all students. They are dedicated to establishing and maintaining a safe environment which fosters a positive attitude and a commitment to excellence. As a result, all students at Fergus will be challenged to develop their social, personal, and academic talents to the fullest extent possible. Particular emphasis will be placed on those skills which are necessary in order to become a happy, productive, and contributing citizen of the 21st century.

To Students and Parents:

The Fergus High Student Handbook contains information that students and parents are likely to need during the school year. The handbook is organized alphabetically by topic. Throughout the handbook, the term “the student’s parent” is used to refer to the parent, legal guardian, or other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with the Lewistown Public Schools Board policy. Please note that references to policy codes are included to help parents confirm current policy. A copy of the District’s Policy Manual is available on the district website.

Principal’s Message

Welcome to Fergus High School. This handbook is to acquaint you with the organization, policies, and procedures of your school. You and your parents must read this handbook and sign the accompanying signature page and return the page to the school office. The rules governing our school are a result of the combined efforts of the Board of Trustees, administration, faculty, students, and community. We sincerely hope that each of you will have a successful and enjoyable year.

Matthew Lewis, Principal

Board of Trustees 2024-2025

The Board of Trustees would like to extend an invitation to students, parents and community members to come to board meetings throughout the school year and summer. We would also like to encourage you to share with us your concerns, ideas, and general comments. We will be available to listen and we will provide guidance on how to get your concerns addressed through the proper channels.

Kris Birdwell – Board Chair
Whitney Brady – Vice-Chair
Vacant (as of 8/7/2024) – Trustee
Kevin Hodge – Trustee
Lisa Koch – Trustee
Jeff Southworth – Trustee
Eric VanderBeek – Trustee

Notice of Non-Discrimination

The Lewistown Public School District does not discriminate on the basis of race, color, national origin, sex, or disability, in the educational programs and activities it operates including admission and employment. The District is required by federal law, including but not limited to the Civil Rights Act of 1964, Title IX, and Section 504 and the Americans with Disabilities Act and their regulations to not discriminate against individuals in violation of these laws.

Fergus High School Staffing 2024-2025

Art	Social Studies
Doug Braulick	Austin Schilling
	Luke Brandon
Ag Education	Troy Henderson
Jared Long	
Logan Turner	Resource
	Cassie Gobble
Business	Leslie Long
Diane Lewis	Tom Webb
Counselors	Paraprofessionals
Lee Crouse	Connie Bowen
Teresa Vaughn	
	Kendra Wylie
English	Tasha Lahr
Catie Cavill	
Meggan Cirrincione	Custodians
Maci Moore	Tom Ramey
Melanie Smith	Dennis Flesch
	Jack Rogers
Family & Consumer Sciences	
Megan Vincent	Food Service
	Cassidy Conrad
Foreign Language	Lesley Blackadar
Brett Thackeray	Tracie Dogan
Health Enhancement	School Resource officer
Sherry Breidenbach	Dustin Salka
Orin Johnson	
Vic Feller - Weights	Administrative Assistant
	Yvette Hersel
Library	
Michelle Trafton	Activities Secretary
	Wendy Pfau
Music	
Chase Auger - Instrumental	Infinite Campus/Technology Specialist
Rachael Grensten - Vocal	Kim Wiegert
Mathematics	Assistant Principal/AD
Brendan DeCock	Paul Bartos
Troy Hudson	
Vic Feller	Principal
	Matthew Lewis
Science	
Keeley Bibler	
Mike Mangold	
Adrienna DeCock	

**Schedules
Fergus High School
2024-2025**

Period	Time	Minutes
Zero	7:15 – 8:05	50
1st	8:10 – 8:58	48
2nd	9:02 – 9:50	48
Advisory/Core Flex	9:54 – 10:20	26
3rd	10:24 – 11:12	48
4th	11:16 – 12:04	48
Lunch	12:04 – 12:44	40
5th	12:48 – 1:36	48
6th	1:40 – 2:28	48
7th	2:32 – 3:20	48

**Early Release Days
2024-2025**

Period	Time	Minutes
1st	8:10 – 8:47	37
2nd	8:50 – 9:27	37
3rd	9:30 – 10:07	37
4th	10:10 – 10:47	37
5th	10:50 – 11:27	37
6th	11:30 – 12:07	37
Lunch	12:07 – 12:49	42
7th	12:53 – 1:30	37

Academics

Students are placed into grade levels according to the number of high school credits they have earned. In order to move from one grade level to the next a student must have the following number of credits at the beginning of the school year:

- Freshman - entering with no credits
- Sophomores - must have earned a minimum of three credits
- Juniors - must have earned a minimum of nine credits
- Seniors - must have earned fifteen or more credits

Freshman - Must be enrolled in 7 classes for credit per semester (6 if you qualify for study hall)

1. Science
2. Math
3. English
4. PE/ Health
5. 2 electives and 1 study hall or 3 electives

Total: 7 credit classes per semester (6 if you qualify for study hall)

Sophomores - Must be enrolled in 7 classes for credit per semester (6 if you qualify for study hall)

1. Science
2. Math
3. English
4. World History
5. PE/Health
6. 1 elective and 1 study hall or 2 electives

Total: 7 credit classes per semester (6 if you qualify for study hall)

Juniors - Must Have a Minimum of 6 Classes for credit per semester

1. Science
2. Math
3. English
4. American History
5. Three elective classes –may have only of the following:
 - a. Teacher Assistant
 - b. Vocational Work Experience (limited to one period)
 - c. Study Hall (not for credit)
6. Credit recovery classes do not count towards the minimum of 6 credits classes per semester

Total 6 -7 credits

Seniors - Must Have a Minimum of 5 Classes for credit per semester

1. English
2. US Government
3. At least three elective classes for credit.
 - a. Teachers 'Assistant, Vocational Work Experience, Internship or Apprenticeship - Only one credit can count towards the 5 credit minimum
4. The 5 credit minimum per semester guidelines
 - a. Only applies to seniors who have earned 18 credits before the beginning of their senior year. Credit recovery classes do not count towards the minimum of 5 credits classes per semester

Total 5 -7 credits

Academic Integrity

Cheating, whether inside or outside the classroom setting, is unethical and unacceptable. Faculty members are responsible for providing academic expectations. You are responsible for the honest response to these expectations. Students who share their work with others as well as those who misrepresent the work of others as their own, may be considered to be cheating.

1. In cases of cheating, appropriate disciplinary action will be taken. These guidelines will be followed. Students cheating on tests or assignments will receive a zero for the test or assignment in question.
2. Parents of students who cheat will be notified by the teacher.
3. A discipline referral is to be filled out by the teacher and turned into the office. A copy will then be sent home.
4. National Honor Society members who are caught cheating are subject to the rules of the National Honor Society. The NHS advisor is to be notified of the offense by the teacher involved and the administration.
5. Additional consequences may result in loss of credit or removal from class and a possible suspension.

Credit Transfer/Assessment for Placement

Requests for transfer of credit and/or grade placement from any non-accredited, non-public school shall be subject to examination and approval before being accepted by the Lewistown Public Schools in accordance with Board Policies 2413 & 3110. This shall be done by the school counselor and principal; or, in the case of home schools, by a credit evaluation committee. The committee will consist of a counselor, a staff member from each subject area in which credit is being requested, and the school principal. An official transcript or documentation must be submitted.

Drop/Add Procedures

Student requests to drop and/or add classes will be considered at the beginning of each semester for five (5) days. Students in grades 9-10-11 must still be scheduled into 6 credited classes; students in grade 12 must be scheduled in at least 5 credited classes. Courses dropped within the first five weeks of the semester will not be reflected on a transcript. However, if a course is dropped after the fifth week, the transcript will reflect a "W/F" (withdrawal fail) and will impact the student's GPA. Counselors are not permitted to add a class to a student's schedule after the first full day of instruction without administrator's approval.

Dual Credit Courses / College Coursework

Dual Credit--Dual credit allows high school students to simultaneously earn credit toward both a high school diploma and college coursework that can lead to a post-secondary degree or certificate, or toward transfer to another college. The primary purpose of offering dual credit courses is to deliver high-quality, introductory, college level courses to high school students. Lewistown Public Schools have a dual credit partnership with the Montana University System. Students interested in dual credit opportunities must meet with their building administration to determine available options. Students should be aware of Montana High School Association's on-campus attendance eligibility requirements for activity participation. A request must be completed through the counseling center or with the specific dual credit teacher.

Fergus High School Dual Credit/AP Courses

Dual Credit Courses			AP Courses	
Advanced American History	Henderson	MSU Northern	AP English Literature	Cirrincone
English 12	Cirrincone	MSU Northern	AP Calculus	Feller
Advanced English 11	Smith	MSU Northern	AP Chemistry	Bibler

Advanced Math/Pre-Calculus	Feller	MSU Northern	AP Physics	DeCock
EMT Class	Heineke (CMMC)	MSU Great Falls	AP World History	Schelling
Early Childhood Education	Vincent	UM Western	AP Government	Brandon
Advanced Biology	Mangold	MSU Northern	AP Studio Art	Braulick

Final Exams (Semester Tests)

Students will take final exams in all classes both semesters. Exams, whether written or project based, will be taken during the scheduled time and date. A student who does not take a semester final exam because of illness or approved delay will be allowed to take a makeup exam within an approved timeframe. Failure to make up an exam within the designated time period will result in a zero (0) being recorded for the semester final exam. Final exams carry 10% weight in calculating final grade for the course. The testing schedule will be announced prior to testing times.

Grading Scale

When evaluating the academic efforts of students, instructors will use the District's marking system listed below:

A 93-100	C 73-76
A - 90-92	C- 70-72
B+ 87-89	D+ 67-69
B 83-86	D 63-67
B- 80-82	D- 60-62
C+ 77-79	F 59 and Below

Weighted Grades:

The Lewistown School Board approved weighted grades for all Dual Enrollment and AP courses. Beginning with the Sophomore class in 2023-2024 the District implemented a system of awarding additional grade points referred to as "weighted grading" in designated high school courses. This system of grading will be incorporated in computing students' quarterly, semester and cumulative grade point averages. The following grading system will be used:

- A = 5 grade points, B = 4 grade points, C = 2.5 grade points, D = 1 grade point, F = 0 grade points

Graduation Activities

Participation in graduation activities is reserved for those members of the senior class who have completed State and District requirements for graduation before the ceremony. Graduation activities will include:

- Senior Brunch
- Senior Picnic
- Baccalaureate
- Eagle Walk
- Commencement Ceremony

Some graduating students may be invited to participate in graduation exercises according to academic class standing or class officer status. Students invited to participate in graduation exercises may decline. Students may wear traditional American Indian tribal regalia or objects of cultural significance at a graduation ceremony.

Graduation Requirements

Fergus High School students shall be expected to earn a total of twenty-two (22) credits in order to complete graduation requirements (LPS Policy 2410P). Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma. Students must also meet the credit requirements of the Montana State Board of Education.

In order to participate in the Fergus High School Graduation Ceremony, graduating seniors must complete the following requirements:

1. **Mathematics - 3 credits** One (1) credit may be a crossover credit (accounting or business math taken during junior or senior year) Math classes need to be taken consecutively they cannot be taken concurrently.
2. **Science - 3 credits** One (1) credit may be a crossover credit (1 year of Anatomy & Physiology/Veterinary Science taken during junior or senior year = 1 crossover credit). Student will need Earth Science, Biological Science and Physical Science
3. **Social Science - 3 credits** World History or AP World History - sophomores, American History - juniors, and US Government or AP Government - seniors
4. English - 4 credits
5. **Health Enhancement - 2 credits** (Required for Freshmen and Sophomores)
6. Fine Arts - 1 credit Band, Choir, Art or Drama
7. **Career and Technical Education - 1 credit** Agriculture, Business, Computers, or Family and Consumer Sciences.
8. **Additional Electives** - Complete 5 elective courses above the 17 required classes
9. **Personal Finance requirements** - .5 credits will be included in select CTE or other elective course offerings. (Required for all student graduating in 2026 and beyond)
10. A total of 22 credit hours earned

A student with disabilities eligible under the Individuals with Disabilities Education Act may satisfy those competency requirements incorporated into the individualized education program (IEP). Satisfactory completion of the objectives incorporated in the IEP may serve as the basis for determining completion of a course.

Graduation requirements will not generally be waived; however, in rare and unique circumstances, a recommendation may be made to approve a minor deviation from the graduation requirements.

A student who has experienced educational disruption will be entitled to graduate with a diploma if the student has met the minimum credit requirements established by the Board of Public Education. The District may distinguish the diploma in a reasonable manner from other diplomas issued. The Board of Trustees may enroll a student who is not yet 19 years and was awarded a diploma due to educational disruption and who seeks access to a reasonable curriculum designed to advance postsecondary success.

HiSet Option Program

The Montana Office of Public Instruction has provided the HiSET Option Program as an additional means of meeting their requirements for a high school diploma. Fergus High School offered the HiSET Option Program to seniors starting in the spring of 2019. The following criteria must be met in order to qualify for this program:

1. No less than 11.5 credits and no more than 18.5 credits at the beginning of the second semester of senior year
2. Has not had a break in enrollment at Fergus High School
3. Has maintained a minimum of an 80% attendance rate this year

4. Has the student earned at least 3 credits of English (or is working toward that)?
5. Has the student earned at least 2 credits of Social Studies (or is working toward that)?
6. Is demonstrating a commitment to graduate

There are 5 sections of the HiSET Exam

- a. Language Arts – Reading: 65 minutes, 60 questions
- b. Language Arts – Writing: 120 minutes, 60 questions
- c. Mathematics: 90 minutes, 55 questions
- d. Science: 80 minutes, 60 questions
- e. Social Studies: 70 minutes, 60 questions

A passing score for this round of testing for each section will be as follows:

- f. Language Arts – Reading: a score of no less than 13
- g. Language Arts – Writing: a score of no less than 13
- h. Mathematics: a score of no less than 9
- i. Science: a score of no less than 14
- j. Social Studies: a score of no less than 14

Honors Curriculum

A student desiring to graduate with honors must meet all FHS graduation requirements as well as the following requirements:

1. Meet all College Prep requirements of the Montana University System
2. Complete four science classes (no crossover classes)
3. Complete four math classes (no crossover classes)
4. Complete two years of a foreign language
5. Complete two AP or two dual credit courses
 - a. An AP class (one) may be substituted by a major from the area of Career and Technical Education (CTE) or Performing Arts. In order for substitution of an AP class to take place a student must complete four years in one of the following areas: agriculture education, band, business, choir, family and consumer sciences, or Spanish.
 - b. Substitution of an AP class is only allowed in academic areas that do not offer an AP option.
 - c. No crossover credits will be allowed. For example: a student must take four years of band; the substitution would not be allowed if he/she took two years of band and two years of choir.
 - d. Students may use independent courses as approved by the Academic Committee and Principal. Independent courses do not include credit recovery situations for failing grades.
 - e. To uphold the integrity of the Honor's Curriculum, a student must keep his/her grades in good standing and maintain a cumulative GPA of no less than 3.0.

Honor Pass

Juniors and Seniors who are on course to graduate in accordance with District standards and meet the criteria below may fill out a form to apply for an Honor Pass. All students are required to be enrolled in 7 periods; 5 solid classes and a combination of an honor pass, study hall, or teacher's aide. A Junior may have up to 1 Honor Pass and a Senior may have up to 2 Honor Passes.

Honor Passes will NOT be granted during periods 2 and 3. In order to qualify for an Honor pass, a student must meet the following criteria:

Juniors

- Must have a 3.25 GPA from the prior semester
- Less than or equal to 3 tardies per class during prior semester
- Less than or equal to 5 total absences in any class per semester, medically verified, school related, office conference or college visit absences do not count towards the 5 days.

- No behavior referrals from the prior semester
- If any of these conditions are violated, Honor Pass privileges may be revoked
- Administrators will be responsible for any exceptions or alterations to the conditions outlined above.

Seniors

- Must have a 3.25 GPA from prior semester to qualify for 1 Honor Pass
- Must have a 3.50 GPA from prior semester to qualify for 2 Honor Passes
- Less than or equal to 3 tardies per class during prior semester
- Less than or equal to 5 total absences in any class per semester, medically verified, school related, office conference or college visit absences do not count towards the 5 days.
- No behavior referrals from the prior semester
- If any of these conditions are violated, Honor Pass privileges may be revoked
- Administrators will be responsible for any exceptions or alterations to the conditions outlined above.

An Honor Pass is a privilege! At the end of any quarter grading period, a Junior or Senior holding an Honor Pass who is failing a class or not meeting a sufficiently high academic standard, may at the discretion of the administration, have their Honor Pass revoked. This student will be assigned to attend a scheduled study hall or academic course and may reapply for an Honor Pass at the end of the semester. Any abuse of Honor Pass time (ex. - excessive tardies or absenteeism, handbook violations, missing assignments, etc.) will result in the loss of this privilege for the student. Students with an Honor Pass should not be loitering in the halls, the gym or the lobby. The student must leave campus or work in the library or with a teacher (if allowed). Students must apply for the Honor Pass privilege at the end of each semester. Forms may be picked up in the main office.

Homework

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits.

Teachers may give homework to students to aid in the student's educational development. Homework should be an application or adaptation of a classroom experience, and should not be assigned for disciplinary purposes.

Incompletes

Occasionally, a student may not have completed class requirements at the end of a quarter. Students are responsible to make arrangements with teachers to complete all unfinished assignments. Unless principal permission is allowed for an extension, incompletes will be made up and the grade turned in to the office by the end of the second week following completion of the grading term. If a student does not turn in the unfinished assignments, the grade will be recorded as a zero.

Make up Work

Makeup work for excused absences is counted at full value at a rate of two school days for the first day missed and one day for each missed day thereafter. Students wishing extensions on the time limit may request directly to the teacher. If the absence was prearranged, the student needs to inform their teachers prior to the absence. The principal will hear appeals if they are requested.

NCAA Clearinghouse Eligibility

The NCAA Clearinghouse is an essential step in becoming eligible to play college sports. Over 180,000 potential college athletes register with the NCAA every year. Please go to the NCAA Eligibility Center website, www.athleticscholarships.net/ncaa-clearinghouse, to find detailed information about eligibility requirements.

If you want to play NCAA college sports and receive a scholarship at the DI or DII level, you will need to register and be cleared by the NCAA. The Eligibility Center is the organization within the NCAA that determines the academic eligibility and amateur status for all NCAA DI and DII athletes.

While the specific [NCAA course requirements](#) vary slightly between Division 1 and Division 2, you must complete 16 core courses in order to earn NCAA academic eligibility and enroll at your school of choice. Be aware that 10 of the 16 core courses must be completed for NCAA academic eligibility before your seventh semester (senior year) of high school. There are no NCAA course requirements for Division 3 eligibility as you must simply meet the admissions standards for the institution you wish to attend to compete with full eligibility in accordance with the NCAA academic requirements.

NCAA Division 1 core course requirements:

- Four years of English
- Three years of math (Algebra 1 or higher)
- Two years of natural/physical science (including one year of lab science if your high school offers it)
- One additional year of English, math or natural/physical science
- Two years of social science
- Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy

NCAA Division 2 core course requirements:

- Three years of English
- Two years of math (Algebra 1 or higher)
- Two years of natural or physical science (including one year of lab science if your high school offers it)
- Three additional years of English, math or natural/physical science
- Two years of social science
- Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy

Online Courses

Online courses taken through Montana Digital Academy or an approved accredited program can be used for credit recovery or original credit with the approval of the administration. Online original credit opportunities will not be permitted if the course is offered in the Fergus High schedule. The district will cover the cost of each course, but students who fail the course will be charged. A parent/student contract will be required before starting a course.

Zero Hour / AM Courses

Because of the popularity of morning classes, students must have a history of successful attendance to their first period class and maintain 90% attendance throughout the semester. Zero hour courses count toward the minimum required number of courses.

Valedictorian and Salutatorian Selection

Consideration Criteria for Selection:

1. Students considered must be in attendance the second semester of their junior year and both semesters of their senior year. (Special circumstances will be reviewed by the administration.)
2. Students to be considered must complete the Honor's Curriculum.
3. Valedictorian or Salutatorian selections will be based on student grade point averages through the second semester of their senior year.
4. Should a tie between students occur with grade point averages, the following system will be used in making Valedictorian and Salutatorian selections:
 - a. Meet the Honor's Curriculum requirements
 - b. A combination of four AP/Dual credit classes, offered by Fergus High School Staff. Substitution will be allowed as listed in the Honor's Curriculum.

- c. Received at least 26 credits
- d. If each potential candidate meets the above criteria, a tie will be declared.
- 5. **If none of the Valedictorian and Salutatorian candidates meet the above criteria, an academic committee will be formed and the following criteria will be used to determine the selections.**
 - a. The number of credits earned from Advanced Placement/Dual Credit Courses
 - b. Total number of credits earned in core classes selected by the NCAA for eligibility purposes, or as 3 approved by the committee
 - c. Quarter grade point averages earned in core classes selected by the NCAA for eligibility purposes, or as approved by the committee
- 6. Online/Correspondence Coursework – Maintain current level of correspondence course-work as specified in graduation requirements (1.5 credits are allowed starting with the Junior year)
- 7. Appeals of individual portions of these policies are to be addressed to the academic committee as a whole
- 8. If two or more students tie for Valedictorian, no Salutatorian will be recognized.

Attendance

Regular school attendance is essential for the student to make the most of his or her education — to benefit from teacher-led activities, to build each day's learning on that of the previous day, and to grow as an individual. The District permits resident students of school age who are enrolled in a nonpublic or home school to enroll part-time in a District school at the parent's request. Part-time students must enroll in at least two periods a day at Fergus High School.

A student who persistently does not attend school for the day or any part of the school day equivalent to the length of one class period is truant and may be subject to disciplinary action. Truancy may also result in assessment of a penalty by a court of law against the student and his or her parents. The District's Attendance Officer may request a meeting with the truant student's parent or legal guardian to develop a truancy plan in the event of continued truancy.

When a student is absent from school, the parent/guardian must call the school (406)535-2321 before 9:00 a.m. If the parent/guardian does not call, the school will send out an automated call, text, or email notifying parents when an absence has occurred. If contact has been made with the parent/guardian, it will not be necessary for the parent/guardian to send a written excuse with the student upon his/her returning to school, unless requested by the administration. **If no notification regarding the absence is given the absence will be marked as unexcused by the end of the day .**

Students will be given two (2) days, for every day absent, to complete missing assignments for excused, medically verified and school related absences. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

Unexcused Absences

Students who have unexcused absences in any period during the day will not be allowed to participate in extra-curricular or co-curricular activities that day. In addition, students will receive a zero on their daily work/assignments that period/day. If the course is working on a project and a student has an unexcused absence during the time frame of the project the student may lose points towards the final grade of the project. Points lost will be calculated based on the length of the project, for example if the project is 5 days long and a student has one unexcused absence, they would lose 20% on their final grade for that project. Students who leave class early and do not return to class, will be marked as unexcused that period and receive a zero on their daily work/assignments.

Advanced Assignment and Prior Notification of an Absence

In the case that a parent/guardian is aware of an upcoming absence, they are asked to contact the school in advance of the absence. Students will then contact their teachers to make arrangements for completing their assignments. Many activities are held at Fergus High School that do not involve the participation of FHS students, Class C tournaments for example. If a Fergus High student plans to attend these types of activities, they must have parent permission and must complete the Advanced Assignment Request form one day prior to the proposed absence for these types of activities. Failure to complete this process one day prior to the absence will result in an unexcused absence.

Attendance Communication

1. The high school will be sending out through Infinite Campus notification of unverified or unexcused absences by period every day during the school year.
 - a. These messages will be delivered via text message, email, and Infinite Campus message.
 - b. Students with unexcused absences will not be able to participate in practice or activities that day.
 - c. Students will receive zeros for the work missed during those unverified or unexcused absences. That work cannot be made up.
2. Parents/Guardians will be notified by letter when their student reaches five(5), and eight(8) days of unexcused or unverified absences. Students will receive a zero for the daily assignment on days with unexcused or unverified absences.

Checkout Procedures

Any time a student leaves the building other than for lunch, honor pass, vocational work experience or after school, they must

1. Have permission from a parent/guardian **BEFORE** leaving the building.
2. Sign out at the office.
3. Failure to sign out, or return at the designated time, will result in an unexcused absence, even if the student has parental/guardian permission and a pass.

10-Day Absence Policy

Ten (10) **non-school** related absences (excused and/or unexcused) per class period during a semester is considered excessive and may require a parent conference and possible attendance contract. Parents should notify the high school office to excuse a student's absence. If verification is not received by the end of the day of the absence, the absence will be recorded as unexcused for the remainder of the semester. Our goal is to bring awareness to the total number of days being missed by students.

Interventions to Address Excessive Absences:

1. Classroom teachers may contact the student's parents/guardian to express concern.
2. The classroom teacher and/or administration will conference with the student and may assign mandatory "make-up time" or detention.
3. Administration may initiate a conference with parents/guardians and students to discuss the issue, then other interventions as assigned (e.g. My Attendance Plan completed with counselor, Advisory teacher Check and Administration may assign "make-up-time," detention).
4. An attendance meeting initiated by administration that may include parents, students, counselors, teachers, case managers, parent liaison, coach/activity sponsor, probation, administration, and other staff as needed.
5. Students may be referred to the Student Assistance Team to identify further intervention options.
6. Student grades in the class with ten or more absences may be changed to "pass/fail". Having a grade changed to "pass/fail" due to an attendance policy violation may impact NHS membership and the ability to graduate with honors.

7. Students under 16 may be referred to the County Attorney for violation of compulsory attendance.

Tardies

Students are expected to be in class before the bell rings. Any student reporting late to class, within TEN (10) minutes, will be considered tardy. After this time the student will be marked absent.

1. If students are arriving late, visiting with another staff member, they should have a written pass from that teacher or the office before going to class.
2. Students are allowed only 3 tardies per class, per semester. **All tardies are considered as unexcused.** We appreciate a call to let us know when a student will be late, but it does not exempt his/her tardiness.
3. Students will serve lunch time detention after every fourth tardy during the week.
 - a. For example students with excessive tardies will serve lunch time detention at 4, 8, 12, 16...and so on.

Withdrawal Procedures

Students moving out of the district or dropping from school should withdraw from classes and activities unless special permission is obtained from the principal. FHS expects:

1. Parents come to the school to sign withdrawal papers.
2. Students start withdrawal procedures in the Principal's Office.
3. All books are to be cleared from the locker. All accounts and fines must also be cleared up.
4. Students take the withdrawal papers to all identified teachers and offices for signature, and return the papers to the Principal's Office.
5. All unpaid charges at checkout will be sent to collections

Accident Prevention

Student safety on campus and at school-related events is a high priority of the District. Although the District has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report safety hazards, such as intruders on campus.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other District employees who are overseeing the welfare of students.

Allergies:

There are a variety of allergies that can affect our staff, students, and visitors to Fergus High School. In order to bring awareness and do our best to provide a safe environment the following steps will be implemented:

- Fergus High School will be posting peanut and nut free zone signs around the school for the safety of our students, staff and visitors
- Fergus High School will not allow any latex balloons or latex products for any events held on school grounds for the safety of our students, staff, visiting teams and community members.

Backpacks:

Backpacks, satchels, and drawstring bags will not be allowed in class. Please leave these items in your locker. Student lockers and combinations will be assigned as schedules are generated for the school year. Exceptions may apply in cases of injury or requirements of a student's IEP or 504 Plan.

Bullying/Harassment/Intimidation/Hazing

Bullying (including cyberbullying), harassment, intimidation, or hazing, by students, staff, or third parties, is strictly prohibited and shall not be tolerated. Bullying does not include the determination after an investigation that the student used reasonable and necessary physical force as self-defense or the defense of another in response to a physical attack.

All complaints about behavior that may violate this policy shall be promptly investigated.

Bullying/Harassment/Hazing/Intimidation/Menacing (Board 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:
 - a. Physically harming a student or damaging a student's property;
 - b. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
 - c. Creating a hostile educational environment.
 - d. Substantially and materially disrupts the orderly operation of a school.
5. "Electronic communication device" means any mode of electronic communication, including but not limited to computers, cell phones, PDAs, or the internet.

Reporting:

All complaints about behavior that may violate this policy shall be promptly investigated. Any 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.

When an employee has actual knowledge that behavior in violation of this policy is sexual harassment, the employee must contact the Title IX Coordinator. The Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

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.

Cellular Phones and Other Electronic Equipment (Policy #3630)

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

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

1. If a student chooses to use their phone in class, it will be confiscated by the classroom teacher and be placed in the office until the end of the day.
2. If a student chooses to use their phone in class a second time, it will be confiscated by the classroom teacher and will be placed in the office until the end of the day. Parents will be notified.
3. If a student chooses to use their phone in class a third time and subsequent times, it will be confiscated and parents will be asked to come pick up the phone at the end of the day

Child Safety GPS and Audio Child Tracking/Monitoring Systems

Parents and students are expressly prohibited from using covert means to listen-in or make a recording (audio or video) of any meeting or activity at school. This includes placing recording devices, or other devices with one- or two-way audio communication technology (i.e., technology that allows a person off-site to listen to live conversations and sounds taking place in the location where the device is located), within a student's book

bag/backpack, on the student's person or otherwise in an area capable of listening in or recording without express written consent of the Superintendent. Any requests to place a recording device or other device with one- or two-way audio communication technology within a student's book bag/backpack or on a student's person shall be submitted, in writing, to the Superintendent along with an explanation of why such recording is necessary. The Superintendent or a designee shall notify the parent(s), in writing, whether such request is denied or granted within five (5) school days. Where consent has been given by the Superintendent, the Principal must be given access by the parent to be a school guardian on the device. This will ensure any "Listen-In" feature is disabled during school hours due to privacy concerns.

Complaints by Students and Parents

If a student or parent believes that the Board, its employees, or agents have violated their rights, he or she may file a written complaint with any District Principal or Supervisor under the applicable grievance procedure. If still unresolved, the matter generally may be referred to the Superintendent. Under some circumstances, the District provides for the complaint to be presented to the Board of Trustees in the event the matter cannot be resolved at the administrative level.

Usually student or parent complaints or concerns can be addressed simply — by a phone call or a conference with the teacher. For those complaints and concerns that cannot be handled so easily, the District has adopted a Uniform Complaint Procedure policy for most complaints (Policy #4310) with the exception of complaints/concerns regarding sexual harassment and/or disability discrimination. The District's Uniform Complaint Procedure is outlined below and a written copy of the Uniform Complaint Procedure and Complaint form can be obtained at the school office or online.

Uniform Complaint Procedure (Policy #4310)

All individuals should use this complaint 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 requests all individuals to use this complaint procedure, when the individual believes the Board or its employees or agents have violated the individual's rights under: (1) Montana constitutional, statutory, or administrative law; (2) United States constitutional, statutory, or administrative law; (3) Board policy; (4) or request a review of services.

The District will endeavor to respond to and resolve complaints without resorting to this complaint 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 complaint procedure is not a prerequisite to the pursuit of other remedies, and use of this complaint 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 complainant may file a written complaint stating: (1) the nature of the complaint; (2) a description of the event or incident giving rise to the complaint, including school personnel involved; and (3) the remedy requested. It must be signed and dated by the grievant complainant. The Level 2

written complaint must be filed with the principal within thirty (30) days of the event or incident or from the date the complainant 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. The principal will respond in writing to the complaint, within thirty (30) days of the administrator's receipt of the complaint.

If either party is not satisfied with the Principal's decision, the complaint 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 complaint. 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

If either the complainant or the person against whom the complaint is filed appeals the Principal's decision provided for in Level 2, the Superintendent will review the complaint and the Principal's decision. The Superintendent will respond in writing to the appeal, within thirty (30) days of the Superintendent's receipt of the written appeal. In responding to the appeal, the Superintendent may: (1) meet with the parties involved in the complaint; (2) conduct a separate or supplementary investigation; (3) engage an outside investigator or other District employees to assist with the appeal; and/or (4) take other steps appropriate or helpful in resolving the complaint.

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 individual 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.

Students shall use the Title IX Grievance Procedure to address complaints/concerns about sexual harassment. Board Policy 3225 provides the Title IX Grievance Procedures can be obtained on the District's website or any District or school office or by contacting the Title IX Coordinator.

District-Provided Access to Electronic Information, Services, and Networks (Policy #3612)

The District believes that all students should have access to technology when they act in a responsible, efficient, courteous and legal manner. Internet access and other technologies available to students and teachers offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students.

As part of learning, teachers and students may be using web tools such as email, blogs, wikis, podcasts, social networks and videocasts with appropriate supervision. These technologies improve student communication and collaboration skills, provide a real audience, and extend learning beyond the classroom walls while building digital citizenship skills.

Responsible uses of technology are devoted to activities that support teaching and learning. The following are our agreements about the use of technology. The District reserves the right to withdraw access and may subject the user to appropriate disciplinary and/or legal action when any misuse occurs.

Terms and Conditions for Responsible Use: Users Will:

1. Respect copyright laws and properly cite sources.
2. Back out immediately if, by accident, materials which violate the rules of responsible use are encountered or received.
3. Have no right or expectation of privacy in electronic communications.
4. Act safely by keeping personal information out of electronic projects.
5. Treat online spaces as a classroom space, and use appropriate and respectful language, pictures, audio, video, links or other content.
6. Conserve limited disk or server space, bandwidth, and printing capacity.
7. Be held accountable for actions, for the loss of privileges, or experience other appropriate consequences if not using the network responsibly.

Users Will Not:

1. Harm other people or their work.
2. Damage, change, or tamper with the hardware, software, settings, or the network.
3. Seek, view, send, or display offensive messages or media.
4. Share passwords with another person.
5. Trespass in another user's folders, work, or files.
6. Use any form of electronic communication (personal website, cell phone, or other network connected mobile device) during school hours without appropriate permission from school staff.
7. Use any form of electronic communication to harass, intimidate, or bully anyone.
8. Give out personal information that could help someone locate themselves or any District user.

No Warranties

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers or any unauthorized charges or fees resulting from access. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions. The District is not responsible for the accuracy or quality of the information attained through or stored on the system.

Internet Safety

1. Internet access is limited to only those "Responsible Uses", as detailed in these procedures. Internet safety is almost assured if users will not engage in inappropriate activity as detailed in these procedures.
2. To ensure that the students abide by the Terms and Conditions for Internet access, staff members shall make all reasonable efforts to supervise students while students are using District Internet access.

3. To comply with the Children's Internet Protection Act and to the extent practical, technology protection measures shall be used to block or filter content as defined by law. Filtering is by no means meant to supersede the guidelines and requirements described in this document.
4. The district shall provide age-appropriate instruction to students regarding appropriate online behavior. Such instruction shall include, but not be limited to: positive interactions with others online, including on social networking sites and in chat rooms; proper online social etiquette; protection from online predators and personal safety; and how to recognize and respond to cyber bullying and other threats.

Code of Conduct/Soar Expectations

In order for students to take advantage of available learning opportunities and to be productive members of our campus community, each student is expected to:

FERGUS HIGH SCHOOL **SOAR EXPECTATIONS**

S A F E

1. Respect others and their personal space.
2. Know safety routines and procedures.
3. Drive responsibly.
4. Practice healthy relationships.

O R G A N I Z E D

1. Be on time and prepared for class.
2. Be ready to learn.
3. Take pride in your school - clean up after yourself.
4. Meet expectations of each class.
5. Be accountable for your academics - check IC regularly.

A C C E P T I N G

1. Use kind words.
2. Have an open mind and use it.
3. Treat others the way you want to be treated.
4. Accept diversity and the unique differences of others.

R E S P O N S I B L E

1. Respect others' right to learn.
2. Take responsibility for your actions - show integrity.
3. Use all technology appropriately.
4. Resolve conflicts with maturity.

B E A G R A D U A T E

1. Represent FHS with pride.
2. Be a positive role model.
3. Get involved.
4. Plan for your future - set goals.
5. Attend school.

Applicability of School Rules and Discipline

To achieve the best possible learning environment for all our students, the Fergus High School rules and discipline will apply:

- On, or within sight of, school grounds before, during or after school hours or at any other time when the school is being used by a school group;
- Off school grounds at a school sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
- Traveling to and from school or a school activity, function or event; and
- Anywhere, including virtual networks, if conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, an interference with school purposes or an educational function, or a threat to the safety and welfare of the student population, or conduct that detrimentally affects the climate or efficient operations of the school.

Violation of Student Code of Conduct

A student is in violation of the Student Code of Conduct if the student engages in any inappropriate behavior, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco, vapor products, or marijuana products (tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, alternative nicotine product, or any other tobacco or nicotine innovation; marijuana products include but are not limited to edible products, ointments, tinctures, marijuana derivatives, marijuana concentrates, and marijuana intended for use by smoking or vaping);
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages.
3. Using, possessing, distributing, purchasing, or selling marijuana (including medical marijuana).
4. Using, possessing, distributing, purchasing, or selling illegal drugs or controlled substances, look-alike drugs, and drug paraphernalia.
5. Using, possessing, controlling, or transferring a weapon in violation of the "Possession of a Weapon in a School Building" section of this policy.
6. Using, possessing, controlling, or transferring any object that reasonably could be considered or used as a weapon.
7. Disobeying directives from staff or disobeying rules governing student conduct.
8. Using violence, force, coercion, intimidation or other comparable conduct toward anyone or urging other students to engage in such conduct except when physical force is determined to be reasonable and necessary and used as self-defense or the defense of another person after an investigation into such conduct.
9. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's property.
10. Engaging in any activity that constitutes an interference with school purposes or an educational function or any other disruptive activity.
11. Unexcused absenteeism.
12. Misconduct of any sort on any means of District transportation.
13. Bullying, hazing, harassment (including sexual harassment), or intimidation, including cyberbullying.
14. Forging any signature or making any false entry or attempting to authorize any document used or intended to be used in connection with the operation of a school.

Suspension

An administrator has the authority to suspend a student for up to ten (10) school days. The student is entitled to oral or written notification of the charges and is entitled to the opportunity to provide his or her version.

Immediate suspension when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process may occur without notice or the opportunity to be heard provided that notice and the opportunity to be heard shall follow as soon as practicable. A Parent meeting or phone call will be made to notify them of the suspension and the basis for the suspension. Students will have the opportunity to complete assignments for the days they are suspended. At the request of the parents, the Superintendent will review the appropriateness of the suspension. The Superintendent decision is final.

An administrator has the authority to extend a suspension for an additional ten (10) school days. Prior to extending the suspension beyond the original length not to exceed ten days, the administrator must hold an informal hearing with the student and determine that the student's immediate return to the school would be detrimental to the health, welfare, or safety of others, or would be disruptive to the educational process.

Expulsion

Expulsion is any removal of a student for more than twenty (20) school days without the provision of educational services. Only the Board has the authority to expel a student after holding a hearing that provides the student with an opportunity to be heard. After an investigation into the student's conduct, the administrator must send a written notice to the parents regarding the recommendation to expel the student, the specific charges against the student and supporting evidence, a description of the rule or regulation broken, the date, time, and location of the board hearing, a copy of the Board's procedure, and a description of the student's and parents' rights at the hearing.

Students with Disabilities

Students with rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 may be suspended in the same manner as students without those rights or expelled under certain circumstances, but prior to the imposition of either penalty, the District must follow all procedural requirements of those Acts, including holding a manifestation determination meeting when necessary, as required by these Acts.

Severe Clause

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 dictate the severity of the disciplinary measure taken. In extreme cases of disruptive behavior and concern for school safety the principal may consider suspension or an immediate request for expulsion regardless of a student's discipline record to date.

PROCEDURAL DUE PROCESS:

The Student Has the Right:

1. To oral or written notification of charges.
2. To an explanation of evidence held by school authorities.
3. To an opportunity to refute the charges.

The Student Has a Responsibility:

1. To follow the appropriate procedural guidelines provided by the district when desiring a re-examination of action taken by school officials.
2. To act in a manner that demonstrates an appreciation of adjudication as a peaceful means of settling disputes.
3. To understand that suspension and expulsion are considered severe disciplinary measures involving exclusion 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 the Board of Trustees have the authority to suspend. Expulsion is reserved for the School Trustees.

Corporal Punishment

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

Counseling

Academic Counseling

Students and parents are encouraged to talk with a school counselor, teacher, or principal to learn about course offerings, the graduation requirements of various programs, and early graduation procedures. Each spring, students in grades 8th through 11th will be provided information on anticipated course offerings for the next year and other information that will help them make the most of academic and vocational opportunities.

Students who are interested in attending a college, university, or training school or pursuing some other type of advanced education should work closely with their counselor so that they take the high school courses that best prepare them. The counselor can also provide information about entrance examinations and deadlines for application, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

Personal Counseling

School counselors are available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. Counselors may also make available information about community resources to address these concerns. Students who wish to meet with a counselor should contact Mrs. Crouse or Mrs. Vaughn.

Please note: The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent, unless required by state or federal law for special education purposes.

Distribution and Posting of Materials (Policy #3222)

The distribution of materials from outside the school system uses a considerable amount of valuable educational time. This time is taken away from students, teachers, and the clerical staff. It is the District's policy to limit the distribution of materials to parent and student organizations sponsored by the District or other governmental agencies. Materials which provide information valued or needed by the District may also be distributed. All organizations must have the approval of the Superintendent before materials may be distributed. The Superintendent will use the guidelines listed above in the approval of the distribution of the materials.

District Student Dress (Policy #3224)

Students are reminded that their appearance significantly affects the way others respond to them. Matters of dress remain the primary responsibility of students, in consultation with their parents or legal guardians. Nevertheless, certain minimum standards shall be observed by all students. The administration shall establish procedures for the monitoring of student dress in school or while engaging in extracurricular activities. Specifics regarding this policy may be found in the student handbook.

Students may decorate their Graduation Cap with the guidelines outlined in Fergus High Student Handbook

Dress and Grooming at Fergus High School

Positive Image Policy: All students' dress should reflect a positive image, be appropriate for an educational setting and not distract from the learning environment. Student dress should show respect for the individual, the school, and the community. Unfit attire includes, but is not limited to, clothing advertising drugs, alcohol, inappropriate messages, racial/ ethnic/ sexual innuendos, excessively ripped, or any other content that is a distraction. Students will be asked to cover up or change in the event that they come to school wearing this kind of attire.

Leg Coverings

- *Leggings/tights:* The use of fashion leggings, i.e. those that are sheer or see-through (fish netted stockings, pantyhose, and tights are also included in this) must be worn with some kind of long shirt, dress, or shorts over the top of it. This shirt, dress, or shorts must apply to the related section of the dress code policy. However, athletic or opaque leggings may be worn on their own without the use of something longer to cover them.
- *Shorts:* Shorts may be worn, but the bottom of the shorts must come to no higher than the base of the fingers/top of the palm as worn when the student places their arms straight down in a relaxed position, near the side of their body. If the shorts are shorter than this, the student will be asked to change into something more appropriate.
- *Dresses/Skirts:* The hem of the dress or skirt shall come to no higher than the tips of the student's fingers when their arms are extended along their sides, relaxed. If the dress or skirt is higher than this, it will be deemed inappropriate and the student will be asked to change.

Tops:

- *Tank Tops:* As per day-to-day classroom interactions, girls are allowed to wear tank tops. The straps must be at least two fingers in width, and the side of the shirt should not be cut out. Boys are expected to wear sleeved shirts. However, these conditions may be more relaxed during sports' practices and Gym/PE or weight training classes.
- *Shirt Requirements:* The height of the neckline of all tops will be determined as inappropriate or appropriate. Low cut neckline shirts should be avoided, and the student will be asked to change. Also, shirts must not show a bare midriff. Shirts should also not be revealing of undergarments.

Accessories:

- *Head Coverings:* Hats, stocking caps, bandanas, or any other non-religious type of head covering may be worn during passing periods. Students may wear hats in the classroom with permission from that classroom teacher. A student must comply without complaint or delay when asked to remove a hat in a classroom.

Driver Education

Semester Sessions:

The program offerings include two separate sessions: one during first semester and one during second semester. Each of these sessions will accommodate eighteen students. To qualify for the semester sessions, a student must be fully enrolled at Fergus High School, and must be 14 and one half years of age or older when the session begins. Students, who are enrolled in one of the semester sessions, will have 44 classroom meetings during the zero period (6:45-7:45 a.m.). Their six behind-the-wheel driving times will be scheduled after school from 3:45-6:45 p.m. This schedule will be in place over the entire semester.

Summer Session:

There will also be a summer session of Driver Education offered in May, June, or July that will serve a larger number of students, pending available staff. To qualify for the summer session, a student must be 14 and one half years of age or older by the time the session begins. Any age-eligible student in the Lewistown School District's geographical jurisdiction will have an opportunity to enroll in the summer program.

Fees and Registration:

Regardless of the session they participate in, all students will pay a \$320 fee. Registration cards will be filled out and signed by a parent or legal guardian at a mandatory meeting prior to the beginning of class. Attendance and behavior policies for all Driver Education activities will be strictly adhered to by students enrolled in any of the three sessions. All sessions will be contingent upon an adequate number of students enrolling to cover District costs to operate the program. Contact the Fergus High School Office at 535-2321 to register.

Emergency Drills

Fergus High School conducts regularly scheduled emergency drills. Students are to move quietly, quickly and calmly, leaving all books behind. Students are to meet in the area designated for their Advisory class and should keep a safe distance away from the building until instructed by their classroom teacher or school administrator to return to the building or relocate. Students must not stand in the street. Students are to remain with their advisory teacher after exiting the building for roll call during the drill. In addition to fire drills, shelter-in-place (lock-down), evacuation and earthquake drills may also be practiced.

The Lewistown Public Schools utilize the Standard Response Protocols in all our schools. Please see the information below regarding those Standard Response Protocols:



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

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

Adults and staff are trained to:

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



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

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



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- 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

"To a Location"

Students are trained to:

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

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

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

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.





STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

SECURE

"Get Inside. Lock outside doors"



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN

"Locks, Lights, Out of Sight"



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the "Muscle Memory" associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.



Emergency Treatment (Policy #3431)

The Board recognizes that schools are responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student, but that further medical attention is the responsibility of the parent or guardian.

Each parent or guardian must provide an emergency telephone number where the parent or designee of the parent can be reached.

When a student is injured, staff shall provide immediate care and attention until relieved by a superior, a nurse, or a doctor. The principal or designated staff member should immediately contact the parent so that the parent can arrange for care or treatment of the injured student.

If a child develops symptoms of illness while at school, the responsible school officials shall do the following:

- A. Isolate the child immediately from other children in a room or area segregated for that purpose.
- B. Inform the parent or guardian as soon as possible about the illness and request him or her to pick up the child.
- C. Report each case of suspected communicable disease the same day by telephone to the local health authority, or as soon as possible thereafter if no contact can be made the same day.

In the event that the parent cannot be reached, and if in the judgment of the principal or person in charge immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. When the parent is located, he/she may elect to continue the treatment or make other arrangements.

Emergency School-Closing Information (Policy #2221)

The Superintendent may order the closure of schools in the event of extreme weather or other emergency, in compliance with established procedures for notifying parents, students, and staff. The Trustees may order the emergency closure of schools for one school day each year, without the need to reschedule the lost pupil instruction time when the closure is the result of an emergency.

The District may close the schools in the event of hazardous weather or other emergencies that threaten the safety of students, staff members, or school property. Emergency school closing information will be broadcast on: Radio stations KXLO 106.9FM, KXLO 1230AM, KQPZ 95.5FM, and information will be sent out through our student information system via email, text messages and/or a phone call.

Extracurricular Activities, Clubs, and Organizations

Participation in extracurricular and co-curricular activities, clubs, and organizations is a worthwhile endeavor to enhance students' development and educational experience. Extracurricular and co-curricular activities, clubs, and organizations at Fergus High School are in place for students in 9th through 12th grade if they wish to participate. Specific eligibility and conduct rules may be adopted regarding participation in activities, clubs, and organizations.

Fergus High School offers the following school curricular and co-curricular clubs. These clubs are open to all Fergus High students enrolled on a full-time or part-time basis:

Club/Activity	Staff	Position
Annual	Diane Lewis	Advisor
Business Professionals of America	Diane Lewis	Advisor
F Club	Vic Feller	Advisor

FFA	Jared Long and Logan Turner	Advisors
FCCLA	Megan Vincent	Advisor
GSA	Meggan Cirrincione	Advisor
National Honor Society	Meggan Cirrincione	Advisor
Key Club	Luke Brandon	Advisor
Science Bowl/Olympiad	Mike Mangold	Co-Advisors
Ski Club	Brett Thackeray	Advisor
Spanish Club	Brett Thackeray	Advisor
Student Government	Luke Brandon	Advisor
Unreserved	Meggan Cirrincione/Dani Phillips	Advisors

Fergus High School offers the following extracurricular activities. These activities are open to all students enrolled at Fergus High School and are open to homeschool/non-public school students who meet the eligibility requirements set forth by Fergus High School and MHSAA:

Activity	Staff	Position
Boys Basketball	Scott Sparks	Head Coach
Girls Basketball	Tom Webb	Head Coach
Cheerleading	Rayna Phelps	Head Coach
Cross Country	Suzie Flentie	Head Boys/Girls Coach
Football	Derek Lear	Head Coach
Golf	Sherry Breidenbach	Co-Head Coaches
Speech and Debate	Lee Stahl	Head Coach
Tennis	Sherry Breidenbach	Head Coach
Track and Field		Head Coach
Volleyball	Adrienna DeCock	Head Coach
Wrestling	Brendon DeCock	Head Coach

Parent/guardian permission is required for a child to participate in a school club and/or extracurricular activity. Parents also have the right to withdraw their child from any club or extracurricular activity.

Please note: Student clubs and performing groups such as the band, choir, and cheerleading and athletic teams may establish standards of behavior — including consequences for misbehavior — that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the administrator will apply in addition to any consequences specified by the organization.

A student attending a nonpublic school or home school that meets the requirements under MCA § 20-5-109 may participate in extracurricular activities offered by the Lewistown School District subject to the student's eligibility as set out in **the Student Handbook**. The student's academic eligibility must be verified by the head administrator of the nonpublic school or educator providing the student instruction in the home school as verified by the principal. Parental permission must be obtained for the student to participate in the extracurricular activity.

Co-Curricular or Extra-Curricular Activities

Fergus High School offers a comprehensive co-curricular and extracurricular activities program designed to provide opportunities for academic and social growth. Through participation in co-curricular activities, students develop an appreciation for teamwork, sportsmanship, competition, self-discipline and citizenship. Co-curricular activities increase a student's personal development and self-esteem. Students should examine the available organizations, clubs, teams and select activities which are of interest to them. Students are also encouraged to support the co-curricular activities, scholastic competitions, dramatic and musical performances and other scheduled events. Extra-curricular, co-curricular, field trips, and school endorsed activities are a privilege, not a given. Students must earn the right to participate by:

1. Demonstrating acceptable behavior and attitudes in representing Fergus High School.
2. Remaining in good standing with Fergus High School attendance policy.
3. Currently in academic good standing. Students with failing grades(D- or F) will be ineligible to participate in co-curricular or extra-curricular activities until the following Wednesday.
4. Having good academic habits: All work is due the day the student leaves unless otherwise arranged with the teacher. It is the student's responsibility to obtain future assignments and schedule make-up exams before he/she leaves.
5. Being a "team participant".
6. Accepting the responsibility of being a role model for youth in the community.
7. Displaying good sportsmanship at all times.
8. Final decisions are up to the administration.

Preliminary student grade reports will be run every Monday prior to any co-curricular or extra-curricular activity and are given to coaches and activities advisors. Coaches and advisors are responsible for communicating grade deficits(D- or F) with students participating in co-curricular or extra-curricular activities. Students will have until Wednesday at the end of the school day to turn in any missing or late work to bring up any failing grade. Students with failing grades(D- or F) will be ineligible to participate in co-curricular or extra-curricular activities until the following Wednesday. Please note that grade reports are not run for the first two weeks of a grading period.

Activity, Club and Team Rules

Student clubs and performing groups such as the band, choir, cheer and athletic teams may establish standards of behavior – including consequences for misbehavior – that are stricter than those for students in general. Coaches and activity sponsors are responsible for determining reasonable expectations for the smooth and efficient operation of their team or program. Students will be expected to meet or exceed set standards to be able to participate in activities. If a violation is also a violation of school rules, the consequences specified by the administrator will apply in addition to any consequences specified by the organization.

Activity Participation

Freshmen – Coaches and sponsors are expected to help promote student participation in multiple activities. All freshmen participants will be allowed by coaches &/or advisors to participate in more than one sport or activity during the same season. Freshmen that do participate in more than one sport during an individual sport season will be asked to prioritize one athletic activity over the other for scheduling practices and competitions. It is, however, expected that the freshman participant in multiple activities will meet reasonable practice and contest expectations for both group(s) and team(s) involved.

Others - Sophomore, junior and senior level participants are also encouraged to participate in multiple activities but due to team needs and the mental or physical strain of athletics they should not participate in multiple sports during the same sport season.

Students participating in multiple activities will not be allowed to participate in events for more than one activity per day if out of town transportation is required, or if safety and transportation concerns arise.

Activity Transportation

Students who participate in out-of-town extra-curricular activities must travel on school provided transportation. We understand that there will be times when it is necessary for custodial parent(s) or legal guardian(s) to request permission for their student-athlete to return to Lewistown with them after a game or event is over. If this is necessary then an Activity Bus Transportation Release Form must be filled out, signed, and authorized by the parent/guardian and responsible school official prior to leaving the event. *Parents must personally sign the Activities Bus Transportation Release Sign-Of Form at the time of the pickup and agree to accept responsibility for any loss or injury to their child.*

Upon approval, student-athletes will then only be released to their custodial parent(s) or legal guardian(s) when the activity is completed, or earlier, if the activity groups (or family itself) are departing. For example; if the team or group remains at the site of the out-of-town activity, after Fergus High's part in the function is finished, students will remain with the team. If the parents are leaving the site for home, or another location, permission to release the student can be obtained.

Activity Bus Passenger Guidelines

The following rules will help assist in assuring a safe, comfortable ride and will help protect the bus. The Coach or Activity Sponsor is responsible for monitoring students conduct and enforcing the Activity Bus Rules. If the driver insists that behavior must improve, the Coach or Activity Sponsor needs to see that action is taken. The Coach or Activity Sponsor is also responsible for taking roll immediately after loading, each time.

1. Students are to remain in their seats and facing the front of the bus, with seatbelts fastened any time the bus is in motion.
2. Keep the aisle clear of obstruction. Do not hang over or on the arm rests or the back of the seat. Feet should be on the floor with shoes on.
3. Each seat is to have members of the same sex. Students are to be segregated by gender into different portions of the bus; i.e. boys in front, girls in back, preferably with advisors in the middle.
4. Refrain from being excessively noisy, keeping the noise level below that which disturbs the driver. Headphones must be used with electronic devices.
5. Remain QUIET in all City Limits and absolutely silent at all railroad crossings.
6. Carry-on items are to be kept to a minimum, (handbags and a blanket are allowed.)
7. All large bags must be stored in the baggage compartment. All water containers and hard objects, i.e. team supply boxes, should be stored on the floor or in the baggage compartment. If unsure, check with the driver.
8. All waste materials are to be properly disposed of in a receptacle supplied on the bus.
9. Cold sandwiches, fresh fruit, juice or canned pop, milk in cartons, candy bars, and chips can be consumed on the bus. Food items not allowed include: sunflower seeds and glass containers

10. There are to be no students on the bus while it is parked, without being accompanied by a Coach or an Advisor.

National research and studies have proven the safety and effectiveness of seat belts on school buses to prevent and minimize injury in the event of a crash. The National Highway Traffic Safety Administration has recommended that all school buses and motor coach buses be equipped with lap/shoulder belts after many investigations into bus accident fatalities. Lewistown public schools have implemented lap/shoulder belts on all new buses ordered and by fall of 2024, all buses will be equipped with them.

Montana Seat belt Use Act (61-13-103) requires by law that each occupant of a designated seating position must wear a properly adjusted and fastened seat belt. Please buckle your seatbelt and keep it fastened any time the bus is in motion.

It will be the driver's responsibility to instruct the students on how to properly buckle and adjust their seat belt as they load. The proper wearing of seatbelts will include the following:

1. Taking backpacks off before buckling seat belts and sitting seat to seat and back to back.
2. Buckling seat belt until they hear the audible click and adjust the belt so it is snug
3. Adjusting the shoulder belt height adjuster so the buckle is worn correctly on the shoulder. (yellow buses)
4. Always wearing the shoulder belt properly and not putting it behind them or under the arm.
5. Keeping seat belts buckled until the bus comes to a complete stop and they hear the air brake.

In case of an accident where the bus must be evacuated quickly, make every effort to observe the following directions:

1. Proceed in an orderly manner to the exit nearest your seat (the bus driver will point them out to you) that is unobstructed. Leave the bus through these openings.
2. Move to a point 100 feet or more from the bus and gather in a group to make it possible for a check to see if all passengers have been evacuated.
3. Passengers should follow the directions given by the driver or one of the sponsors.

Activity Bus Alternate Pick-up & Drop-off

The Board of Trustees, under the direction of our Insurance Carrier, requires each student involved in Fergus High activities to travel from, and back to, Lewistown with their respective activity group on school or activity buses. However, the school does understand that there may be times when families who live out of town may request their student participant be picked up and/or dropped-off at other alternate locations. The District's alternate pick-up and drop-off parking areas when traveling to or from Lewistown will be only at the following locations:

1. Hilger Meats parking area in Hilger, for trips going north.
2. Eddies Corner parking area at the Junction of Highways 87 & 191, for trips going west or south.
3. Little Montana parking area in Grass Range, for trips going east or south.

When making this request parents or guardians understand:

1. That they are responsible for transportation to and from the assigned pick-up and drop-off parking areas and that they assume all liability prior to the student being picked up and all liability after the student has been dropped off. Non family members must be listed below to ride with the student should they drive themselves. A copy of the current vehicle insurance card(s) will be included with this request.
2. That the activity bus will not wait at the assigned pick-up and drop-off points for any student or any student's parent. On a drop-off, if the parent is not there for the student or the student does not have his/her own transportation, the bus will take that student to the high school or junior high with the remaining students and the parent will have to pick them up there.
3. Pick-up and drop-off parking areas will be used by students only after the student's parents have signed and approved this waiver form through Fergus High School or Lewistown Junior High School two-days prior to the activity or event.

4. Students not riding approved or school sponsored transportation to and from activity or school related events will not be allowed to compete, or in any way represent the school or their team.

The Lewistown Public School staff reserves the right to deny requests for pick-up or drop-off for any reason, especially unforeseen circumstances such as weather. The bus driver and coach/activity sponsor will determine whether these alternate stops will be used on a given trip. In the event these alternate stops are not used, all students will leave from and be delivered to Fergus High School or Lewistown Junior High School.

Attendance & Activity Participation

Participants of school activities must be in school a minimum of one-half day preceding a contest or practice. Any exceptions to this policy must be cleared by the administration. Students with unexcused absences will not be able to participate in practice or activities that day. Students will receive zeros for the work missed during those unverified or unexcused absences. That work cannot be made up.

Students are **expected to be in school the next day** when involved in an activity trip during the week. Generally speaking, activity buses do have seats that will allow students to sleep while returning home. However, there are times when buses return much later than normal. Therefore, exceptions to this rule will be based on the time their activity bus returns from their activity. Students riding activity buses, which return **AFTER 1:00 A.M.** in the morning, during mid-week activities, will be allowed into school late on the next school day, as per the exceptions shown below.

Exceptions:

1. If the activity bus returns **AFTER 12:00 A.M.** students may return to school **AFTER** zero period starts but must be in school before the start of the first period. If the activity bus returns at or before 12:00 a.m., that is 11:59 p.m. or sooner, the student must be in school all of the next day.
2. If the activity bus returns **AFTER 1:00 A.M.** students may return to school **AFTER** first period starts but must be in school before the start of the second period. If the activity bus returns at or before 1:00 a.m., that is 12:59 a.m. or sooner, the students must be in school all of the next day.
3. If the activity bus returns **AFTER 2:00 A.M.** students may return to school **AFTER** second period starts but must be in school before the start of the third period.
4. If the activity bus returns **AFTER 3:00 A.M.** the students may return to school **AFTER** third period starts but must be in school before the start of fourth period..... AND SO ON.

Awards & Honors – Activities

An awards or recognition night is co-sponsored with the Eagle Booster Club for each sporting season. Each recognition night shall be considered a team function and attendance by team members is a requirement, as are other team functions. Students not attending may forfeit all awards earned.

Behavior & Activity Participation

All student participants are expected to exhibit acceptable behavior at all times, in and out of season. Students with behavior concerns that arise from school situations must be resolved in an acceptable fashion prior to participating in activity practices, contests or events. This includes suspension and detention responsibilities.

Dress - Activity Participants

Student dress for games or travel will be under the control of each individual program director or coach. However, student dress will be neat and clean and within appropriate guidelines; i.e. slacks, dress shirt or sweater, appropriate shoes. School dress code expectations will be enforced.

Equipment & Supplies Expectations

Students entrusted with equipment and supplies belonging to School District #1 will receive fines for unreturned, lost, altered, and vandalized items. Fines may be minor but will more than likely cover complete replacement costs of the supplies or equipment involved. Participation in another activity may be limited if current or previous fines are not paid.

Extra-Curricular/Activities Eligibility (MHSA Guidelines)

To be eligible to participate in extracurricular activities at Fergus High School, students must follow the Montana High School Association eligibility rules which state:

1. Be regularly enrolled in school.
2. Be in regular attendance from the enrollment date.
3. Be receiving grades in at least 20 periods per week of prepared classwork.
4. Have received a passing grade in at least 20 periods of prepared work per week during the last preceding semester in which the student was in attendance. If a student is assigned an "incomplete" or "condition" in a subject, he or she has not received a passing grade in this subject. The record at the end of a semester is final and scholastic deficiencies, for eligibility purposes, cannot be "made up" in any way.
5. Be younger than 19 years of age on or before August 31st of a given year.
6. Not have been in attendance at any secondary school more than eight (8) semesters. An attendance of 20 days during a semester shall constitute one semester's attendance.
7. For first semester participation be enrolled no later than October 15th, for second semester participation be enrolled no later than the 11th day of that semester.
8. A physical examination is required for students to participate in athletic sports.
9. Home school student living within School District boundaries.

Participation Fees

The participation fee/activity ticket (student activity ticket will be issued) at Fergus High School is \$125.00 for one or more MHSA activity. A \$50.00 fee will be charged for participation in the following activities (with a student activity ticket to be issued): Cheerleading.

The fees will be assessed for participation at any level of the program and are non-refundable. All participants, excluding managers, must pay the required participation fee, or obtain a temporary fee-waiver from the office, prior to practice or competition.

For activities that require selection of teams that limit 33 participant numbers from that activity, fees will be held in the office until the school day after the team selection process is over. Individuals cut from these activities can pick up unused fees in the office. No other refunds will be allowed, including participation limited by: injuries, quitting, or disciplinary action on the part of the activity directors or the school.

Temporary fee-waivers may be obtained in the office. Students receiving free or reduced lunches may request financial assistance to pay the fees assuming they have applied for free or reduced lunches by using the financial guidelines as established by the OPI for free school lunches. The forms are available from the school office.

Physical Exams

A physical examination is required for each student in order to be considered eligible for participation in all athletic activities, physical conditioning or weight-lifting classes and cheerleading. Fergus High School and the Montana High School Association require all physical examinations be completed prior to an athlete's first practice. This examination must be certified by a doctor for the current school year and be completed using the current MHSA Physical Examination Form.

Concussion Testing

Schools are required to distribute information sheets for the purpose of informing and educating student-athletes and their parents of the nature and risk of concussions and head injury to student athletes, including the risk of continuing to play after concussion or head injury. Montana law requires that each year, before beginning practice for an organized activity, a student-athlete and parent(s)/legal guardian(s) must be given an information sheet, and both parties must sign and return a form acknowledging receipt of the information to an official designated by the school or school district prior to the student-athlete participation during the designated school year. The law further states that a student-athlete who is suspected of sustaining a concussion or head injury in practice or game shall be removed from play at the time of injury and may not return to play until the student-athlete has received a written clearance from a licensed healthcare provider.

In partnership with the Central Montana Medical Center the Lewistown Public Schools requires all student-athletes to conduct a baseline ImPACT(Immediate Post-Concussion Assessment and Cognitive Testing) test completed prior to participation in practice or activity.

Practice

Participants are expected to participate in team practices and other related team functions, however individuals will not practice without their required physical examination or participation fee requirements met. The Montana High School Association does require athletic participants to practice a set number of times prior to competition. Football participants must actively participate on 12 different practice days with a practice day being a minimum of 1 regularly scheduled practice per day. Basketball, wrestling, volleyball, tennis, track and cross country participants must actively participate in their sport on 10 different practice days, while golf participants must actively participate on 5 different practice days. For purposes of competition, a practice cannot be counted unless the participant practices with the team after receiving their physical. Participants who have not paid the participation fee may be restricted from practice and/or competition. Coaches cannot require participants to practice during the off-season.

Sports Specialization

While it is expected that athletes spend quality time in developing skills needed for specific sports, the district's philosophy is to discourage student specialization in only one sport or activity. In fact, coaches and sponsors are expected to help promote student participation in multiple activities.

Sportsmanship Expectations

Fergus High School views extra-curricular activities as an educational experience almost as important as a student's academic endeavors. For that reason sportsmanship in our high school is considered very important. The Golden Eagle Spirit exemplifies our feelings in this area.

The Golden Eagle Spirit - "Sportsmanship is not a set of rules, but a spirit that should guide our behavior each day of our lives, according to the simple idea that we will treat others as we would like to be treated - our personal golden rule."

In helping students understand The Golden Eagle Spirit, coaches will emphasize the following student participation behavior expectations:

- Accept and understand the seriousness of your responsibility and the privilege of representing the school and community.
- Learn the rules of the game thoroughly and discuss them with parents, fans, fellow students and elementary students. This will assist both them and you in the achievement of a better understanding and appreciation of the game.
- Treat opponents the way you would like to be treated, as a guest or friend.
- Wish opponents good luck before the game and congratulate them in a sincere manner following either victory or defeat.

- Respect the integrity and judgment of game officials. Never argue or make non-verbal gestures that indicate disagreement. This type of immature activity may incite undesirable behavior in the stands and by teammates.

Activities and Clubs Offered at Fergus High School

Students are encouraged to join clubs and activity productions that will enrich and enhance their educational experiences. Fergus High School currently offers a wide variety of co-curricular organizations and activities from which students may select. Procedures governing the creation and operation of existing and proposed activities or organizations include the following regulations:

1. Before it can be recognized as a school group or activity and be given use of school time and/or facilities, the organization must be approved, in accordance with established criteria by the school principal and the school board.
2. Membership must be open to all students except where the purpose of the club requires academic or behavior qualifications. (National Honor Society, for example)
3. The club or activity must have a faculty sponsor or advisor selected and approved according to agreed-upon procedures by the administration, and club activities will not be permitted until a faculty sponsor has been selected.

The various clubs and activities at Fergus High School are coordinated by the FHS Student Council. The Student Council is designed to encourage better understanding and more cooperation between the students, administration and teachers. Other objectives shall include; to control the management of all matters concerning the conduct of the students in their high school life; to promote a spirit of responsibility in the care of property of the school; to foster a high sense of personal honor and good sportsmanship in school community life; to promote active participation in school activities by the students; and to suggest at any time to the principal and the members of the faculty ways of improving the service of the school to the students and the community.

There are about 30 teams, clubs or special performing groups available for students. Choose your participation carefully and balance your time against academics, athletics and interests outside of school. GET INVOLVED!

Training Rules

All activity participants at Fergus High School are expected to make personal sacrifices for the good of the group. 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. Specific expectations and guidelines for ALL student activity participants can be found in the Chemical & Tobacco Policy as listed below

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 & Athletics Chemical Violations

Students who participate in activities will not be under the influence of, in possession of, give away, or sell drug paraphernalia, alcohol, marijuana, or another substance defined by law as a "controlled substance" or "dangerous drug."

1. Student activity participants, who admit, whose parent 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.
2. 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.
3. 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.
 - a. First Offense: Suspension from participation in all extra-curricular activities for a period of one semester OR suspension from participation in all extracurricular activities, in town or away, for a period of 2 weeks of competition or events from the date of the disciplinary action.
 - b. Second Offense: Suspension from participation in all extra-curricular activities for a period of one year OR suspension from participation in all extracurricular activities, in town or away, for a period of 4 weeks of competition or events from the date of the disciplinary action.
 - c. Further Offenses: Suspension from participation in all extra-curricular activities for a period of one year OR suspension from participation in all extracurricular activities, in town or away, for a period of 8 weeks of competition or events from the date of the disciplinary action.

Other Information:

1. Participants who have violated the chemical policy will not receive a postseason letter, trophy or individual team award from that sport in which they violated the chemical policy.
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.

Activities & Athletics Tobacco/Vaping Violations

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

1. First Offense: Suspension from participation in extracurricular activities, in town or away, for a period of 2 weeks of competition or event's, from the date of the disciplinary action. Students will not be eligible to receive a postseason letter, trophy or individual team award from that sport in which they violated the chemical tobacco violation.

2. Further Offenses: Suspension from participation in extracurricular activities, in town or away, for a period of 4 weeks of competition or events from the date of the disciplinary action. Students will not be eligible to receive a postseason letter, trophy or individual team award from that sport in which they violated the chemical tobacco violation.

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.

Activities & Athletics 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 extracurricular activities will not be allowed to perform or compete, or in some way represent School District No. 1, in an extracurricular 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 extracurricular 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. *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 of ice.*
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.**

Fees

Materials that are part of the basic educational program are provided with state and local funds and are at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the District.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Fees for lost, damaged, overdue library books, or lost or damaged Chrombooks.
- Fees for equipment and supplies belonging to Fergus High School that are not returned, lost, altered, and vandalized items.

Students who have fees that are not paid, will be sent a bill for any unpaid fees. If the fees are not paid the bill will be turned over to collections.

Food Services

The District participates in the National School Lunch and Breakfast Program and offers students nutritionally-balanced and appealing meals daily. Free and reduced-price meals are available based on financial need. The District will make every effort to prevent the overt identification of students participating in the free and reduced-price meals by utilizing electronic identification and payment systems. See the school office to pick up an application.

- **BREAKFAST** is served from 7:35 a.m. until 8:05 a.m. each school day.
 - Reduced Breakfast price - \$.30
 - Breakfast price - \$2.25

- **LUNCH** is served after 4th period from 12:04 pm to 12:44 pm
 - Reduced lunch price - \$.40
 - Lunch price - \$3.60

Please refer to Policies 2510 and 8205 for additional information regarding the District's wellness program and its meal charging policy.

Fund-Raising Activities (Policy #3530)

The Board acknowledges that the solicitation of funds from students, staff, and citizens must be limited since students are a captive audience and since solicitation can disrupt the program of the schools. Solicitation and collection of money by students for any purpose, including the collection of money by students in exchange for tickets, papers, magazine subscriptions, or for any other goods or services for the benefit of an approved school organization, may be permitted by the Superintendent or designee, providing that the instructional program is not adversely affected.

Student extra-curricular and co-curricular activities, clubs, and organizations will periodically hold fundraising events throughout the schools. The fundraising activities are used to enhance the extra-curricula, co-curricular activities, clubs and student organizations at Fergus High School. All participants are encouraged to take part in these fundraising activities to assist in improving opportunities for Fergus High School students.

Gun-Free Schools/Firearms and Weapons (Policy #3311)

Firearms

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

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

However, the Board of Trustees through this policy authorizes the Superintendent, or principal of a school without a Superintendent, to use his/her discretion on a case-by-case basis and modify the requirement of expulsion of a student if he/she deems such modification to be warranted under the circumstances.

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

Possession of Weapons other than Firearms

The District does not allow weapons on school property. Any student found to have possessed, used or transferred a weapon on school property will be subject to discipline in accordance with the District's discipline policy. For purposes of this section, "weapon" means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury, including but not limited to air guns; pellet guns; BB guns; fake (facsimile) weapons; all knives; blades; clubs; metal knuckles;

numchucks (also known as nunchucks); throwing stars; explosives; fireworks; mace or other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

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

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

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

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

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

The trustees shall annually review this policy and update this policy as determined necessary by the trustees based on changing circumstances pertaining to school safety.

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 rescreen 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 rescreen. In addition to the pure tone and emittance screening, they may also conduct otoacoustic emission screening. This is a measure of cochlear (inner ear) function that does not require the child to respond.

Homeless Students

In accordance with federal and state law and regulations, the District will provide homeless students with access to the instructional programming that supports achievement of the content standards and to other services for which they are eligible. Students shall not be segregated into a separate school or program based on their status as homeless, nor shall they be stigmatized in any way.

The District will determine, according to the best interest of the child whether the child will be enrolled in the school of origin or in the public school that non-homeless students who live in the attendance area in which the child is actually living are eligible to attend. In determining the best interest of the child the District will, to the extent feasible, keep the child in the school of origin, unless doing so is contrary to the wishes of the parent.

If the child is unaccompanied by a parent or guardian, the homeless liaison will assist in placement and enrollment decisions, with the views of the child taken into consideration.

The District shall immediately enroll the homeless child, even if the child into the selected school even if the parent/child is unable to produce records normally required for enrollment, such as previous academic records, immunization records, evidence of residency, or other documentation.

Homeless students shall be provided services comparable to services available to other students in the school system including, but not limited to, transportation services; educational services for which the student meets the eligibility criteria, such as educational programs for disadvantaged students, students with disabilities, gifted and talented students, and students with limited English proficiency; vocational and technical programs; preschool programs; before and after school-care programs; and school meals/nutrition programs.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled.

Immunization

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, the student will not be immunized. The immunizations required are: diphtheria, pertussis, rubeola (measles), rubella, mumps, poliomyelitis, varicella and tetanus. Haemophilus, influenza type B is required for students under age five (5). Except for those vaccinations required by law, the District will not discriminate against a student by denying or withholding educational opportunities based upon the student's vaccination status.

A student 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 the immunization. Within thirty (30) days after a transferring student ceases attendance at the school of origin, the District must receive the original immunization records for the student who transfers into the District.

If a student's religious beliefs conflict with the requirement that the student be immunized, the student must present a notarized form signed by the student (or by the parent, if the student is a minor) stating that immunization conflicts with the religious tenets and practices of the parents and student. This certificate will be maintained as part of the student's immunization records.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a health care provider who is licensed, certified, or otherwise authorized by the laws of any state or Canada to provide health care under Montana law, is authorized within the provider's scope of practice to administer immunizations to which the exemption applies, and has previously provided health care to the student seeking the exemption or has administered an immunization to which the student has had an adverse reaction. This certificate must indicate the specific nature and probable duration of the medical condition or circumstances which contraindicate immunization. This certificate will be maintained as part of the student's immunization records. For further information, see Policy #3413.

Law Enforcement

Questioning of Students

Law enforcement or social service workers must contact students through the administrative office. Students will not usually be questioned or interviewed by law enforcement or other lawful authorities while at school. When law enforcement officers or other lawful authorities, however, wish to question or interview a student at school or the principal requests that the student be interviewed at school:

- The principal shall verify and record the identity of the officer or other authority.
- If the interview is not at the request of the principal, the principal shall ascertain the authority of law enforcement to question or interview the student at the school. If the interview is by court order or other exigencies exist (concern about loss/damage of evidence, flight from jurisdiction, or health, safety, or welfare

of the student or other students or staff), the principal has the discretion to allow the interview to take place. Otherwise, if law enforcement can reasonably interview the student at a time when the student is not in school, the principal may, absent a court order or warrant, deny the request for an immediate interview of a student.

- The school administration or school resource officer will make reasonable efforts to notify parents unless the officer produces a court order prohibiting the notification of the parents.
- In the event that a parent cannot be present or cannot be reached, the principal will observe the interview.
- Law enforcement must comply with all legal requirements regarding notification of parents and consent prior to interviewing students.
- Social service workers may be permitted to interview students at a school consistent with Montana law. The principal or counselor will observe the meeting if the social service worker declines to notify the parents.

Students Taken into Custody

State law requires the District to permit a student to be taken into legal custody by a law enforcement officer or probation officer to comply with a lawful court order, a warrant for arrest, or a law enforcement determination that probable cause exists for the arrest. To the extent practicable, the arrest should be conducted out of the view of other students in the administration offices. A social service worker may take custody of a student with a lawful court order or under the powers of MCA § 41-3-301.

The principal will immediately notify the Superintendent and will make reasonable attempts to notify a parent unless the officer or official produces a court order prohibiting the notification of the parents. Because the principal does not have the authority to prevent or delay a custody action, notification will most likely be after the fact.

Service of Process

At times, law enforcement may seek to serve a student with a subpoena or other legal documents (i.e., complaint, summons). Absent a court order, the principal has the discretion to determine whether service at school is disruptive to the educational environment. If service is directed by a court or is not disruptive to the educational environment, the principal will make reasonable attempts to contact the parents regarding the service. Where the principal has determined that service would be disruptive to the educational environment, the principal will make a reasonable attempt to coordinate with law enforcement to serve the student when school is not in session. Service on a student will be accomplished out of the view of other students in the administration offices.

LOCKERS

Hall lockers are provided to each student. Built in combination locks will be activated to secure all personal items. Lockers are to be kept clean, neat, and in good repair. Students will be held financially responsible for damage to lockers. Students should be aware that their assigned locker and any personal items they choose to store therein will be jointly accessible to themselves and school officials and may be subject to inspection by school officials at any time, without notice and without student consent.

Medicine At School

A student who must take prescription medicine during the school day that is necessary for his or her health and well-being must have a written authorization signed by the parents and the licensed health care provider allowing the dispensation of the medication. The student must bring the medicine in its original, properly labeled container, to the school office or school nurse. The school nurse or school employee to whom the task is delegated pursuant to Montana law will either give the medicine at the proper times or give the student permission to take the medication as directed.

A student who has authorization to possess and self-administer medication must have completed and filed, with the office, a written order for self-administration of a medication from a licensed healthcare provider or dentist as well as written authorization from the parents for the self-administration. The principal may authorize, in consultation with medical personnel, a student with asthma, severe allergies, or anaphylaxis to possess and self-administer emergency medication from an epinephrine pen (EpiPen) or asthma inhaler. The written order and written authorization must be provided annually. For additional information, please see Policy #3416.

Multi-Tiered System of Supports (MTSS)

MTSS is a framework for school improvement that focuses on system level change across the classroom, school, and district to provide all students with the best opportunities to maximize achievement, both academically and behaviorally. MTSS focuses on providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and continually checking fidelity of interventions. Data is used to allocate resources to improve student learning and support staff implementation of effective practices.

MTSS is a systemic approach:

- Tier I: All students will be part of strong initial instruction.
- Tier II: Even with strong initial instruction, some students will need targeted support to be successful.
- Tier III: Even with strong initial instruction, and targeted support, a few students will need intensive support to be successful.

Source: <https://opi.mt.gov/Educators/Teaching-Learning/Multi-Tiered-Systems-of-Support>

Parent Involvement, Responsibilities, and Rights

All fundamental parental rights are exclusively reserved to the parent of a child without obstruction or interference by a government entity in accordance with state and federal law (including without limitation to statutes and the common law) and District policy.

The District believes that the best educational result for each student occurs when all three partners are doing their best: the District staff, the student's parents, and the student. Such a partnership requires trust and much communication between home and school. To strengthen this partnership, every parent is urged to:

- Encourage his or her child to put a high priority on education and commit to making the most of the educational opportunities the school provides.
- Review the information in the student handbook with his or her child and sign and return the acknowledgment form(s) and the directory information notice. A parent with questions is encouraged to contact the Fergus High School office.
- Become familiar with all of the child's school activities and with the academic programs and course of study, including special programs, offered in the District. Discuss with the counselor or principal any questions, such as concerns about placement, assignment, early graduation, methods to opt-out of programs and instruction consistent with parent/family rights, and other options available to the child.
- Monitor the child's academic progress and contact teachers as needed, including to discuss homework, attendance, and discipline. Parents have the right to review their child's education records upon request.
- Attend scheduled conferences and request additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at (406-535-2321) for an appointment. A teacher will usually arrange to return the call or meet with the parent during his or her conference period or at a mutually convenient time before or after school.

- Access District policies, handbooks, Board and committee meeting agendas, and District grievance procedures to participate in the governance of the District through the Board of Trustees. Contact information for administrators and trustees is available on the District's website <https://www.lewistown.k12.mt.us/>
- Contact a counselor or principal to discuss rights related to student name and pronoun use consistent with the Family Education Rights and Privacy Act and Policy 3600.
- Participate in campus parent organizations. Parents have the opportunity to support and be involved in various school activities, either as leaders or in supporting roles. Parent organizations include: Fergus Booster Club

Pledge of Allegiance

The pledge of allegiance will be recited each day at the beginning of the student announcements.
(Montana Code Annotated 20-7-133)

Report Cards, Progress Reports, and Conferences

Progress reports of absences and student grades or performance in each class or subject are issued to parents quarterly and are available on Infinite Campus. Report cards are sent to parents at the end of each semester.

The District may require that report cards and unsatisfactory progress reports be signed by the parent and returned to the school within 5 school days.

Parent teacher conferences will be formally held twice a year, one at the end of the first quarter and one at the end of the third quarter. During these meetings Fergus High School staff may schedule a conference, which would include all of the student's teachers and parents. There will also be open times where parents can conference with individual teachers at the parents discretion.

Parents may request a conference with a teacher(s) at any time during the school year to review academic progress, behavior concerns, or questions regarding course work.

School Dances

School organizations may hold dances with the consent of the advisors, the student council and the principal.

1. All persons attending the Fergus High School sponsored dances must be properly identified as currently enrolled Fergus High School students before being admitted.
2. Guest passes will be considered for **homecoming and prom only**.
3. Students will not be admitted after one-half hour from the beginning of the dance.
4. Students leaving the building during a dance will not be readmitted.
5. Dances will not be held past midnight without special permission from the principal.

Searches and Seizures

To protect students, employees, and visitors from the serious risk to the health and safety of students posed by alcohol, drugs, drug paraphernalia, and weapons, which are compelling interests, it is necessary to conduct searches of persons and property under certain, limited circumstances. Such searches are necessary to: deter the presence and possession of prohibited substances and items; deter drug and alcohol abuse among the student population; to educate students as to the serious physical, mental and emotional harm caused by drug and alcohol abuse; to prevent injury, illness and harm as result of drug, alcohol abuse and/or weapons; to help identify student drug use and assist parents in pursuing evaluation and appropriate counseling; and to maintain a safe environment free of weapons, alcohol and drug use by vigilant monitoring. In the school environment, including student use of

District-owned parking lots, students have a lower expectation of privacy due to the District's responsibility for maintaining discipline, health, and safety.

District officials may conduct reasonable searches of school property and equipment, students and their personal effects, and vehicles parked on District property to maintain health, safety, and security in the schools. The types of property that may be searched by school officials include but are not limited to lockers, desks, purses, backpacks, cellular phones or other electronic communication devices, or vehicles parked on District property.

Students and their Personal Effects

School officials may search a student, the student's personal effects (e.g., purses, backpacks, coats, etc.), and/or District property under the direct control of the student when there is reasonable suspicion that the search will produce evidence that the student has violated or is violating the law or the District's policies or rules. Reasonable suspicion shall be based on the specific and objective facts that the search will produce evidence related to the alleged violation. The parent of the student shall be notified of the search as soon as possible.

Vehicles Parked on School Property

Parking on District property is a privilege for all students. Students may not use, transport, carry, or possess alcohol, illegal drugs or any weapons in their vehicles on school property. While on school property, vehicles may be inspected at any time by staff, or by contractors employed by the District utilizing trained dogs, for the presence of alcohol, illegal drugs, drug paraphernalia, or weapons. Any student seeking to park on District property shall sign the authorization form contained in Appendix D. Students who park on District property without signing the authorization form may be subject to discipline.

In the event the school has reason to believe that alcohol, drugs, drug paraphernalia, or weapons are present, including by alert-trained dogs, the District is authorized to contact law enforcement to conduct a search of the interior of the student's vehicle. A student who removes a vehicle prior to a search by law enforcement when staff have reason to believe that alcohol, drugs, drug paraphernalia or weapons are present, may be subject to discipline and is prohibited thereafter from parking on District property.

School Property

School property, including, but not limited to, desks and lockers, is owned and controlled by the District and may be searched by school authorities at any time it is not under the immediate, direct control of the student, regardless of whether there is reasonable suspicion. School authorities are authorized to conduct area-wide, general administrative inspections of school property without notice to or consent of the student and without reasonable suspicion. The District may employ contractors to handle trained dogs to assist in these searches.

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.

Evidence produced by a search may be used in a disciplinary proceeding against the student.

Student and Family Privacy Rights (Policy #2123)

Surveys - General

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in Board Policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party

Before the District administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one (1) or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request, and/or
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercise this option.

Instructional Material

A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any instructional material used as part of their child's educational curriculum.

The term "instructional material", for purposes of this policy, means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Collection of Personal Information from Students for Marketing Prohibited

The term "personal information", for purposes of this section only, means individually identifiable information including: (1) a student's or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (4) telephone number, or (5) a Social Security identification number.

The District will not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose. The District, however, is not

prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education related activities;
6. Student recognition programs.

Notification of Rights and Procedures

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability from the administration office upon request;
2. How to opt their child out of participation in activities as provided in this policy;
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

This notification shall be given to parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy. The rights provided to parents/guardians in this policy transfer to the student, when the student turns 18 years of age or is an emancipated minor.

Sexual Harassment/Intimidation of Students (Policy #3225)

The District does not discriminate on the basis of sex in any education program or activity that it operates. The District is required by Title IX of the Education Amendments of 1972 and the regulations promulgated through the U.S. Department of Education not to discriminate in such a manner. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Any person may report sex discrimination, including sexual harassment, at any time, including during non-business hours. Such a report may be made in person, by mail, by telephone or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

For purposes of this policy and the grievance process, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education program or activity or
3. "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8) or "stalking" as defined in 34 USC 12291(a)(30).

When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, the Title IX Coordinator directs the individual to the applicable sex discrimination process for investigation.

An individual is not required to submit a report of sexual harassment involving the Title IX coordinator. In the event the Title IX Coordinator is responsible for or a witness to the alleged harassment, the individual may report the allegations to the building principal or superintendent or other unbiased school official.

Retaliation Prohibited

The District prohibits intimidation, threats, coercion or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation proceeding or hearing, if applicable. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this part, constitutes retaliation.

Confidentiality

The District must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any individual who has been alleged to be the victim or perpetrator of conduct that could constitute sexual harassment, and any witness, except as may be permitted by Family Educational Rights and Privacy Act (FERPA) or as required by law, or to carry out the purposes of the Title IX regulations, including the conduct of any investigation, hearing or judicial proceeding arising thereunder.

Notice Requirements

The District provides notice to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, employees and the union(s) with the name or title, office address, email address and telephone number of the Title IX Coordinator and notice of the District grievance procedures and process, including how to report or file a complaint of sex discrimination, how to file a formal complaint of sexual harassment and how the District will respond. The District also posts the Title IX Coordinator's contact information and Title IX policies and procedures in a prominent location on the District website and in all handbooks made available by the District.

Training Requirements

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receives training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process including hearings, appeals and informal resolution processes, when applicable, and how to serve impartially including by avoiding prejudgment of the facts at issue, conflicts of interest and bias. The District also ensures that decision-makers and investigators receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant as set forth in the formal procedures that follow, and training on any technology to be used at a live hearing, if applicable. Investigators also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. All materials used to train individuals who receive training under this section must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment and are made publicly available on the District's website.

Conflict of Interest and Bias

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Determination of Responsibility

The individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment is presumed not responsible for alleged conduct. A determination regarding responsibility will be made by the

decision-maker at the conclusion of the investigation in accordance with the process outlined in Policy 3225P. No disciplinary sanctions will be imposed unless and until a final determination of responsibility is reached

Students in Foster Care

Students in foster care are entitled to educational stability under Title I for the duration of their time in foster care. "Foster care" means "24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility." This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive home.

The District will take efforts to ensure that a child in foster care:

- Remains in his or her school of origin (school last enrolled in at the time of placement in foster care) unless it is not in the child's best interest; or
- If the school of origin is not in the child's best interest, the child must be immediately enrolled in a new school regardless of being able to produce records otherwise required.

The District will collaborate with the child welfare agency involved in a particular student's case to make the "best interest" determination as quickly as possible. The District will also collaborate with the child welfare agency regarding the provision of transportation to the selected school for the student.

Student Records

Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records:

The District is providing you notice of these rights, as outlined below:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in

performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school district discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The District classifies the following as Directory Information: a student's name, address, telephone number, electronic mail address, date of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs, dates of attendance, and honors and awards received in school. School officials may release this information to any person without the consent of the parents or the student. Any parent or eligible student who objects to the release of any or all of this information without his consent must notify, in writing, the principal of the school where the records are kept by October 1 of this school year, or within 10 working days following enrollment if enrollment takes place after October 1 of this school year. The objection must state what information the parent or student does not want to be classified as Directory Information. A parent has the right to provide a limited opt-out of directory information, which could include but is not limited to the District's disclosure or sharing of student photographs or images. If no objection is received as required above, information designated above will be classified as Directory Information until the beginning of the next school year.
5. Copies of the complete FERPA Policy adopted by the District may be obtained from the Superintendent's Office or from the Principal's Office of each school within the District.
6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Lewistown School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Student Records (Policy #3600P)

Maintenance of School Student Records

The District maintains two (2) sets of school records for each student -- a permanent record and a cumulative record.

The permanent record shall include:

- Basic identifying information
- Academic transcripts
- Immunization records
- Attendance record

The cumulative record may include:

- Intelligence and aptitude scores
- Psychological reports
- Achievement test results
- Participation in extracurricular activities
- Honors and awards
- Teacher anecdotal records
- Verified reports or information from non-educational persons

- Verified information of clear relevance to the student's education
- Information pertaining to release of this record
- Disciplinary information

Information in the permanent record will indicate authorship and date and shall be maintained in perpetuity for every student who has been enrolled in the District. Cumulative records shall be maintained for eight (8) years after the student graduates or permanently leaves the District. Cumulative records which may be of continued assistance to a student with disabilities who graduates or permanently withdraws from the District, may, after five (5) years, be transferred to the parents or to the student if the student has succeeded to the rights of the parents.

The building principal shall be responsible for the maintenance, retention, or destruction of a student's permanent or cumulative records, in accordance with the District's procedure established by the Superintendent.

Access to Student Records

The District shall grant access to student records as follows:

1. The District or any District employee shall not release, disclose, or grant access to information found in any student record, except under the conditions set forth in this document.
2. The parents of a student under eighteen (18) years of age shall be entitled to inspect and copy information in the child's school records. Such requests shall be made in writing and directed to the records custodian.

Access to the records shall be granted within fifteen (15) days of the District's receipt of such a request.

Where the parents are divorced or separated, both shall be permitted to inspect and copy the student's school records unless a court order indicates otherwise. The District shall send copies of the following to both parents at either one's request, unless a court order indicates otherwise:

- a. Academic progress reports or records;
- b. Health reports;
- c. Notices of parent-teacher conferences;
- d. School calendars distributed to parents/guardians; and
- e. Notices about open houses and other major school events, including pupil-parent interaction.

When the student reaches eighteen (18) years of age, graduates from high school, marries, or enters military service, all rights and privileges accorded to the parent become exclusively those of the student.

Access shall not be granted to the parent or the student to confidential letters and recommendations concerning the admission to a post-secondary educational institution, applications for employment, or the receipt of an honor or award, if the student has waived his or her right of access, after being advised of his or her right to obtain the names of all persons making such confidential letters or statements.

3. The District may grant access to or release information from student records to employees or officials of the District or the Montana State Board of Education, provided a current, demonstrable educational or administrative need is shown, without parental consent or notification. Access in such cases shall be limited to the satisfaction of that need.
4. The District may grant access to or release information from student records without parental consent or notification to any person, for the purpose of research, statistical reporting, or planning, provided that no student or parent can be identified from the information released, and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records.
5. The District shall grant access to or release information from a student's records pursuant to a court order, provided that the parent shall be given prompt written notice, upon receipt of such order, of its terms, the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents.

6. The District shall grant access to or release information from any student record, as specifically required by federal or state statute.
7. The District shall grant access to or release information from student records to any person possessing a written, dated consent, signed by the parent or eligible student with particularity as to whom the records may be released, the information or record to be released, and the reason for the release. One (1) copy of the consent form will be kept in the records, and one (1) copy shall be mailed to the parent or eligible student by the Superintendent. Whenever the District requests the consent to release certain records, the records custodian shall inform the parent or eligible student of the right to limit such consent to specific portions of information in the records.
8. The District may release student records to the superintendent or an official with similar responsibilities in a school in which the student has enrolled or intends to enroll, upon written request from such official.
9. Prior to the release of any records or information under items 5, 6, 7, and 8 above, the District shall provide prompt written notice to the parents or eligible student of this intended action. This notification shall include a statement concerning the nature and substance of the records to be released and the right to inspect, copy, and challenge the contents.
10. The District may release student records or information in connection with an emergency, without parental consent, if the knowledge of such information is necessary to protect the health or safety of the student or other persons. The records custodian shall make this decision, taking into consideration the nature of the emergency, the seriousness of the threat to the health and safety of the student or other persons, the need for such records to meet the emergency, and whether the persons to whom such records are released are in a position to deal with the emergency. The District shall notify the parents or eligible student, as soon as possible, of the information released, the date of the release, the person, agency, or organization to whom the release was made, and the purpose of the release.
11. The District may disclose, without parental consent, student records or information to the youth court and law enforcement authorities, pertaining to violations of the Montana Youth Court Act or criminal laws by the student.
12. The District will comply with an ex parte order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to or consent of the student's parent(s)/guardian(s).
13. The District charges a nominal fee for copying information in the student's records. No parent or student shall be precluded from copying information because of financial hardship.
14. A record of all releases of information from student records (including all instances of access granted, whether or not records were copied) shall be kept and maintained as part of such records. This record shall be maintained for the life of the student record and shall be accessible only to the parent or eligible student, records custodian, or other person. The record of release shall include:
 - a. Information released or made accessible.
 - b. The name and signature of the records custodian.
 - c. The name and position of the person obtaining the release or access.
 - d. The date of the release or grant of access.
 - e. A copy of any consent to such release.

Directory Information

The District may release certain directory information regarding students, except that parents may prohibit such a release. Directory information shall be limited to:

- Name
- Address
- Gender
- Grade level
- Birth date and place
- Parents'/guardians' names and addresses

- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major Field of study
- Period of attendance in school

The notification to parents and students concerning school records will inform them of their right to object to the release of directory information.

Military Recruiters/Institutions of Higher Education

Pursuant to federal law, the District is required to release the names, addresses, and telephone numbers of all high school students to military recruiters and institutions of higher education upon request. The notification to parents and students concerning school records will inform them of their right to object to the release of this information.

Student Record Challenges

The parents may challenge the accuracy, relevancy, or propriety of the records, except (1) grades, and (2) references to expulsions or out-of-school suspensions, if the challenge is made when the student's school records are being forwarded to another school. They have the right to request a hearing at which each party has:

- the right to present evidence and to call witnesses;
- the right to cross-examine witnesses;
- the right to counsel;
- the right to a written statement of any decision and the reasons therefore;
- the right to appeal an adverse decision to an administrative tribunal or official, to be
- Established or designated by the State Board.

The parents may insert a written statement of reasonable length describing their position on disputed information. The school will include the statement in any release of the information in dispute

Privacy Matters – Photographs and Social Media

Because of the advent of cell phones and social media, it has become almost impossible to fully protect the privacy rights of any individual from having his or her picture taken and shared with others. Parents have the right to annually opt out of the District sharing their child's photograph in publications or through District media events. The District will honor any parent opt-outs and not share this information. However, the District cannot prevent others who are present from sharing photos and videos from school events open to parents and/or the public, including music performances, sporting events, open assemblies, or field trips.

Transportation

School Sponsored

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent personally requests that the student be permitted to ride with the parent or designated adult. — before the scheduled trip — a written request that the student be permitted to ride with the parent or adult designated by the parent must be submitted.

Buses and Other School Vehicles

The District makes school bus transportation available to all students living three (3) or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school. All students who ride out of town bus routes must be registered with our transportation department in order to ride the bus. Further information may be obtained by calling the bus barn at 406-535-3287.

Students are expected to assist District staff in ensuring that buses remain in good condition and that transportation is provided safely. When riding school buses, students are held to behavioral standards established in this handbook. Students must:

- Follow the driver's directions at all times.
- Enter and leave the bus in an orderly manner at the designated bus stop nearest home.
- Keep feet, books, band instrument cases, and other objects out of the aisle.
- Not deface the bus or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus.
- Wait for the driver's signal upon leaving the bus and before crossing in front of the bus.

When students ride in a District van or passenger car, seat belts must be fastened at all times.

Misconduct will be addressed and bus-riding privileges may be suspended.

Video Surveillance (Policy #3225)

The Board authorizes the use of video cameras on District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

The District shall notify staff and students through student/parent and staff handbooks that video surveillance may occur on District property.

Students or staff in violation of Board policies, administrative regulations, building rules, or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies.

Video recordings may become a part of a student's educational record. Such recordings can be used as part of an investigation involving personnel but will not become part of the personnel file. The District shall comply with all applicable state and federal laws related to record maintenance and retention. Audio shall not be part of the video recordings made, reviewed, or stored by the District.

Visitors (policy #4301)

The District encourages visits by Board members, parents, and citizens to all District buildings. All visitors shall report to the principal's office upon entering any District building. School visitors shall not interfere with school operations or delivery of educational services to students. Conferences should be held outside school hours or during the teacher's conference/prep time.

Receipt of Handbook and Acknowledgement of Rights

I have received a copy of the Fergus High School Student Handbook for the 2024-2025 school year. I understand that the handbook contains information that my child and I may need during the school year. I understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the handbook.

Name of Student

Signature of Student

Signature of Parent

Date

I further acknowledge that I have been provided the opportunity to opt out (or limited opt-out) of the release of directory information about my child. Directory information is defined in Lewistown School Board Policy #3600 and can be found on pages 52- 55 of this handbook.

_____ No, Do not release my student's directory information.

_____ Yes, the school can release my student's directory information.

HIGH SCHOOL STUDENT AUTHORIZATION TO PARK ON DISTRICT PROPERTY

Parents and Students:

Please read together and after signing, return this document to the school.

By exercising the privilege of parking on District property, including school parking lots, I acknowledge that I do not have any expectation of privacy in the odors emanating from my vehicle which may alert a human or a canine to the presence of alcohol, illegal drugs, drug paraphernalia or weapons. I acknowledge that I have received notice from the District that it may use trained dogs to sweep for the presence of alcohol, illegal drugs, drug paraphernalia or weapons.

By exercising the privilege of parking on District property, including school parking lots, I consent to the District's unannounced deployment of trained dogs around my vehicle while parked on District property, including school parking lots.

Student Name (print) _____

Student Signature _____

Grade ____ Date Signed _____

For students under the age of 18:

I have read this Agreement and have discussed it with my child:

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

Date Signed _____

Car Description

Make _____ Model _____

License plate number _____

Appendix C

Job Description of Central MT CTE Academy Director

CENTRAL MT CTE ACADEMY DIRECTOR

REPORTS TO: FHS Principal/District Superintendent

FLSA Designation: Exempt

Salary: 55k-65K plus benefits. (DOE)

This is a Director Position and they would be eligible for Health, Dental, Life and Disability as well as Sick and Vacation time. They are also given a district provided cell phone.

Contract: 11 Month Director Position (240 days) (July 1, 2025 Start Date)

To serve the community by developing relationships with business and industry that will build and strengthen the Central Montana CTE Academy programs and career pathways.

This position would be responsible for understanding current and future workforce needs and serving as a liaison between the Central MT CTE Advisory Board and Lewistown Public Schools, ensuring a strong and effective partnership exists. The goal is to create work-based learning opportunities and skill advancement for High School and high school age students in Central Montana, but not limited to the following areas:

- **Welding & Fabrication:** Safety protocols, welding techniques, and project completion.
- **(ANFR) Animal Science:** Animal anatomy, nutrition, health management, and veterinary basics.
- **Construction & Mechanics:** Blueprint interpretation, building materials, safety regulations, and hands-on construction projects.
- **(ANFR) Natural Resources:** Environmental science principles, horticulture practices, and conservation methods.
- **Hospitality & Tourism:** Food preparation, service management, and event coordination.
- **Human Services:** Community support strategies, case management, and ethical considerations.
- **Design & Construction FCS:** Graphic design techniques, digital tools, and project portfolios.
- **Health Professions:** Healthcare systems, patient care procedures, and medical ethics.
- **Business Finance:** Financial literacy, budgeting, and entrepreneurship skills.
- **Associates Pathway:** Advanced level classes, dual credit, college prep.
- **Education and Training:** Teaching methodology, child development, lesson planning, and classroom management techniques.

UNIVERSAL OBLIGATIONS/EXPECTATIONS OF EACH STAFF MEMBER

It is the expectation of the District that each staff member will: (1) put the safety, health and well-being of students at the forefront of all actions, job responsibilities and decisions, and (2) undertake all duties in alignment with the District's Strategic Plan.

PERFORMANCE RESPONSIBILITIES:

Develops and manages the Central MT CTE Academy programs and career pathways.

Coordinates education programs with appropriate staff, industry partners and higher education institutes which may include supervisors, coordinators, teachers, counselors, business owners, paraprofessionals, and secretaries.

Assists in the development of curriculum guides.

Participates and coordinates with other administrators to ensure quality instructional programs.

Meets with representatives from the community, industry partners, local government and other districts regarding the Central MT CTE Academy.

Serves as liaison between the Central MT CTE Academy and community stakeholders.

Participates in special projects in community needs analysis and program development.

Marketing of the Central MT CTE Academy to stakeholders, post-secondary institutions and industry partners.

Assists in the granting and distribution of certificates and diplomas to students successfully fulfilling the requirements for them.

Participates in county, state, and national activities designed to improve the Central MT CTE Academy.

Responsible for all reports working with District Superintendent as they relate to the Central MT CTE Academy

Provide professional development opportunities to instructional staff of the Central MT CTE Academy.

Ability to read, analyze, and interpret general business periodicals and professional journals.

Ability to write reports and business correspondence.

Ability to effectively present information and respond to questions from the general public.

Ability to communicate clearly and concisely in both oral and written form.

Ability to establish and maintain effective working relationships with students, staff, community, industry partners and higher education institutions.

Ability to handle stressful situations.

Ability to maintain confidentiality of employment and student matters.

Ability to effectively manage time and responsibilities.

Demonstrate leadership ability and general knowledge of issues and problems in all aspects of the Central MT CTE Academy

Ability to work independently with minimal supervision and guidance.

Only minimum duties are listed. Other functions may be required as given or assigned.

DESIRED MINIMUM QUALIFICATIONS:

Valid Montana Teacher's License. (Class 1, 2, or 4)

Bachelor's Degree in a related field required

CTE Experience knowledge and experience required

Master's Degree in a related field preferred

Or any equivalent combination of education and experience

Minimum of three years teaching experience. Administrative/Management experience preferred.

EQUIPMENT USED:

A variety of electronic and technology devices, copier, telephone/voice mail, fax.

WORK ENVIRONMENT:

While performing the duties of this job, the employee regularly works inside. The employee must be able to meet deadlines with severe time constraints. The employee frequently will work irregular or extended hours while performing the duties of this job.

The noise level in the work environment is usually moderate.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is frequently required to sit; occasionally walk and stand. Specific vision abilities required by this job include close vision, distance vision, depth perception, and the ability to adjust focus. The employee is required to be able to hear conversations in quiet environments.

MENTAL/MOTOR DEMANDS:

While performing the duties of this job, the employee rarely performs routine work. The employee frequently exercises flexibility (ability to shift from one task to another). Guidance and reinforcement are infrequently available. The employee frequently works within time constraints and maintains attentiveness intensity. The employee is frequently involved in social interactions which require oral and written communications.

The physical demands, work-environment characteristics, and mental/motor demands described within this job description are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations shall be made to enable individuals with disabilities to perform the essential functions.

Appendix D

CENTRAL MONTANA CTE ACADEMY BUDGET - YEAR 1							
Name	Description	FTE	Amount	Budgeted FTE	Budget	Row Head	Col Head
CTE TEACHER A	FERGUS TEACHER	1	\$62,515.00	0.50	\$31,257.50	[YEAR 15]	[BA+20]
CTE TEACHER B	FERGUS TEACHER	1	\$50,585.00	0.50	\$25,292.50	[YEAR 10]	[BA]
CTE TEACHER C	FERGUS TEACHER	1	\$74,658.00	0.50	\$37,329.00	[YEAR 14]	[MA+30]
CTE TEACHER D	FERGUS TEACHER	1	\$37,439.00	0.50	\$18,719.50	[YEAR 1]	[BA]
					\$112,598.50		
Name	Description	FTE	Amount	Budgeted FTE	Budget	Row Head	Col Head
HIGH SCHOOL ADMINISTRATOR	PRINCIPAL	1	\$120,434.00	0.15	\$18,065.10	HS PRINCIPAL	SALARY
Name	Description	FTE	Amount	Budgeted FTE	Budget	Row Head	Col Head
HIGH SCHOOL COUNSELOR	FERGUS TEACHER	1	\$62,051.00	0.20	\$12,410.20	[YEAR 12]	[MA]
Name	Description	FTE	Amount	Budgeted FTE	Budget	Row Head	Col Head
TBD	CTE COORDINATOR	1			\$65,000.00	240 DAYS	
TOTAL SALARIES	\$208,073.80						
TOTAL BENEFITS	\$52,018.45						
TOTAL SALARIES & BENEFITS	\$260,092.25						
ADDITIONAL STATE PAYMENT	\$360,000.00						
SUPPLIES	\$30,000						
INSTRUCTIONAL MATERIALS	\$25,000						
PROFESSIONAL DEVELOPMENT	\$15,000						
CONTRACTED SERVICES	\$30,000						
TOTAL ADDITIONAL	\$100,000						
OVER/UNDER BUDGET	-\$92.25						

CENTRAL MONTANA CTE ACADEMY BUDGET - YEAR 2- YEAR 5.							
Name	Description	FTE	Year 1 Base Amount	Budgeted FTE	Budget (5% Inc)	Row Head	Col Head
CTE TEACHER A	FERGUS TEACHER	1	\$62,515.00	0.50	\$32,820.38	[YEAR 15]	[BA+20]
CTE TEACHER B	FERGUS TEACHER	1	\$50,585.00	0.50	\$26,557.13	[YEAR 11]	[BA]
CTE TEACHER C	FERGUS TEACHER	1	\$74,658.00	0.50	\$39,195.45	[YEAR 15]	[MA+30]
CTE TEACHER D	FERGUS TEACHER	1	\$37,439.00	0.50	\$19,655.48	[YEAR 2]	[BA]
TBD	FERGUS TEACHER	1	\$56,299.25	0.25	\$14,778.55		
					\$133,006.98		
Name	Description	FTE	Year 1 Base Amount	Budgeted FTE	Budget (5% Inc)	Row Head	Col Head
HIGH SCHOOL ADMIN	PRINCIPAL	1	\$120,434.00	0.25	\$31,613.93	HS PRINCIPAL	SALARY
Name	Description	FTE	Year 1 Base Amount	Budgeted FTE	Budget (5% Inc)	Row Head	Col Head
SCHOOL COUNSELOR	FERGUS TEACHER	1	\$62,051.00	0.25	\$16,288.39	[YEAR 13]	[MA]
Name	Description	FTE	Year 1 Base Amount	Budgeted FTE	Budget (5% Inc)	Row Head	Col Head
TBD	CTE COORDINATOR	1	\$65,000.00		\$68,250.00	240 DAYS	
TOTAL SALARIES	\$249,159.29						
TOTAL BENEFITS	\$62,289.82						
TOTAL SALARIES & BENEFITS	\$311,449.11						
ADDITIONAL STATE PAYMENT	\$370,800.00		Increased ANB from home school, colonies, etc. will increase this number				
SUPPLIES	\$19,000.00						
INSTRUCTIONAL MATERIALS	\$5,000.00						
PROFESSIONAL DEVELOPMENT	\$10,000.00						
CONTRACTED SERVICES	\$25,000.00						
TOTAL ADDITIONAL	\$59,000.00						
OVER/UNDER BUDGET	\$350.89						