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ACCOUNTING

EXTRA-CURRICULAR FUNDS

The District shall handle all extra-curricular monies according to the following guidelines.

It is the responsibility of the Principal and Sponsor of an extracurricular group or activity to see that all monies of the group or activity are collected and deposited with the designated bank clearing account. Interest earned on investments of funds from the extra-curricular groups or activities shall be distributed on a prorated basis to the account of each group or activity. Furthermore, the responsible Principal and Sponsor will be knowledgeable of all debts incurred through the operation of the organization or activity and will be responsible to ensure that incurred debts are by purchase order and signed by the Principal and Sponsor.

Disbursements of the extra-curricular fund will be made through the Business Office according to established procedures. The Business Office will be responsible for disbursing earned interest to accounts and for publishing monthly statements as to the status of all extra-curricular accounts. Said monthly statements are to appear in the Board agenda for review.

The Sponsor shall be responsible to see that accurate group or activity minutes are kept, recording student approval for all expenditures. Expenditures approved by the group or activity are also to be approved by the Sponsor and forwarded to the Principal in the form of a purchase order requisition for final approval. No Principal and Sponsor may obligate monies without student approval and no student may obligate monies without Principal and Sponsor approval.

PETTY CASH ACCOUNTS

Petty Cash Accounts

Petty Cash accounts may be used for specific purchases only. Those specific purchases include incidental operational or instructional items that are not stocked in the warehouse, are needed immediately and the normal purchasing process is not timely enough to meet the need. Based upon demonstrated need, however, the Superintendent or his/her designee may approve a new maximum limit of up to \$1,500. The change may be temporary or permanent, subject to need.

Petty Cash Account monies are district funds and therefore, all expenditures are subject to all rules, regulations and laws adopted by the District and /or State of Montana relative to the use of public funds.

Each administrator of a school or department having a petty cash account may appoint a fund custodian to be responsible for the bookkeeping and security of the petty cash accounts. Petty cash accounts will be checking accounts maintained on an imprest basis. Funds which are not specifically petty cash monies shall not be co-mingled with the petty cash account. At the conclusion of each school year, all petty cash accounts must be reconciled and reimbursed to the Business Office. The bank statements and checkbooks are to be returned to the Business Office for processing.

The District Business Office shall be responsible for establishing procedures for use and management of petty cash accounts.

Imprest Petty Cash Account

Establishment of Accounts:

1. *The maximum authorized limit in the account will be \$750.
2. Each school will select the bank in which its account is to be managed. The District will pay no service charge for checks written. Thus, a bank official must affirm in writing that no service charge will be assessed for written checks.
3. Warrants will be drafted from each school/departments budgeted funds and submitted to the banks designated to establish the Petty Cash Account.
4. Each school/department shall designate two authorized signatures for signing of checks. Only one signature will be needed to issue a check.
5. All accounts shall be designated by the name_____
_____School Petty Cash Account.
6. Each school/department having an account is to receive verification from the banks involved that statements will be sent at the end of each month.

Disbursements:

1. The maximum expenditure for any individual transaction will be \$100.
2. *Expenditures may be made by check only.
3. *A voucher must be completed for each expenditure and supported by a sales slip or other documentation and signed by the party being reimbursed.

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Replenishment of Fund:

1. *The original disbursement voucher and sales slips must be attached to a claim form and submitted to the Business Office for reimbursement.
2. The Petty Cash Account may be replenished as often as needed, provided the school/department continues to have budgeted funds available. One weeks' notice is required by the Business Office for processing.
3. *All Petty Cash Accounts shall be replenished at the end of each school year to the maximum limit of \$750, provided funds are available.

Official Fees:

1. *Disbursement vouchers must be completed for all game officials and the persons receiving the checks must sign.

Reporting and Other:

1. *The financial condition of each Petty Cash Account shall be reported monthly to the Business Office. The report is to show the bank reconciliation and vouchers, for which the schools have not yet been reimbursed.
2. *Duplicates of the vouchers used, the canceled checks and bank statements must be submitted to the Business Office at the end of each school year to be available for audit.
3. *Miscellaneous collections such as fines or building damage collections are not to be deposited in the Petty Cash Account. Miscellaneous collections must be submitted to the Business Office for deposit with the County Treasurer.
4. *The Accounts may be used only for those items that could normally be purchased with a purchase order. Expenditures are for instructional purposes only. Expenditures for coffee, get well cards and social functions are expressly prohibited.
5. Bank charges for NSF (non-sufficient fund) checks issued by the authorized signature will be cause for closing a Petty Cash Account from a school/department.

*Required by Audit.

PURCHASING: BIDS AND CONTRACTS

Procedures shall be in place which defines purchasing through the bidding process. They are not to include the following:

1. Bids shall be opened at the time and place stated in the official advertisement for bids. Any interested member of the public may attend the bid opening. It shall be the bidder's sole responsibility to see that his/her bid is delivered to the District prior to the time set for the opening of bids. Any bid received after the time set for opening the bids shall be returned to the bidder unopened and shall receive no consideration by the District.
2. Formal bid tabulations shall be presented at the next regular meeting of the Board, unless otherwise stated.
3. Bid awards shall be made by the Board in consideration of staff recommendations.
4. The District shall reserve the right to reject any or all bids, and to waive any technicality or formality in the bidding process which is not of substantial nature.
5. On construction projects, the bidder shall comply with prevailing wage and affirmative action requirements and shall provide a performance bond, if required.
6. For maintenance or improvement projects estimated to cost in excess of \$50,000, the Superintendent/designee shall advertise for bids in the manner described below.

The following steps shall be employed to engage a contract for work projects:

- a) Written specifications shall be prepared which describes the work to be completed and the materials to be used; completion date; contractor's assurances (prevailing wages, fair employment, etc.); bid and bond performance bond requirements; opportunity to visit the work site; closing date and bid form.
- b) Public notice in accordance with state statute shall be made, which includes a description of the project and the process to follow in acquiring the project specifications.
- c) After the closing time, bids shall be opened, recorded and made available for inspection or telephone inquiry.
- d) The Board shall award the contract to the lowest responsible bidder, provided that the resident bidder is not more than three percent higher than the lowest responsible bidder who is not a resident of Montana.

ACCOUNTING

The following factors shall be considered in determining the lowest responsible bidder:

- a) The ability, capacity and skill of bidder to perform the work required;
- b) Competitive price, warranty, and other cost factors as specified;
- c) The ability of the bidder to perform the work in the time specified.
- d) The quality of performance of previous contracts or services;
- e) The previous and existing compliance of the bidder with law relating to public works; and such older information related to the performance of the contract at the Superintendent/designee deems advisable;
- f) An acceptable bid or offer and a district purchase order shall constitute the only contract necessary.

Purchasing Procedures:

Goals: To acquire equipment, supplies and services in compliance with state law, District policy and sound business practices that meets the needs of the District.

In order to accomplish this goal, end users and administrators need to follow a process that requires approval, ensures funds are available and purchases that are made are appropriate.

To accomplish these goals the purchase order process is to be used. POs are initiated and processed using the PO requisition. The PO requisition can be used for equipment, supplies and services. It is the most common process for purchasing.

The other forms of PO are standing and open. These processes are for special situations and are for supplies only. Most end users within the District do not have a need for using these types of purchase orders. The standing PO is designed to create a direct relationship between an end user and a vendor. Only supplies can be purchased using a standing PO. An example of standing PO would be a high school metal shop and local vendor for gases. The metal shop needs to have gases, which are a supply item, and no one else in the District needs to have access to these supply items. A standing PO is established and forwarding it to purchasing. The requestor of the standing PO is responsible for the following actions:

- Purchasing only supplies as indicated on the request for standing PO
- Annotating each receipt with their printed name and standing PO number
- Forwarding each receipt to payables within one business day

- Tracking the remaining balance on the standing PO to ensure that the limit of the standing PO is not exceeded.

Open POs are set-up for those offices with the District that have recurrent need for supplies from a variety of sources. The maximum allowable amount for a purchase is \$150. Open PO numbers will be changed monthly and forwarded to the approved locations.

Anyone other than the above must contact their administrator to request the use of the open PO. This is done to meet the requirements of being appropriate, approved and funds are available. If approved, the open PO will be furnished to the administrator. All users of the open PO must accomplish the following:

- Print their name, location and account number on the receipt
- Forward the receipt to payables within one business day.

Failure to process either receipts for standing or open POs as described above may cause those POs to be revoked for the individual or location.

When traveling to professional conferences, district employees may want to purchase supplies at the conference. In order to make a purchase, prior authorization is required. Travelers should contact purchasing at least one week prior to the travel commencing. Purchasing will prepare a PO which can be used to acquire supplies. The traveler must reconcile with purchasing for those items purchased within one week of returning.

Direct reimbursements are highly discouraged because they fail to meet the requirements as specified in state law and typically bypass the qualifiers of appropriate approved and fund availability. Board Policy 7335 severely limits the use of reimbursement to those occasional situations where the purchase was made with the prior approval of the administrator responsible for the fund to be charged for the purchase; the purchase is determined to be of benefit to the District and the claim for personal reimbursement is properly accounted for and documented through an invoice/receipt. Other problems with direct reimbursements are the overhead expense to track down receipts, to generate additional checks and failure to properly receive equipment through the warehouse. Requests for reimbursement will not typically be honored.

ACCOUNTING

The Costco credit card and Wal-Mart credit card can be used by end users within the District for the purpose of making purchases. The administrator must approve of the purchase from the administrator to purchasing stating who will be make the purchase, what account, the amount of the items to be purchased. The authorization can be hand written. Purchasing will issue the credit card once the authorization is received. It is helpful to call purchasing (ext. 3037 or ext. 3036) to insure card availability. After acquiring the goods from the store, the receipt and card must be returned within one business to purchasing.

ADMINISTRATION

AUTHORIZATION OF SIGNATURES

The Board Chair and Clerk are authorized to use a facsimile signature plate or stamp. The use and security of a signature stamp by the Board Chair and Clerk shall be in accordance with section 20-9-221(2)MCA.

The Board Chair and Clerk are authorized to sign all District warrants by facsimile signature on behalf of the Board.

The Superintendent and Board Clerk are authorized to sign contracts, leases and/or contracts for goods and services on behalf of the Board. The types of goods and services contracted for must be pre-approved by the Board.

The Board Chair and Clerk are authorized to sign personnel contracts and agreements of employment by facsimile signature on behalf of the Board.

Negotiated agreements shall be signed on behalf of the District by the Board Chair and Clerk.

EVALUATION: BOARD OF TRUSTEES

Each Trustee may annually review the Code of Ethics as a basis for evaluating his/her own conduct as an elected representative of the Board of Trustees. Collectively the Board shall evaluate its performance in terms of its four major functions:

1. **Curriculum and Instruction:** The Board should demonstrate its responsibility for providing education leadership by:
 - a) assessing the nature of the programs desired by the community,
 - b) formulating educational goals based on the needs and values of the community,
 - c) encouraging curriculum development activities directed toward goals.
 - d) approving materials, equipment and/or methods consistent with goals, and
 - e) reviewing Board and administrative procedures for consistency with policy.
2. **Policy Development:** The Board shall demonstrate its policy development responsibilities by:
 - a) enacting policies that provide a definite course of action,
 - b) soliciting input from staff, students and citizens before final adoption,
 - c) monitoring the implementation of policies,
 - d) reviewing policy and revising policy when change is necessary, and
 - e) reviewing Board and administrative procedures for consistency with policy.

3. **Management:** The Board should demonstrate its management responsibility by:
 - a) reviewing budget proposals,
 - b) reviewing revenues and expenditures,
 - c) reviewing proposed labor agreements,
 - d) reviewing staffing recommendations and evaluations,
 - e) reviewing building and ground maintenance and needs,
 - f) reviewing transportation services, and initiating and reviewing internal and external audits.
4. **Communication with the Public:** The Board should facilitate an interaction between school and community by:
 - a) distributing newsletters and descriptive reports,
 - b) holding planning and informational meetings in the community,
 - c) encouraging and providing for representative citizens to serve on special committees,
 - d) soliciting opinion through the use of surveys and other means, and
 - e) establishing and maintaining positive media contacts.

EVALUATION: SUPERINTENDENT

The Superintendent shall be evaluated on the basis of specific Board/Superintendent developed performance objectives, and the job description for the position of superintendent.

Each year, the Board shall conduct a formal evaluation session with the Superintendent.

In Trustee discussion, the Board shall review the individual Trustee evaluations of the Superintendent. A written compilation of those evaluations along with the individual evaluations are to be signed by the members of the Board in advance of meeting with the Superintendent. They shall be presented in the executive session. This written evaluation shall be supplemented by a discussion.

ADMINISTRATION

LEADERSHIP EVALUATION PLAN

The primary purpose of supervision and evaluation of administrators is to systematically improve performance of student achievement. The essential features of the supervision and evaluation plan include an assessment of the administrator's performance in the following areas: performance statements which address leadership; administration and management; school finances; professional development, professional interaction with students, staff, community, District building programs; and staff supervision evaluation. Each administrator is expected to annually assess, evaluate and set professional and building or department goals and objectives and develop action plans which define the means to accomplish the goals. The goal statements are to be in relation to the District mission statement and goals.

Assessment of progress toward meeting defined goals, District and building priorities and the leadership and management responsibilities is to include the following steps:

- Annual review of established goals and priorities with supervision.
- A spring meeting with supervisor to assess progress on goals and priorities.
- The Supervisor is to prepare a written evaluative report summarizing the progress the administrator has made toward meeting goals, priorities, and issues of leadership and management and the Supervisor's assessment of the administrator's performance toward meeting position responsibilities and expectations. This report is to be a part of the permanent file and is to be signed by both parties. The administrator shall have the right to submit and attach a written statement to clarify or disagree with elements of the progress report. This statement will also become a part of the permanent file.

In the rare instance where an administrator's overall performance is determined to be of less than satisfactory quality, the Superintendent may recommend to the Board of Trustees probation and/or remediation, a salary freeze, or dismissal for consideration by the Board of Trustees.

The supervision and evaluation process and any evaluation forms are to be:

- Completed by the immediate supervisor.
- Used to ensure attainment of individual professional building/departmental goals and priorities and District goals and priorities.
- Positive and constructive in nature but also address necessary remediation. Based on individual performance within the organizational structure and specific performance responsibilities as related to District goals adopted by the Board.
- Designed to contain clearly stated expectations upon which the individual will be measured.
- Designed to include a process for review and redress as needed.

- Designed to include timelines.
- Simple but comprehensive enough to detail progress. Designed to seek improvement of identified deficiencies and/or individual needs through structured assistance programs.

The managerial skills to be considered in the evaluation of Administrators are as follows:

- work attitude
- effectiveness in meeting position responsibility
- professional judgment
- planning ability
- leadership
- professional development
- organizational skills
- communication skills
- ability to delegate responsibility
- ability to work with others
- use of time
- ability to cope with professional stress
- use of sources
- ability to adapt to change
- ability to resolve conflicts
- ability to manage and meet multiple job responsibilities
- loyalty to the organization
- task completion
- contribution to District as a whole

The annual timetable for the administrator evaluation process shall be as follows:

Fall: Annual review of established goals and priorities with supervision.

Spring: A spring meeting with supervisor to assess progress on goals and priorities.

NOTE: Copies of all written materials related to the administrator's performance will be provided to the administrator.

NOTE: Administrative Rules require the Board to have written policies and procedures for periodic evaluation of all regularly employed, certified, administrative, supervisory, and teaching personnel. The individual shall have a written copy of the evaluation and an opportunity to respond in writing to the evaluation and access to his/her files. This is a sample of a periodic evaluation tool. 10.55.701(6), ARM.

ADMINISTRATION

LEADERSHIP TEAMS

The Board recognizes the importance of maintaining an effective leadership team to strengthen the administration and educational programs of the District and to establish and improve communications, decision making, conflict resolution, and other relationships among the members of the team. The leadership team provides a means whereby educational policies and administrative procedures that define the District's programs and operations are arrived at through shared responsibility and authority.

The leadership team concept places emphasis upon shared responsibility and authority. Nothing in this policy is intended to limit the responsibility and authority of the Board ultimately to make decisions.

The leadership teams are composed of the Superintendent, administrative and supervisory personnel who have significant responsibilities for administering District programs and for directing and supervising staff as appointed by the Superintendent.

The District's leadership teams shall provide input into policies which directly affect the administration of the school district. Specifically, that includes input into the development of the District educational goals and objectives, improvement of district services, budgets, employee relation policies and practices, staff proposals affecting the organization, and other challenges facing the District.

The Superintendent shall formalize a process for the operation of the leadership teams. The leadership teams shall address appropriate concerns identified by the Superintendent and members of the team.

TRUSTEE EXPENSES: REIMBURSEMENT

(See Board Policy 1531P)

To intelligently deal with numerous issues, to budget and monitor thousands of dollars in expenditures annually, training and communications are essential for Trustees. Trustees normally attend workshops, training institutes, and conferences at both the state and national level.

Expenses for Board Members: In-District

Trustees living more than three miles from the meeting place shall be entitled to mileage at the rate stipulated in 2-18-503, MCA, for each mile of travel from their homes to the meeting place for each meeting of the Board and for any meeting called by the County Superintendent of Schools. Such travel reimbursement may be paid as the travel is assumed or may accumulate until the end of the fiscal year, at the discretion of the reimbursed Trustee.

Expenses for Board Members: Out-of-District Meetings

It is appropriate that Trustee expenditures at these out-of-District meetings be paid by the District.

It is the intent of the District to pay all legitimate costs for Trustees to attend out-of-District meetings. The following provides for expenditure guidelines and defines legitimate costs for attendance at out-of-District meetings. The District will pay the cost for:

- Transportation to and from the meeting site in the amount of the cheapest available air fare if the meeting requires air travel from Missoula, and at the per mile rate approved for the District for meetings requiring vehicle travel from Missoula.
- On-site transportation: for necessary transportation by bus, taxi, or rental car during the course of the meeting.
- Hotel or motel cost for Trustee room accommodations at the meeting or convention headquarters facility or other as necessary. If at a convention, the headquarters hotel cannot accommodate all of the participants and a Trustee must stay at an alternative facility, the cost of the alternative facility will be paid.
- Food costs as necessary: Since food costs vary significantly from one location to another, a specific dollar allowance for meals per day is not possible to establish. Trustees are requested to be modest in their meal expenditures, retain all receipts and submit for reimbursement.
- Telephone service: Necessary telephone communications with business or family resulting from the Trustee being away from the local District.
- Incidental expenditures for tips, parking and other necessary costs attributable to the Trustee's attendance at the meeting.
- Registration and materials which are a part of the meeting agenda and/or requirements.

The District will **not** reimburse or pay for such items as:

1. Liquor
2. Expenses of a spouse or other family members
3. Separate entertainment, such as in-room movies
4. Any other unnecessary expenditures

In any instance where a Trustee would choose to accept a flat fee reimbursement for expenditures as opposed to the itemized approach outlined above, the amount of the flat fee will be the sum of the following:

1. Quoted airline ticket price
2. Quoted single room lodging price at the convention headquarter hotel
3. Current approved State per diem rate per day for food
4. A modest estimate of all other expenses

The Trustee may either request a flat fee advance prior to attending the meeting or may use the itemized approach

ADMINISTRATION

outlined above. In the latter case, the Trustee may receive a partial advance prior to the meeting and then submit a Claim for Travel Expenses for the remainder of the costs upon return from the meeting.

Reporting Expectations:

In addition to the guidelines and requirements for reimbursement for Trustee expenses, Trustees attending training sessions, conferences, workshops, conventions or other meetings are expected to:

1. Prepare and present a short oral report (no longer than 5 minutes) during a regular Board meeting, reporting on what sessions were attended, what was learned and how that might be useful in our District, and/or
2. Prepare a written report to be distributed to all Trustees including what sessions were attended, what was learned and how that might be useful in our District, and
3. Submit appropriate handouts from sessions attended to the Superintendent's office for copying and distribution to all Trustees.

ATHLETICS AND ACTIVITIES

AIR QUALITY & OUTDOOR STUDENT ACTIVITIES

The most current air quality information is available by logging on directly to the Boyd Park monitoring station. This will allow you to see hour-by-hour air quality readings for the Missoula area. The site may be accessed at: <http://todaysair.mt.gov> and selecting Boyd Park.

The air quality hotline may be accessed by telephone at (406)258-3600. This recorded information is updated only twice daily, so it may not be the most current information. If, however, there are significant changes in air quality, the hotline may be updated more frequently.

A third source of information is the Missoula City-County Health Department website where they provide information about air quality in the Missoula and Seeley-Swan areas: <http://www.co.missoula.mt.us/airquality/CurrentAirQuality/currentstatusreport.htm>. This site often includes narrative not available from the Boyd Park monitoring site or on the hotline.

Administrators should consult these sites in order to determine whether to allow outdoor activities to proceed. The chart is intended to inform administrators of MCPS as they complete the decision making process. Note the “district actions” column will guide your decision once you have gathered the necessary air quality information.

Air Category	Visibility	Recommended Action	District Action	Other Info
Good	12 miles and up	None	None	
Moderate	9-13 miles	None	None	Remind Staff of Guidelines
Unhealthy for Sensitive Groups	5-9 miles	None	Limited exposure for children and people with heart or lung disease. This may include shortening outdoor practices and recess and H/PE time.	Contests may be shortened with MHSA approval. Decision made by host Administrator.
Unhealthy	2.25 - 5 miles	Children are to limit prolonged exertion and limit time outdoors. People with heart or lung problems follow management plan.	All athletic practices are to be moved indoors and recess outdoors canceled – outdoor H/PE moved indoors. Limit any exertion.	Host Administrator may cancel contest upon checking forecasted air quality by game time through http://todaysair.mt.gov from the State Medical Officer
Very Unhealthy	1.25 – 2 miles	All should limit exertion and limit time spend outdoors. People with heart or lung problems follow management plan.	All outdoor activities and practices are canceled. All indoor activities including practices are canceled.	
Hazardous	1.25 miles or less	All indoor and outdoor events canceled.	All events canceled – meetings, clubs, plays, etc.	

ATHLETICS AND ACTIVITIES

CODE OF CONDUCT

Student participation in student government, clubs, performing arts, competitive activities and athletics is governed by the regulations developed and administered by the Montana High School Association and the Missoula County Public School District. The Athletic Code of Conduct is a commitment to represent self, school, family and the community in the most positive manner at all times. The Code of Conduct is in effect for the entire school year and all subsequent high school years, to include fall athletic practices in August and any school-sponsored events, regardless of the time of year. **(See forms in Appendix pages 3-5)**

The Code of Conduct includes the following:

Academic Policy

A student must achieve a cumulative GPA of 2.0 or higher and may not have an F in any subject at each grading period i.e. mid-quarter, quarter, and semester, to be eligible for participation in competitive athletic and specific activity programs.

Citizenship Policy

Missoula County Public Schools offers a variety of voluntary activities designed to enhance the classroom education of its students. Students who participate in extracurricular activities serve as ambassadors of the school district throughout the calendar either away from or at school. Students who wish to exercise the privilege of participating in extracurricular activities must conduct themselves in accordance with board policies and must refrain from activities that are illegal, immoral, or highly inappropriate. Participation in activities is a privilege conditioned upon meeting the eligibility criteria established by the MCPS Board of Trustees, administration, and individual activity coaches and sponsors. The Activities Director shall keep records of violations of the Citizenship Policy. **(See Board Policies 4313 and 4315)**

Alcohol and Drug Policy

- A. The policy shall be enforced during the school year when a student (regardless of age) is enrolled at MCPS for school-sponsored activities, including summer activities.
- B. Any student involved in an extra-curricular performing or competitive activity or athletic program shall not knowingly purchase, possess, use, transmit, or be under the influence of alcohol, tobacco, performance enhancing drugs, or controlled substances of any kind during a

school year, regardless of the student's age. A student who finds himself or herself in jeopardy because of a substance abuse problem will be referred for professional assistance at the family's expense.

- C. Any student who knowingly finds himself/herself in the company of persons who illegally possess, use, transmit, or under the influence of alcohol, performance enhancing drugs, or controlled substance (i.e., frequenting of area, places, or sites where drugs and/or alcohol are present) is expected to leave within a reasonable period of time. Failure to do so will result in discipline as if they were in violation of this policy.
- D. Any student engaging in an inappropriate or offensive conduct or any act that would be grounds for arrest or citation in the criminal or juvenile court system, excluding minor traffic offenses, regardless of whether the student was cited, arrested, convicted or adjudicated for the act(s).
- E. Student Transfers: A student who transfers from one Missoula County Public School to another or from another district will maintain his/her accumulative offense status regarding the alcohol and drug policy.

Alcohol and Drug Policy Violations

1. **First offense in a student's high school career:**
The student shall be suspended from competing or performing in a school-sanctioned activity for one year. Days counted include 12 calendar months beginning the date the student is notified of suspension.
2. **Second offense in a student's high school career:**
The Student shall be suspended from competing or performing in any school-sanctioned activity for one year. Days counted include 12 calendar months beginning the date the student was notified of the suspension.
3. **Third offense in a student's high school career:**
Full suspension from all extra-curricular activity programs for the remainder of the student's high school career.

Reduction of suspension time: A student can reduce the suspension time for first and second offenses by registering for an approved education course and providing documentation from the approved program he/she will participate in the course. The student will be required to submit evidence of course completion and shall continue to attend practices in the activity during the

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period of suspension if approved by the Athletic Director. First and second offenses can be reduced further if a student self-reports to the Activity Director or designee with 48 hours of the incident and completes the approved education course. First offenses are reduced to 30 days with the approved education course or 20 days with self-report and the course. Second offenses are reduced in 60 days with approved education course or 50 days with self-report and the course.

Violations are cumulative during a student's four years in high school.

Appeals Policy:

Due process shall be given to all students with regard to administration of the code of conduct policy. Any appeals of consequences shall be made in writing to the high school administration. If a student has been eliminated from activities due to a code of conduct violation, they may appeal to the Superintendent for re-enrollment in school activities.

EXTRACURRICULAR PROGRAM

The general criteria for selecting District activities are:

- The activity should provide learning experience in the intellectual, physical or social area.
- The activity should be acceptable to the community.
- The activity should have carryover values into lifetime and/or leisure activities.
- The cost of the activity must not be prohibitive to student or District.

The principal or designee shall be responsible for the interscholastic program in each school.

The District shall evaluate its recreational and athletic programs periodically to ensure that equal opportunities are available to members of both genders.

No Sunday Practices Allowed

Principals should notify all activity group advisors/coaches that the District has an administrative rule expressly prohibiting the scheduling of any activities on Sunday. This ruling applies to any and all activity groups that are sanctioned and sponsored by the District. *Exceptions may be made for travel to events which begin early on a Monday morning.*

Student Lodging – Private Residences

Although it shall be the general policy of the District that students traveling as part of a District-sanctioned activity are not lodged in a private residence, the building administration, upon request, will reserve the right to consider exceptions.

Such exceptions may include student participation opportunities deemed to be culturally and educationally beneficial to the students involved.

All staff members supervising activity groups interested in the District offering their group an exception shall comply with the following guidelines:

1. All the prospective trips that may involve lodging students in private homes must be discussed with and given preliminary approval by the appropriate principal or other administrator.
2. Such requests should include:
 - a) evidence of prudent planning;
 - b) all possible assurance that private residences are credible and appropriately supervised;
 - c) evidence that adequate supervision will be provided in situations of mass lodging in gymnasiums, churches, etc.;
 - d) evidence that clear instruction has been conveyed to all concerned including parents of our students, the student themselves, host parents, and supervisors, as to the rules regulations and expectations of our District maintains for all students representing the District at out-of-town activities. In the interest of good communications with parents and public relations, principals will notify parents of pending activities whenever the activity deviates from normal school day hours or when the activity may be of special interest to the parents.

Fund Drives

All fund drives conducted by students or student organizations in the schools or community for school-related purposes must receive prior approval from the building principal or designee.

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Montana High School Association Rules

Coaches, advisors, and principals in charge of activity groups that fall under jurisdiction of the Montana High School Association will be expected to enforce all rules and regulations that are applicable to that particular group.

Extracurricular Activities

Principals or other designee are responsible for the extracurricular programs of their buildings. All activities must be cleared through the principal's office.

High School

1. Academic Eligibility – Advisors/coaches will monitor the grades of students for whom they have responsibility.

In addition to the MHSA requirement which says, "a student must have passed 4 subjects the last preceding semester he/she was in attendance," the Missoula County Public School Board requires that students have earned at least 2.5 credits the preceding semester to be eligible for participation in any extracurricular activities.

Eligibility Process – Advisors/coaches will put an alphabetical list of participants in teacher's mailboxes at the beginning of each sports season. Teachers are encouraged to contact the advisor regarding any students who are not making successful progress in their class.

1. Any student representing Missoula County Public High Schools in an activity will adhere to all the rules and regulations of Missoula County Public High Schools.
2. Any student who violates any rule(s) or exhibits unacceptable conduct of any kind shall be referred to a school administrator for a review of any possible violation of any school rule. A student who violates any rule(s) on trips will receive the same punishment as if the student was in school and violated the rule(s). Students who are involved in infractions which violate the law while on an out of town trip may be turned over to the proper legal authorities. Parents will be notified and arrangements made for continued supervision of the student.
3. All sponsors must require written parental/guardian permission to travel on trips leaving the District. If reasonable suspicion exists, an advisor/coach will inspect and search students' rooms and/or belongings.
4. If a student going on a school sponsored extracurricular activity trip and will be absent for a test, the student must see the classroom teacher before leaving to make arrangements, at the

teacher's discretion, to take the test. An extracurricular trip does not relieve the student from his/her test responsibilities.

5. Participation Agreement – As a representative of the school and the community, the student has the responsibility to provide personal attributes related to citizenship, scholastic achievement, common courtesy, role modeling for younger students, and leadership. With these and other goals in mind, the following rules will be followed:
 - a) Conduct: Students will follow the District Code of Conduct.
 - b) Advisors/coaches may impose additional team rules if approved by the building principal.
 - c) Penalties: *Any infraction of these rules will result in suspension from performances or contests as specified by the District Code of Conduct. The student will continue to practice and earn reinstatement to the team by completing a program set forth by the administration.*
 - d) Disciplinary Action: *Rumors about students are not grounds for disciplinary action. However, rumors will be checked out as thoroughly as possible and disciplinary action will result if proof of an infraction is found.*
6. It is the responsibility of the advisor/coach to report all infractions to the appropriate administrator. The administrator will evaluate and determine if any penalties (activity or school) must be imposed. Students have a right to due process and can request a hearing with the Board prior to a final decision on their exclusion from activities for the remainder of the school year. Training rules and expectations will be given to students advisors/coaches.
7. Extracurricular Eligibility: Students and parents must be concerned with eligibility and assume responsibility. To be eligible to practice, a student must:
 - a) be regularly enrolled in school;
 - b) have received a passing grade in at least 25 class hours of prepared work per week or its equivalent during the last preceding semester "incompletes" are not considered as passing;
 - c) pass a physical examination (ATHLETICS);
 - d) comply with semester rule, participation limits and transfer rules;

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- e) not be 19 years of age before August 31 of a given year;
- f) contact the Activities Director if there are any questions or concerns.
Semester credit for extracurricular eligibility cannot be made up through correspondence, night high school course work, or in any similar manner.

Advisors/coaches must check with the activities office to verify the academic eligibility of their athletes.

8. Foul Weather Policy: The following procedures become effective whenever school administration, an advisor/coach and/or a bus driver feel weather conditions are hazardous to highway travel:

- a) Each activity advisor/coach will provide all students, one day prior to departure, a complete trip itinerary to be taken home to parents. An itinerary will also be given to the Activities Director at this time.
- b) Prior to departure: *The activity advisor/coach will contact the Activity Director or transportation supervisor at school or at home and jointly determine road conditions by:*
 - calling the highway department and/or highway patrol for road report for the trip;
 - calling law enforcement agencies or highway department for a road report at a minimum of two locations, or three for longer trips, between school and the destinations;
 - calling school admin. personnel at the point of destination and intermediary localities to request their assessment of local road/weather conditions;
 - the Activity Director or transportation supervisor will make the final decision travel or not, if the previous assessments indicate hazardous road conditions exist.
- c) After departure: *Once on the road, the activity advisor/coach and bus driver will make an ongoing assessment of travel conditions.*

- At intermediary localities, contact is to be made to determine travel conditions ahead.
**Contact is to be made with the Activity Director or transportation supervisor to keep the school informed and receive updated travel conditions relative to the point of destination.*
 - The activity advisor/coach and bus driver will mutually determine if travel should be continued. In the event of disagreement, the bus driver has final determination, and the Activity Director or transportation supervisor is to be notified as soon as possible.
- d) Upon arrival at the destination the activity director or transportation supervisor.
 - e) Prior to departure for Missoula, part 8b will be repeated.

If it is determined to stay overnight, responsible parties must do the following:

- The activity advisor/coach will call all area broadcasting stations and have them broadcast pertinent information.
- The activity advisor/sponsor will organize a phone tree to notify the parents of students by:
 1. dividing the students into groups of 5 or 10;
 2. listing the parents' names and home phone numbers of each group's members;
 3. having one student from each group call home to notify his/her parent and have that parent call the remaining parents on the phone tree
 - After departure, part 8c will be repeated.

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MIDDLE SCHOOL ATHLETIC PROGRAM

(See Board Policy 3330P)

Important: The principal or designee is responsible for informing all students (preferably at the beginning of the school year) of the provisions of the following MCPS Athletic Regulations.

Objectives:

1. To provide a planned and balanced program of inter scholastic athletics for as many students at possible, consistent with available facilities, personnel, and financial support.
2. To cooperate and manage these athletic activities in harmony with the basic philosophy of the Board of Trustees.
3. To promote cooperative thinking and unification of interest and effort among the coaches of the respective schools in the District and of the respective sports within each school.
4. To develop and maintain the highest type of sportsmanship.
5. To develop proper attitudes toward winning and losing.
6. To encourage and develop respect for fellow athletes whether they are teammates or members of opposing teams.

Organization: The middle school principals, or their designees, shall supervise and administer the athletic program of Missoula County Public Schools' middle schools.

Eligibility: The MCPS Interscholastic Program offers a competitive sports program for boys and girls in grades six, seven and eight as developed by middle school principals and submitted annually to the Board for review.

Boys and girls must demonstrate good citizenship and make satisfactory effort in school to be eligible to participate. In doubtful cases, the principal, coaches and involved teachers may make decisions on this on a week-to-week basis, with the final decision being that of the principal. A player becomes ineligible on his/her sixteenth birthday.

Personnel: Every attempt shall be made to employ coaches who are certified as teachers by Montana's certification standards. However, each building principal, with the approval of the Superintendent, may employ coaching staff who are not certified if an adequate number of certified personnel are not available.

Coaches in both the private schools and public Missoula County Public Schools in the Athletic Program are to be screened carefully in terms of their ability to coach the sport, their integrity and character, and their intent and willingness to cooperate with the athletic policy established by the Missoula County Public Schools Board of Trustees.

All coaches are expected to attend scheduled meetings of the District called by the middle school principal/designee.

An update providing participation numbers and other pertinent information will be presented at a June regular Board meeting each year.

Behavior Standards: It shall be the responsibility of the principal and coach of the respective sports to set all dress standards and standards of conduct and that these standards are made known to the participants and their parents and are maintained throughout the sports season.

Alcohol, Tobacco and Non-Prescriptive Drugs: At no time shall a member of a team or other participating groups use or has tobacco or any intoxicating beverages or drugs.

Participants who fail to observe these training rules or to qualify under the eligibility requirements shall:

1. First Offense – Suspended from team participation and the right to participate in any school activities until the requirements of the school officials, principal, advisor, or coaches concerned have been met.
2. Second Offense – Suspension from team membership and participation in any interscholastic activities for the remainder of that sport season.

Cheerleading: Schools will not have cheerleaders; however, pep clubs or other means of promoting school spirit are encouraged.

Supervision: Crowd control at any athletic event is the home school principal's responsibility. Efficient management of interscholastic athletic contests at home and away is an important aspect of administering a sound school athletic program.

The players shall be under the direct supervision of the coach.

Officials will be furnished by the middle school principal/designee for basketball and volleyball. The

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middle school principal/designee shall assign officials for each of the boys' or girls' games.

Practice Sessions: Practice sessions shall be limited to three squad practices per week per sport in season, or two practice sessions and one game. These sessions shall not exceed two hours, including showers and clean-up time. Parents should be informed of the team's practice schedules. Practice games are permitted at the discretion of the coaches and the permission of the principal. Student spectators at these games should be discouraged. A maximum of two night games per team (one at home and one away) per season will be allowed. Team coaches and school principals must make the arrangements for night games including informing the officials assigned to the game. The middle school principal/designee is to be informed of the date, place and time of night games.

Scheduling: Game schedules are made up by the middle school principal/designee and are subject to change from year to year, depending on budget and the number of teams at each grade level. No games of any kind will be played with teams outside Missoula County Public Schools other than private schools that have been accepted into the Missoula County Public Schools' Athletic Program. There will be no tournaments or post season games. Games are to begin as near 4:00 p.m. as possible. Departure time for teams traveling to other schools may be any time after 3:15 p.m., depending upon the discretion of the principal.

Teams shall not arrive at other schools for away games prior to dismissal of the host school.

Awards and Pictures: No letters will be awarded to individual players. Certificates of participation may be awarded.

There shall be no team championship recognition through any media. Athletic team pictures will not appear in the newspaper unless pictures of all teams are presented.

Waiver Forms: A physical examination by a medical doctor for participation in the athletic program is no longer a requirement. However, appropriate waiver forms absolving the School District and School District employees of any liability which may result, are required. Completed waiver forms shall be kept on file in the principal's office. Coaches are responsible for collecting said forms and should make certain that one is on file for each athlete. A waiver form must be on file any time a student turns out for a sport unless there is one already on file for the current school year.

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ACADEMIC FREEDOM

The Board recognizes and supports Academic Freedom as necessary for an environment conducive to the free exchange of ideas and learning.

Academic Freedom is the view that if teachers are to promote the growth of knowledge, they require the freedom to teach and conduct inquiry without fear of sanction or reprisals should they present an unpopular or controversial idea.

Teachers shall help students learn to objectively and respectfully examine differences of opinion, analyze and evaluate facts and their sources, and form their own reasoned judgments about the relative value of competing perspectives.

The Board directs the teaching staff to:

- Refrain from using one's classroom position to promote one's own ideology or any partisan point of view.
- Ensure that issues presented pertain to course objectives.
- Provide students opportunities to develop critical thinking: that is the ability to detect propaganda and to distinguish between fact, opinion and misinformation.
- Respect each student's right to form, choose, hold and/or change an opinion or belief.
- Create an environment in which students are free to form judgments independently.

Any person may file complaints pursuant to this policy through Board Policy 1700, the uniform grievance procedure.

ADOPTION AND REPLACEMENT OF INSTRUCTIONAL MATERIALS

Curriculum committees will be responsible to recommend textbooks and major instructional materials purchases. Recommendations will be to the Superintendent of Schools or designee. The function of the committee is to ensure that materials are selected in conformance with stated standards and established district standards and benchmarks.

Definitions:

Core Instructional Materials: Core instructional materials are defined as the primary materials selected through the

curriculum review process, for use in given course; examples include textbooks, fiction and nonfiction texts, maps, software databases, primary source documents, and media materials.

Supplemental Materials: Supplementary materials are defined as items selected through the curriculum review process that support core instructional materials.

Teacher-Selected Materials: Teacher-selected materials are defined as resources, which are topical and of value for a short time, used by an individual teacher. Examples include articles from a newspaper or weekly magazine, teacher-created material, streaming media, pamphlets, media material, and resource speakers for classrooms. These resources must support the district approved curriculum through alignment with MCPS standards, benchmarks, and grade level expectations.

Selection, Adoption, and Replacement of Core Instructional Materials: Curriculum committees will be responsible to recommend core instructional materials for purchases. The function of the committee is to ensure that materials are selected in conformance with district standards and benchmarks. Recommendations will be made to the Superintendent of Schools, or designee, who will carry those recommendations to the Board of Trustees according to Board Policy #2120.

Materials recommended for adoption will first be presented to the Teaching and Learning Committee of the Board at least one month prior to action by the Board. Pursuant to formal adoption, materials under consideration will be on display and available for review in the MCPS Administration Building for 30 calendar days. Members of the public desiring to comment on materials being considered for adoption shall have the opportunity to comment in writing on said materials.

Replaced core instructional materials will be disposed of according to Board Policy #7251.

Selection of Teacher-Selected Material(s): Teacher-selected materials may be chosen by certified staff. While these materials do not require item by item approval, they must support the District approved curriculum through alignment with MCPS standards, benchmarks, and grade level expectations. Teacher-selected materials are subject to review by the principal and/or regional administrator who oversees teaching and learning.

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CHALLENGED EDUCATIONAL RESOURCES

The primary purpose of this procedure is to secure, at the earliest level possible, equitable solutions to justifiable claims. This policy governs staff, administrators and board members as well as persons in the community.

I. Procedure for Informal Resolution:

The school receiving the complaint regarding educational resource shall try to resolve the issue informally.

- a) The complainant shall discuss their concerns with the person responsible for the challenged material (i.e., teacher, librarian) and the building principal/designee.
- b) If a resolution is not reached with the building principal/designee, the complainant will be given a packet consisting of the six items listed in the following documents:
 - Appropriate pages from District Curriculum Guides (complete guides available in building office, Teaching & Learning Department and on-line)
 - Selection and Adoption of Instructional Materials Policy (**Board Policy 2311**)
 - Selection of Library & Library Media Center Materials Policy Statement (**Board Policy 2310**)
 - Procedure for Dealing with Challenged Educational Resources (**Board Policy 2313P**)
 - Request for Reconsideration of Educational Resources form.

(See form in Appendix, page 6)

Freedom to Read Statement, Freedom to View Statement, Library Bill of Rights.

- c) In accordance with Board Policy 2313, no questioned materials shall be removed or restricted from use. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied and/or alternative materials can be provided to the child (or children) of the parents making the complaint, if they so desire.
- d) If a resolution has not been reached between complainant and the school, a formal complaint may be made using the Request for Reconsideration of Educational Resources form.
(See form in Appendix, page 6)

II. Procedure for Formal Challenge:

When the formal request for reconsideration is received by the building principal, the Challenged Materials

Committee is convened and a decision is rendered in accordance with policy.

- a) Upon receipt of a completed reconsideration form, the principal in the building involved will request the Superintendent or his/her designee convene the Challenged Materials Committee. This committee shall consist of four people chosen by the Union representing the teachers. The committee shall meet to discuss the materials and prepare a report detailing their findings. The written report shall be submitted to the building principal with copies sent to the Superintendent and/or designee.
- b) The principal shall notify the complainant of the decision. If the committee recommends keeping the material that caused the complaint, the complainant shall be given the explanation written by the Challenged Materials Committee.
- c) The written report shall be retained by the building principal.
- d) The decision of the Challenged Materials Committee, in concurrence with the Superintendent, will be delivered to the complainant.
- e) If the complainant is not satisfied, within 10 working days of receipt of the decision, he or she may appeal to the Superintendent. On receipt of a request for review, the Superintendent shall schedule a meeting between the parties. The parties will be afforded opportunity to either dispute or concur with the Challenged Materials Committee Report. The Superintendent will decide the matter within ten (10) days of the meeting and will notify the parties in writing of the decision. If the Superintendent agrees with the Challenged Materials Committee Report, the recommendation will be implemented. If the Superintendent rejects the Challenged Materials Committee Report, the matter may either be referred to an outside investigator for further review or resolved by the Superintendent.
- f) If the complainant is dissatisfied with the Superintendent's decision, the Board is the next avenue for appeal. A written appeal must be submitted to the Board within ten (10) working days of receiving the Superintendent's decision. Because the Board is the policy-making body of the District, any appeal 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

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burden of proving a failure to follow Board policy.

III. Guiding Principals

- a) Any member of the community may raise objection to educational resources, despite the fact the individuals selecting such resources were duly qualified to make the selection, followed by proper procedure, and observed the criteria for selecting educational resources.
- b) Missoula County Public Schools supports the Library Bill of Rights, adopted by the American Library Association. When educational resources are challenged, the principles of the Freedom to Read Statement and Freedom to View Statement must be considered.

IV. Responsibilities of the Challenged Materials Committee

- a) Decisions should be based on the principles of the Freedom to Read Statement, Freedom to View Statement and/or the Library Bill of Rights rather than on defense of individual materials.
- b) All materials should be examined thoroughly. The general acceptance of the materials should be checked by consulting MCPS Curriculum Guidelines, standard selection tools, reviews, and local holdings in other schools.
- c) Passages or parts should not be pulled out of context. The values and faults should be weighed against each other and the opinions of the Challenged Materials Committee.
- d) The chairperson may report all formal challenges to the appropriate local, state and national professional organizations.

CHALLENGES TO LIBRARY MATERIALS

No duly selected materials whose appropriateness is challenged shall be removed from the school except upon the recommendation of a reconsideration committee, with the concurrence of the Superintendent or, upon the Superintendent's recommendation, the concurrence of the Board, or upon formal action of the Board of Trustees, when a recommendation of a reconsideration committee is appealed to it. The following procedure shall be followed when addressing challenges to library materials:

- All complaints to staff members shall be reported to the Building Principal involved, whether received by telephone, letter, or in personal conversation.
- The Principal shall contact the complainant to discuss the complaint and attempt to resolve it informally by explaining the philosophy and

goals of the school district and/or the library media center.

- If the complaint is not resolved informally, the complainant shall be supplied with a packet of materials consisting of the materials selection policy statement and the procedure for handling objections. This packet also will include a standard printed form, which shall be completed and returned before consideration will be given to the complaint.
- If the formal request for reconsideration has not been received by the Building Principal within two weeks, it shall be considered closed. If the request is returned, the reasons for selection of the specific work shall be reestablished by the appropriate staff.
- No questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the child (or children) of the parents making the complaint, if they so desire.
- Upon receipt of a completed objection form, the Principal will request that the Superintendent convene a committee of five to reconsider the complaint. This committee shall consist of the Building Principal, two teachers, the librarian and the Superintendent.
- The committee shall meet to discuss the materials following the guidelines set forth in the Instructions to Reconsideration Committee, and shall prepare a report on the material containing its recommendations on disposition of the matter.
- The Principal shall notify complainant of the decision and send a formal report and recommendation to the Superintendent. In answering the complainant, the Principal shall explain the book selection system, give the guidelines used for selection, and cite authorities used in reaching decisions. If the committee decides to keep the work that caused the complaint, the complainant shall be given an explanation. If the complaint is valid, the Principal will acknowledge it and make recommended changes.
- If the complainant is still not satisfied, he or she may ask the Superintendent to put this issue before the Board of Trustees, which shall make a final determination of the issue.

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COPYRIGHT COMPLIANCE

Authorized Reproduction and Use of Copyrighted Material in Print:

In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, short essay, or short poem; or a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper. A teacher may make multiple copies, not exceeding more than one (1) per pupil, for classroom use if the copying meets the tests of "brevity", spontaneity and cumulative effect set by the following guidelines. Each copy must include a notice of copyright.

1. **Brevity:**
 - a) A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
 - b) Complete articles, stories or essays of less than 100 words or 10% of the work, whichever is less, may be copied; in any event, the minimum is 500 words. (Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph.)
 - c) One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue may be copied.
 - d) "Special" works cannot be reproduced in full; this includes children's books combining poetry, prose or poetic prose.
2. **Spontaneity:** Should be at the "instance and inspiration" of the individual teacher.
3. **Cumulative Effect:** Teachers are limited to using copied material for only one (1) course in the school in which copies are made. No more than (1) short poem, article, story or two (2) excerpts from the same author may be copied, and no more than three (3) works can be copied from a collective work or periodical issue during one (1) class term. Teachers are limited to (9) instances of multiple copying for one (1) course during one (1) class term. Limitations do not apply to current news periodicals, newspapers, and current news sections of other periodicals.

Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a

classroom or instructional setting. All other performances require permission from the copyright owner.

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations, or collective works. "Consumable" works include: workbooks, exercises, standardized tests, test booklets, and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority", and students cannot be charged more than actual cost of photocopying. Teachers may use copyrighted materials in overhead or opaque projectors for instructional purposes.

Authorized Reproduction and Use of Copyrighted Materials in the Library:

A library may make a single copy of an unpublished work which is in its collection and published work in order to replace it because it is damaged, deteriorated, lost or stolen, provided the unused replacement cannot be obtained at a fair price.

A library may provide a single copy of copyrighted material to a student or staff member at not more than the actual cost of photocopying. The copy must be limited to one (1) article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship, or research. Any other use may subject the person to liability for copyright infringement.

At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in "Authorized Reproduction and Use of Copyrighted Material in Print".

Authorized Reproduction and Use of Copyrighted Music:

A teacher may make a single copy of a song, movement or short section from a printed musical work that is unavailable except in a larger work, for purposes of preparing for instruction.

A teacher may make multiple copies for classroom use of an excerpt in a larger work, for purposes of preparing for instruction.

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A teacher may make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song.

In any emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance, when the purchased copies have been lost, destroyed, or are otherwise not available.

COPYRIGHT GUIDELINES FOR TEACHERS

Teachers

PERMITTED

- single copy: chapter of book
- single copy: article from magazine or newspaper
- single copy: short story, short essay, short poem
- single copy: chart, graph, diagram, picture or non-syndicated, non-copyrighted cartoon

NOT PERMITTED

- copying several chapters per book
- copying several articles per magazine
- copying consumables: workbooks, copyrighted exercise sheets, tests
- photocopying worn ditto masters

Teachers: Multiple copies for classroom/instructional purposes

PERMITTED

- complete poem less than 250 words (not more than 2 pages)
- excerpt from long poem not to exceed 250 words
- article, story, or essay less than 2,500 words
- excerpt (from above) less than 1,000 words or 10% of total, whichever is less
- one chart, graph, diagram, picture, or non-syndicated, non-copyrighted cartoon per book or periodical
- works combining prose, poetry, etc., less than 10% of whole

IF.....

- copying is for one course only
- insufficient time to request permission
- one work from a single author
- less than 3 authors from collective work
- 9 or less instances of multiple copying per term
- copying not used to create or replace anthologies
- same copying not repeated next term

- students not charged beyond photocopying fees

- classroom quantities of current news articles if individual articles not copyrighted
- All multiple copying must be at the inspiration of the individual teacher and the decision to use the material so close to the date needed for instruction as to preclude securing copyright permission from the copyright holder

NOT PERMITTED

- using/making multiple copies of same material semester after semester
- creating "anthologies"
- copying workbooks and other works meant to be used once by one student
- copying shall not be directed by higher authority
- copying more than one or two excerpts from a single author during one class term
- copying from workbooks, tests, or other consumables
- copying a black lined master.

Big Books

PERMITTED

- one illustration per book
- two pages per book as long as they don't comprise more than 10% of the book
- Note: Occasionally publishers of big books have given the District permission to copy that exceeds the normal fair use guidelines. Any letters granting additional permission will be kept on file by the library information specialist.

NOT PERMITTED

- copying "just" the text from a big book or picture book
- making an audio-tape of someone narrating a big book or picture book

Audiovisual Materials

PERMITTED

- creating slide sets from books, magazines, etc., as long as only one per source used
- making one overhead transparency of one page of one workbook
- converting a damaged filmstrip to a slide set, keeping same order minus damaged frames
- enlarging a map with an opaque projector for tracking but not duplicating color scheme, symbols, etc.
- copying non-dramatic literary, audiovisual works for use by blind or deaf individuals

NOT PERMITTED

- copying audio tapes or video tapes for archival or backup purposes
- reproducing musical works or converting from one form to another (record to cassette)

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- copying any audiovisual work in its entirety (except off-air taping)
- converting from one medium format to another
- recording the text of a book or textbook onto an audiocassette

Music

PERMITTED

- emergency copies for performance provided copies are later purchased
- for study or teaching, single or multiple copies of excerpts
IF.....
 - excerpts do not constitute a performable unit such as a movement or aria
- editing purchased copies for simplification
IF.....
 - character of work is not changed
 - lyrics are not changed
- single copy of performances by students made for evaluation or rehearsal purposes
- copy of recording for purposes of aural testing
- portion of commercial music played as background in student media production

NOT PERMITTED

- copying for performances
- copying to create anthologies
- copying to avoid purchasing
- copying but excluding copyright notice
- performing a work without a license or paying royalty fees

Video (Educational/Instructional OFF-AIR Taping)

PERMITTED

- may record program OFF-AIR
IF.....
 - program is used for instructional purposes, or face-to-face teaching, not for entertainment or filler
 - program is requested by a teacher
 - program is shown once and repeated once per class by individual teacher during first 10 consecutive school days after broadcast
 - program is not retained beyond 45 calendar days
 - program is recorded in its entirety (need not be used in its entirety)
 - after first 10 consecutive school days, program is used only for evaluation by teacher

NOT PERMITTED

- videotaping in anticipation of requests
- retaining a program longer than 45 days
- showing a program after ten days
- showing for motivation, filler, or entertainment purposes

- taping a program at home, using in the classroom, and subsequently retaining in personal collection

Video (OFF-AIR Taping at Home)

PERMITTED

- may tape program at home and bring to school to use but all educational guidelines must be followed
- may show "home" tape if above criteria are followed and if tape legally made

NOT PERMITTED

- individual who taped program may not retain it

Video (Cable)

PERMITTED

- may tape programs being simultaneously broadcast (see OFF-AIR educational/ instructional guidelines)
- may show videos or motion pictures via cable within a building as long as programs are used in face-to-face teaching and are of an instructional nature

NOT PERMITTED

- may not tape programs not being broadcast simultaneously (CNN, Discovery, Disney, HBO, etc.) unless prior approval or license obtained from cable network
- may not show programs of a musical, dramatic, or entertainment nature
- may not copy cable or satellite programs without permission. Note: Educators may use cable magazines, like Cable in the Classroom for varying copying/retention rights of individual programs

Video (purchased or rented)

PERMITTED

- showing purchased or rented videotape for curriculum-supported, face-to-face teaching activities

NOT PERMITTED

- showing purchased or rented videotape for entertainment, rewards, rainy days, filler, or non-instructional purposes.
- Note: Performance rights may be acquired at time of purchase; then it's legal to show such videos for non-instructional events.

Video (Satellite Transmissions)

PERMITTED

- copying from a satellite transmission will depend on the contractual agreement with the satellite company.

NOT PERMITTED

- copies of motion pictures, other AV works, choreographic works and pantomimes

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- copies of broadcasts that are of a “general cultural nature” or intended for transmission as part of an information storage and retrieval system

Software

PERMITTED

- copying into RAM if copying is necessary to use the program
- one copy for archival purposes
- back-up copies of hard drives as long as they are not used to run another drive
- library lending of public domain software

NOT PERMITTED

- circulation of archival copy
- “networking” software without license or permission
- loading a single copy of a software program onto several computers for simultaneous use
- making copies of copyrighted software for student use

Databases

PERMITTED

- may download searches

NOT PERMITTED

- downloaded searches should not be retained
- downloaded material may not be used to create a derivative work

CD-ROM

PERMITTED

- printing out pages of reference or other works for study or teaching

NOT PERMITTED

- printing out large section of work

Musicals, Dramatic, and Non-Dramatic Performances

PERMITTED

- school chorus performance open to the public

NOT PERMITTED

- school drama club performing copyrighted play broadcast over cable to classes
- recording of choral or instrumental concerts and then giving or selling recording to parents

Multimedia

PERMITTED

- teacher or student-developed multimedia program of copyrighted programs for use in classroom only
- Note: Students may keep their work indefinitely; teachers may keep their work for only two years.
IF: the following limitations are observed:
 - Motion media
 - use of up to 10% or 3 min., whichever is less, of an individual program

- Text
 - up to 10% or 1000 words, whichever is less; short poems less than 250 words may be used in their entirety;
- Music
 - Up to 10% but no more than 30 sec. from a single work (or combined from separate extracts of a work);
- Illustrations, cartoons, photographs
 - no more than 5 images from a single artist or photographer, no more than 10% or 15 images from a single collective work;
- Numerical data sets
 - up to 10% or 2,550 fields or cells whichever is less

NOT PERMITTED

- teacher or student-developed multimedia program of copyrighted works for use in displays, festivals, parent meetings or other public events

Internet

PERMITTED

- downloading public domain software

NOT PERMITTED

- uploading copyrighted software to Internet for downloading
- collecting materials off the Internet and compiling into a new work
- forwarding material off the Internet to friends, co-workers

Digital

PERMITTED

NOT PERMITTED

- digitizing a copyrighted slide collection
- scanning copyrighted materials (magazine photograph, cartoon illustration, etc.) for school newspaper

Graphics

PERMITTED

- one graphic per book or periodical;
 - multiple copies of a single graphic
- IF...
- Copying is at the instance/inspiration of teacher; copy is for only one course in the school;
 - There are not more than nine occurrences of multiple copying for that course; and not more than one graphic is copied per book or periodical.

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NOT PERMITTED

- adaptation of a popular cartoon character for the school mascot;
- copying an image from a coloring book for a worksheet;
- making stuffed animals of popular picture book characters;
- scanning a cartoon into school newsletter

CURRICULUM DEVELOPMENT

The following process will be used for curriculum development throughout the District. The representative committee will be appointed by the Superintendent. The committee will review and recommend curriculum and materials to deliver the curriculum to the Board of Trustees within the limits of the budget. A series of meetings will be held to accomplish these tasks which may be held in the summer or during the school year as necessary. Curriculum and materials recommended to the Board of Trustees must be available to the public for comment for thirty (30) days prior to adoption by the Board of Trustees.

Curriculum Committee Restructure:

The Superintendent shall appoint the curriculum review committee at the Superintendent's discretion. However, in the case of curriculum reviews conducted on the six-year cycle, generally committees should include representation from the following areas:

Committee:

- Elementary, middle and high school teachers
- Administration
- Parents
- Community Members
- Age-appropriate Students
- Library Media Specialist
- Title I Teacher
- Gifted and Talented Teacher
- Special Education Teacher
- University of Montana or UM College of Technology Faculty Member
- Assistant Superintendent or Designee

Reasonable attempts should be made to include at least one teacher from each school in the District.

Curriculum Change Procedure:

From time to time the District receives requests for significant curricular changes relative to what currently is approved by the Board of Trustees. Such changes shall be made according to the following procedure:

1. Proposal is written by individual or group, specifying rationale, goals and objectives of the requested change.
2. The curriculum proposal is submitted for review and discussion to the appropriate curriculum

committee by the Regional Director or other designated administrator.

3. The curriculum proposal, with recommendations, is then submitted to the Superintendent for review and approval or disapproval.
4. The proposal is submitted to the Board of Trustees for review and ultimate approval or disapproval. These series of steps help ensure that appropriate attention is being given to the implications of the change for the students of the District relative to the entire K-12 curriculum. Since the steps are significant and time has to be spent reviewing each proposal, one must expect a year's lead time before a proposal will be potentially approved.

Procedure for Addition or Deletion of a High School Course:

1. Generally speaking, courses will be added only when the total program is being reviewed as per the six-year curriculum schedule. Exceptions may be made by the curriculum committee.
2. A principal or the subject matter curriculum committee may recommend the addition or deletion of a course. Normally both should be in agreement.
3. Recommendations for the addition or deletion of courses must be submitted to the Assistant Superintendent or his/her designee.
4. Recommendations for the addition or deletion of courses must include a written rationale, and estimate of costs, a list of potential problems that may result by the change.
5. The Board of Trustees must approve the addition or deletion of courses. The Superintendent in consultation with the principal may decide not to offer a course for a specific year if attendance is insufficient to warrant offering the course during that time.

DUAL LANGUAGE IMMERSION PROGRAMS – PROCEDURES

Application

The program will begin in kindergarten. Kindergarten registrations and late kindergarten registrations will be accepted from May through the summer prior to the academic school year. All kindergarten registrants are entered into the Dual Language Immersion lottery. Families will be given an opportunity to opt out of the lottery and secure their position in a non-immersion classroom.

Selection

The lottery will take place on the first day of school. Class lists will be posted by 5:00pm on the front doors of the school.

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Late Entry

Class lists will be created by drawing the names of students who wish to be in the Dual Language Immersion Program.

Once the Dual Language Immersion Program is filled, any additional names of students who wish to be in the Dual Language Immersion Program will be drawn and those names will be recorded onto a master wait list.

Students on the wait list may enter the program if and when open spots become available.

Students who enter the school mid-year are welcome to have their names placed on the wait list.

If and when students from the wait list are added to the Immersion class they will be required to attend a Dual Language Immersion Boot Camp.

Because the student is immersed in the language of study for the majority of the instructional day, students entering a language immersion program after the first day of grade two will be required to demonstrate grade level proficiency in speaking, listening, reading and writing in the intended language of study. The teacher shall use appropriate assessments to make this determination.

Exit

It is not unusual for children to experience fatigue and/or frustration while learning a second language. Requests to remove students from the program will generally involve multiple opportunities for supportive interventions. The following procedures have been established for exiting students from the program.

Step 1

First, a meeting between the classroom teacher and parent/guardian will take place to discuss concerns. The classroom teacher will work with an intervention team regarding the concern to define and implement appropriate interventions to alleviate concerns within a defined timeline.

Step 2

Second, if concerns persist, the classroom teacher, intervention team, building principal and parent/guardian will meet to discuss concerns. The principal will work with the classroom teacher, intervention team, and parents to define and implement next level interventions to alleviate concerns within a defined timeline.

Step 3

If concerns still persist after Step Two, the intervention team and building principal shall make the final decision about exiting a student from the program.

The Superintendent or designee has the discretion to waive these exit requirements if appropriate and accomplished in a non-discriminatory manner.

INTERPRETERS

Parents with limited English proficiency have a right to an interpreter at public expense at significant events. Significant events are events that may materially affect a student's placement or educational progress, health or safety emergencies, and teacher/parent conferences. Significant events include, but are not limited to, suspension and expulsion hearings, parent/teacher conferences, special education meetings, Section 504 meetings, and school counselor meetings.

The District may provide an interpreter at public expense at other events. Decision to provide an interpreter shall be based upon (1) the number of proportion of persons to be served or likely to be encountered who speak that language; (2) the frequency with which individuals who speak that language come in contact with the District; (3) the nature and importance of the program, activity, or service provided by the District; and (4) available District resources and costs.

Parents may waive their right to an interpreter provided at public expenses and provide their own interpreter at their own expense. The waiver must be signed by the parent. If a parent waives the right to an interpreter at public expense, the District may require its interpreter to be present to ensure accuracy.

LIBRARY MEDIA CENTER MATERIALS

Selection of Library Media Center Materials:

The selection of library material is the professional responsibility of the Library Media Specialist. The primary objective of the district library media program is to implement, enrich, and support the educational program of the school district. The school library media program, as an integral part of the educational program of the school, provides for the selection of resources to:

1. Implement, enrich and support the curricula, as well as the personal and professional needs of the user, taking into consideration their varied interests abilities, learning styles, and levels of maturity.
2. Stimulate growth in factual knowledge, literacy appreciation, recreational reading, aesthetic and cultural values and ethical standards.
3. Provide a background of information that enables users to make intelligent judgments in their daily lives.
4. Enable users to develop the skill of critical analysis by providing materials on different viewpoints.

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In selecting library media materials, the Library Media Specialist will evaluate the existing collection; assess curricular and user needs; review materials and consult reputable, professionally prepared selection aids. The Library Media Specialist shall use, but not limited to, the following criteria as a guide:

- Educational significance
- Contribution the subject matter makes to the curriculum and to the interest of the student
- Favorable reviews found in standard selection sources, which include (but are not limited to) ALA (American Library Association) publications, School Library Journal, Booklist, VOYA (Voice of Youth Advocates) and other print and online resources which provide professional reviews of materials.
- Favorable recommendations based on review and examination of materials by professional personnel
- Reputation and significance of the author, producer, and publisher
- Validity, accuracy, relevancy, currency, and appropriateness of material
- Contribution the material makes to breadth of representative viewpoints on controversial issues
- High degree of potential user appeal
- High artistic quality and/or literary style
- Quality and variety of format
- Value commensurate with cost and/or need
- Timeliness or permanence
- Foster respect and realistically represent all people

Weeding:

In compliance with American Library Association guidelines, the collection of the library media center will be continually reevaluated in relation to evolving curriculum, new formats or materials, new instructional methods, and the current needs of its users. Materials no longer appropriate should be removed. Lost or worn materials of lasting value should be replaced. Weeding is essential to maintaining a relevant, attractive collection. Materials considered for weeding should include items:

- In poor physical condition
- Containing obsolete subject matter
- No longer needed to support the curriculum or student/faculty interests
- Superseded by more current information
- Containing inaccurate information
- With low circulation
- Offering stereotypical images and characterizations

Note: Special consideration should be given to retaining materials of local interest including those relating to Montana and local history.

Media will be discarded according to District procedures and state law.

Gifts:

Gift materials may be accepted with the understanding that they must meet criteria set for library media selection.

LIMITED ENGLISH PROFICIENT STUDENTS

The District shall translate significant documents if 1% or more of students enrolled in the District are designated as “English Language Learners” of a specific language on October 15th of each school year. On March 15th of each school year the list of significant documents shall be reviewed and, if necessary, revised. The list of significant documents shall be maintained by the District Superintendent.

Upon request of a parent, the District may translate the following documents into additional languages unless clearly not feasible to do so: (1) special education summary report, teacher from each school in the District, prior written notice form, and notice to parents and procedural safeguards for special education students; (2) notice to parents, accommodation plans and notice of rights for Section 504 students; (3) notices of disciplinary proceedings that could result in an out-of-school suspension, expulsion, or referral to an alternative educational program. After receiving a parental request for translation of any of the above documents, the decision to translate the document, the decision to translate the document will be based upon (1) the number of proportion of persons to be served or likely to be encounters who speak that language; (2) the frequency with which individuals who speak that language come in contact with the District; (3) the nature and importance of the program, activity, or service provided by the District; and (4) available District resources and cost.

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MOVIES AND “R” RATED MOVIES

In accordance with long-standing past practices: Movies utilized in the classroom are to tie to the curriculum, unless the movie being shown is for recreational purposes. “Recreational purposes” are those that students have earned as a privilege for some accomplishment(s) i.e. taking students to a movie theater.

Due to copyright laws, showing video cassettes and dvd’s for entertainment or reward purposes in schools is prohibited. Showings of this sort are considered public performances and require appropriate performance rights or license. According to copyright legislation, a video cassette or dvd may only be shown in the classroom if it specifically relates to the curriculum taught in that specific classroom.

Movie Ratings:

“R” rated movies shown as part of the instructional program must tie directly to the curriculum and, prior to any student being allowed to watch an “R” rated movie, parental permission must be obtained. Parents must be given specific notice in writing that “R” rated movie will be shown in a specific classroom on a specific date and the purpose for showing the movie must also be stated. Parents must be informed that they have the right to opt out (in writing) for their students.

ONLINE LEARNING

Freshmen, sophomore and junior students enrolled full-time in MCPS high schools may also enroll in the Montana Digital Academy (MTDA) for one course during each semester of the regular academic year. Seniors enrolled at MCPS high schools may enroll in the Montana Digital Academy for up to two courses during each semester of their senior year. Students may enroll in summer MTDA courses upon the approval of their school Distance Learning Advisory Committee.

Students interested in enrolling in the Montana Digital Academy must complete the MTDA enrollment form and return it to the building administrator/designee for approval by the school Distance Learning Advisory Committee. Exceptions to the above credit restrictions must be approved in advance by the superintendent/designee. **(See form in Appendix, page 8)**

Home school or private school students enrolling at an MCPS high school for the expressed purpose of accessing the Montana Digital Academy will not be restricted with regard to the number of MTDA courses accessed per year. Students enrolled in on-line or electronically-delivered credit recovery courses will not be restricted with regard to the number of credit recovery courses accessed per year; however, a credit recovery plan must be developed

and approved by the school principal/designee prior to enrollment in credit recovery courses.

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

In accordance with Board Policy 2460:

The District’s curriculum may include the study of religions as ancillary to studies of human history and development and of various national, cultural, and ethnic groups. The study of religions shall give neither preferential nor derogatory treatment to any single religious belief or to religion in general. The study of religions shall be treated as an academic subject with no emphasis on the advancement or practice of religion.

Student Prayer and Discussion:

Students may pray individually or in groups and discuss their religious views with other students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer does not include the right to have a captive audience listen, to harass other students, or to force them to participate. Students may pray quietly in the classroom, except when they are expected to be involved in classroom instruction or activities.

Assemblies, Extracurricular and Athletic Events:

District officials may not invite or permit members of the clergy, staff members, or outsiders to give prayers at school-sponsored assemblies and extracurricular or athletic events. District officials may not organize or agree to student requests for pray at assemblies and other school-sponsored events. Furthermore, prayer may not be broadcast over the school public address system, even if the pray is nonsectarian, non-proselytizing, and initiated by students.

Student Religious Expression and Assignments:

Students may express their individual religious beliefs in reports, tests, homework, and projects. Staff members should judge their work ordinary academic standards, including substance, relevance, appearance, composition, and grammar. Student religious expression should neither be favored nor penalized. Staff members may teach objectively about religious holidays and about the religious symbols, music, art, literature, and drama that accompany the holidays. They may celebrate the historical aspect of the holidays, but may not observe them as religious events.

School Programs and Performances:

School programs, performances, and celebrations must serve an educational purpose. The inclusion of religious music, symbols, art, or writings is permitted if the religious content has an historical and/or independent educational purpose which contributes to the objectives of the approved curriculum. School programs, performances, and celebrations cannot promote, encourage, discourage, persuade, dissuade, or incriminate against a religion or religious activity and cannot be religious or religious-holiday oriented.

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Student Religious Clubs:

Students may organize clubs to discuss or promote religion, subject to the same constitutionally acceptable restrictions that the District imposes on other student-organized clubs.

SOCIAL MEDIA GUIDELINES

Social media's role in education is to support communication and collaboration, publish student work for authentic audiences, and develop in students the skills necessary to participate online in a safe and productive manner.

All social media services used for classroom/instructional purposes are considered extensions of the classroom and all classroom, building and District expectations, rules, and policies apply to these online spaces.

All work in these online spaces must be in connection to the District curriculum and support student achievement in mastering District standards, benchmarks and learning targets.

District Paperwork: In order to participate in any social media project, all students must have on file a signed Acceptable Use of Technology Agreement. **(See form in Appendix, page 71)** Teachers must also check with their building records clerk to see if parents have submitted a Student Information Opt Out Form. **(See form in Appendix, page 12)** If Parents have requested a comprehensive opt-out (A) or limited opt-out (B or C), the following director information for that student **may not** be published:

- **Comprehensive opt-out (A):** student's name, address, email address, photograph, date of birth, dates of attendance, grade level, participation in officially recognized activities and sports, weight and height members of athletic teams, or awards and honors received;
- **Limited opt-out (B):** student's name, likeness, or voice in any videotape, television, motion picture, audio recording, or still photograph production (either print, video, or web-based);
- **Limited opt-out (C):** student's name, address, and telephone number.

Parent/Guardian Notification: Teachers are encouraged to communicate with parents/guardians regarding their student's participation in any online extension of the classroom, providing the information necessary to view their student's online work.

Parent/guardian notification will include:

- Teacher's district voice mail and email address,
- Guidelines for parent/guardian participation in the online portion of the class, if this is available, and

- How the use of social media supports the learning objectives of the class.

Administrator Notification: While teachers have the primary responsibility to moderate/monitor and web-based extensions of the classroom, administrators also have a role in monitoring such sites. Teachers are expected to provide their principals with the URL of any instructional page/website/forum/blog/etc. created for posting content about or created by students (please note that this does not include personal pages/sites).

Just as principals are to know what is occurring in the physical classroom, principals are expected to view web-based extensions of the classroom periodically and notify the teacher

of any content is discovered that is contrary to these guidelines or otherwise may compromise student privacy and/or safety.

Grades 9 – 12 (See form in Appendix, page 12)

Students' Names 9-12: Students and student work may be identified by the student's first name and last name or an appropriate alias. There is a delicate balance to be struck between developing students' sense of authorship and protecting their privacy. Before using a student's name online – on individual or group assignments, in the text of a published work, or spoken as part of an audio/video recording – teachers must make sure the parent/guardian has not submitted a Student Information Opt Out Form.

Images/Photos/Video 9-12: Images/Photos/Videos of individual students, small groups, and the whole class are allowable; related text/audio may identify which student is which.

Using images/photos/videos of students requires balancing safety and privacy against students' pride in their work. Before any image of a student is used online, including individual, small group or whole class images/photos/videos, teachers must make sure the parent/guardian has not submitted a Student Information Opt Out Form.

Student Works:

- 9-12: All student work must be *monitored* by the teacher, who will direct students, as necessary, to revise works so that they reflect District academic expectations.
- If a social media tool allows public commenting, public commenting must be either turned off or all such comments must be *monitored* by the teacher, who will delete comments that violate District policies or are otherwise inappropriate for the classroom.
- All student work published online must follow District copyright policy, and teachers and students need to be aware that fair use protections for the

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physical classroom may not extend into the online environment. The building teacher librarian is a resource for answering questions regarding copyright and fair use.

The District recognizes the many benefits of students publishing for an authentic audience beyond the walls of the classroom. Teachers are charged with working with students to produce quality works that demonstrate high levels of academic thinking and integrity.

Grades K-8 (See form in Appendix, page 12)

Students' Names K-8: Students and student work should be identified only by the student's first name or an appropriate alias. There is a delicate balance to be struck between developing students' sense of authorship and protecting their privacy. Before using a student's name online-on individual or group assignments, in the text of a published work, or spoken as part of an audio/video recording-teachers must make sure the parent/guardian has not submitted a Student Information Opt Out Form.

Images/Photos/Video K-8: Images/Photos/Videos of students-individually, in small groups, or whole class-should be such that related text/audio does not identify which student is which. Images meant to signify individual students and their work should take the form of a representational image or avatar.

Using images/photos/videos of students requires balancing safety and privacy against students' pride in their work. Before any image of a student is used online, including individual, small group or whole class images/photos/videos, teachers must make sure the parent/guardian has not submitted a Student Information Opt Out Form.

Student Works:

- K-8: All student work must be *moderated* by the teacher prior to publication online. The teacher will direct students to revise works, as necessary, to ensure that works are appropriate for the online extension of the classroom prior to publication.
- If a social media tool allows public commenting, public commenting must be either turned off or all such comments must be *moderated* by the teacher, who will delete comments that violate District policies or are otherwise inappropriate for the classroom.
- All student work published online must follow District copyright policy, and teachers and students need to be aware that fair use protections for the physical classroom may not extend into the online environment. The building teacher librarian is a resource for answering questions regarding copyright and fair use.

The District recognizes the many benefits of students publishing for an authentic audience beyond the walls of the classroom. Teachers are charged with working with students to produce quality works that demonstrate high levels of academic thinking and integrity.

STUDENT PUBLICATIONS GUIDELINES

Publications and Distribution of Posting of Materials:

School-sponsored publications and productions are part of the curriculum and are not a public forum for general student use. Material appearing in such publications should reflect all areas of student interest, including topics about which there are may be controversy or dissent. Controversial issues may be presented provided they are treated in depth and represent a variety of viewpoints. Such materials may not be libelous, obscene, or profane; they may not cause a substantial disruption of the school, invade the privacy laws or others, demean any race, religion, gender, or ethnic group, or advocate the violation of the law. They may not advertise tobacco, liquor, illicit drugs or drug paraphernalia. School authorities may edit or delete material which is inconsistent with this policy.

The Superintendent shall develop guidelines to implement these standards and shall establish procedures for the prompt review of any materials which appear not to comply with the standards.

Non-School Sponsored Publications:

Distribution in school of written materials that is obscene, libelous, invades the privacy of others, will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, or advocates conduct otherwise inconsistent with shared values of a civilized social order is prohibited. Distribution in school includes distribution on school property or at school-related activities. Students who distribute such material or who write or publish such material for distribution engage in gross disobedience and misconduct and will be disciplined in accordance with Board policy.

Distribution and Posting of Materials:

To facilitate the distribution of materials with information about student activities, each school building may maintain a centrally located bulletin board for the posting of materials, and/or maintain a table available to groups for placing approved materials.

School-sponsored groups are permitted to distribute materials directly to student. Outside groups, including governmental agencies, parent and student organizations not sponsored by the school, and community organizations, may be permitted to display their materials on a centrally located bulletin board and/or table available for the displaying of materials. Materials to be distributed directly to students must be submitted to the Business Office for prior approval. The District may require that the group submit the materials within a reasonable time period prior to the distribution or display to ensure the material is appropriate.

The District has the discretion to require that materials from outside groups contain the following disclaimer: "*These materials are neither sponsored nor endorsed by the District, the Superintendent, or this school.*"

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USE OF SUPPLEMENTAL MEDIA

All District employees must comply with federal copyright laws, as well as publisher licensing agreements. A rented privately owned movie or video may only be shown in the classroom provided the following “fair use” requirements are satisfied.

- The movie or video must be shown in the course of face-to-face teaching activities in the classroom or similar place devoted to instruction.
- The showing of the movie or video must be directly related and of material assistance to the curriculum and lesson objectives.

The showing of movies and videos must be limited to specific educational purposes. A full-length movie video, or clip thereof, shall not be shown in school unless its content is relevant to the curriculum and specific educational objectives, is appropriate to the age and maturity of the students, is a productive use of class time and will not cause classroom disruption. Teachers and other school officials who violate this policy may face appropriate disciplinary action.

Assuming compliance with the copyright requirements outlined in this policy, a movie or video may be shown if it has received prior approval from the Building Principal.

DEATH OF STUDENT OR STAFF MEMBER

DEATH OF STUDENT OR STAFF PROCEDURES

The MCPS Death of a Student or Staff Procedures were revised March 2015. Please see [Addendum B](#) of the Administrative Procedures Manual for the procedures tool kit.

OR please go to:

<http://www.livebinders.com/play/play/1648224>

for all MCPS forms, protocols and sample talking points

Crisis Response Team

Each school will form an Crisis Response Team and identify an Crisis Response Team Leader for death of a student or staff who has overall responsibility for the duration of the emergency.

The Crisis Response Team will be composed of at least five or six people chosen for their skills, credentials, and ability to work compassionately and effectively under pressure—ideally a combination of administrators, counselors, social workers, psychologists, nurses, school resource officers and/or school's information technology or computer lab staff (See [Roles and Responsibilities Planning Worksheet](#) pg.12)

The Crisis Response Team will meet at least annually to review roles and responsibilities of members and death of a student or staff protocols.

In the case of a student or staff death, the Team Leader should immediately assemble the Crisis Response Team, which will be responsible for implementing the various elements of the response to the death of a staff or student. If the death is a suicide, the team leader should use the [Checklist for After a Suicide](#) on pg. 13 to guide responses. For non-suicide deaths, the team may use the Checklist for After a Death to guide responses.

Confirm Cause of Death

The school's principal or superintendent will first check with the coroner and/or the medical examiner's office (or, if necessary, local law enforcement) to ascertain the official cause of death.

School staff will strive to treat all deaths in the same way. Nevertheless, because adolescents are especially vulnerable to the risk of **suicide contagion**, it is equally important to provide suicide prevention and education in addition to emotional support.

If the Cause of Death Is Unconfirmed

If the body has not yet been recovered or if there is an ongoing investigation, schools should state that the cause of death is still being determined and that additional information will be forthcoming once it has been confirmed. Acknowledge that there are rumors (which are often inaccurate), and remind students that rumors can be deeply hurtful and unfair to the missing/ deceased person, their family, and their friends.

If there is an ongoing investigation, schools should check with local law enforcement before speaking about the

death with students who may need to be interviewed by the authorities.

If the Family Does Not Want the Cause of Death Disclosed

While the fact that a student has died may be disclosed immediately, information about the cause of death will not be disclosed to students until the family has been consulted. If the death has been declared a suicide but the family does not want it disclosed, someone from the administration or counseling staff who has a good relationship with the family will be designated to contact them to explain that students are already talking about the death amongst themselves, and that having adults in the school community talk to students about suicide and its causes can help keep students safe.

If the family refuses to permit disclosure, schools will state, *"The family has requested that information about the cause of death not be shared at this time"* and use the opportunity to talk with students about the phenomenon of suicide: *"We know there has been a lot of talk about whether this was a suicide death. Since the subject of suicide has been raised, we want to take this opportunity to give you accurate information about suicide in general, ways to prevent it, and how to get help if you or someone you know is feeling depressed or may be suicidal."*

Assemble Crisis Response Team and Assign Roles

Once the death of a student or staff has been confirmed, the school Crisis Response Team Leader will assemble Crisis Response Team and assign the following team roles: Crisis Coordinator, Safety, Operations, Community Liaisons, Funeral, Media Relations, Social Media Coordinators.

Crisis Response Team Leader's Responsibilities

- Inform the school superintendent of the death. Superintendent will contact the Director of Communication and Technology.
- Contact the deceased's family to offer condolences, inquire what the school can do to assist, discuss what students should be told, and inquire about funeral arrangements.
- Call an immediate meeting of the Crisis Response Team to implement responsibilities.
- Establish a plan to immediately notify faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
- Schedule an initial all-staff meeting as soon as possible (ideally before school starts in the morning).
- Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly) and disseminate a death notification statement for students to homeroom teachers, advisors, or others leading those groups. ([see Sample Death Notifications Statements on pg. 17](#))

DEATH OF STUDENT OR STAFF MEMBER

- Speak with school superintendent and Crisis Response Team Coordinator throughout the day.
- Determine whether additional grief counselors, crisis responders, or other resources may be needed from outside the school.

Team Crisis Coordinator's Responsibilities

- Conduct initial all-staff meeting.
- If death is a suicide disseminate handouts on [Facts About Suicide and Mental Disorders in Adolescents and Talking About Suicide](#) to pg. 22 and 23) faculty.
- Draft and disseminate a death notification statement for parents. ([Sample Death Statement for Parents, Pg. 19](#))
- Conduct periodic meetings throughout the day for the Crisis Response Team members to ensure needs of students, parents and staff are being met.
- Monitor activities throughout school, making sure teachers, staff, and Crisis Response Team members have adequate support and resources.
- Plan parent meeting if necessary ([See Sample Parent Meeting pg. 24](#))

Safety Coordinator Responsibilities

- Ensure that students follow established school dismissal procedures.
- Call on school resource officers or operation and maintenance supervisor for the district to assist parents and others who may show up at the school and to keep media off of school grounds.
- Assign a staff or faculty member to frequently walk the halls, checking bathrooms encouraging students to congregate in supervised areas, and/or encourage them to talk to a counselor or other appropriate school
- Assign a person monitor people entering the building and ensure they make it to their destination in the building

Operations Coordinator Responsibilities

- Assign a staff or faculty member to follow the deceased student's schedule to monitor peer reactions and answer questions.
- If possible, arrange for several substitute teachers or "floaters" from other schools within the district to be on hand in the building in case teachers need to take time out of their classrooms.
- Arrange for crisis counseling rooms for staff and students.
- Provide tissues and water throughout the building and arrange for food for faculty and crisis counselors.
- Work with administration, faculty, and counselors to identify individuals who may be having particular difficulty, such as family members, close friends, and teammates; those

who had difficulties with the deceased; those who may have witnessed the death; and students known to have depression or prior suicidality; and work with school counseling staff to develop plans to provide psychological first aid to them.

- Understand and be prepared to address the procedures for memorialization to student, family and/or community members.

Community Liaison Coordinators Responsibilities

- Several Team members will be needed, each serving as the primary contact for working with community partners of various types, including:
 - coroner/medical examiner, to ensure accuracy of information disseminated to school community
 - police, as necessary, to ensure student safety
 - mayor's office and local government, to facilitate community-wide response to the death
 - mental health and medical communities, as well as grief support organizations, to plan for service needs
 - arranging for outside trauma responders and briefing them as they arrive on scene

Funeral Coordinator Responsibilities

- Communicate with the funeral director about logistics, including the need for crisis counselors and/or security to be present at the funeral.
- If death is a suicide, discuss with the family the importance of communicating with clergy or whomever will be conducting the funeral to emphasize the importance of connecting suicide to underlying mental health issues (such as depression) and not romanticizing the death in ways that could risk contagion. ([See Talking about Suicide pg. 23](#))
- Depending on the family's wishes, help disseminate information about the funeral to students, parents and staff, including:
 - location
 - time of the funeral (keep school open if the funeral is during school hours)
 - what to expect (for example, whether there will be an open casket)
 - guidance regarding how to express condolences to the family
 - policy for releasing students during school hours to attend (i.e., students will be released only with permission of parent, guardian, or designated adult)
- Work with school counselors and community mental health professionals to arrange for counselors to attend the funeral
- Encourage parents to accompany their The Crisis Response Team Leader will designate one individual as the Team Coordinator.

DEATH OF STUDENT OR STAFF MEMBER

Media Relations Coordinator Responsibilities

- Prepare a media statement (see [Sample Media Statements](#) on page 24).
- Contact District Director of Communication and Technology who will field media inquiries
- Advise staff that only the media spokesperson is authorized to speak to the media.
- Advise students to avoid interviews with the media.
- Refer media outlets to Reporting on Suicide: Recommendations for the Media.

Social Media Coordinator Responsibilities

- Oversee school's use of social media as part of the crisis response.
- Coordinate efforts to involve students to create and monitor social networking sites and other social media.

Staff Communication

A staff meeting will be conducted by the Crisis Response Team and should be held as soon as possible, ideally before school starts in the morning (see [Sample Staff Meeting Agenda](#) pg. 21).

If there is not enough time to hold the meeting before students have begun to hear the news through word of mouth, text messaging, or other means the Crisis Response Team Leader will first verify the accuracy of the reports and then notify staff of the death through the school's predetermined crisis alert system, such as e-mail or calls to classroom phones. *Remember that information about the cause of death should be withheld until the family has been consulted.*

Initial Staff Meeting

Allow at least one hour to address the following goals:

- Introduce the Crisis Response Team members and review roles.
- Share accurate information about the death.
- Allow staff an opportunity to express their own reactions and grief. Identify anyone who may need additional support and refer them to appropriate resources.
- Provide appropriate faculty (e.g., homeroom teachers or advisors) with a scripted death notification statement for students. Arrange coverage for any staff who are unable to manage reading the statement.
- Assign a point person to direct incoming parents, students community members to appropriate destinations.
- Ask teachers to submit attendance reports to office as soon as possible and instruct teachers to require student not leave the classroom alone.
- Ask teachers to be in the hallways and common areas during passing time. Staff will check bathroom for students clumping providing an alternative place for them to talk.

- If death is as suicide, prepare for student reactions and questions by providing handouts to staff on [Talking About Suicide and Facts About Suicide and Mental Disorders in Adolescents pg. 22 and 23.](#)
- Explain plans for the day, including locations of crisis counseling rooms.
- Remind all staff of the important role they may play in identifying changes in behavior among the students they know and see every day, and discuss plan for handling students who are having difficulty.
- Brief staff about identifying and referring at-risk students as well as the need to keep records of those efforts. ([See Referring at Risk Students form on MCPS](#) live binder)
- Apprise staff of any outside crisis responders or others who will be assisting.
- Remind staff of student dismissal protocol for funeral.
- Identify substitute teachers scheduled for the day and provide necessary support.
- Identify which Crisis Response Team member has been designated as the media spokesperson and instruct staff to refer all media inquiries to him or her.

End of the First Day Staff Meeting

If necessary, The Crisis Response Team Leader and/or the Team Coordinator may hold an all-staff meeting at the end of the first day. To:

- Offer verbal appreciation of the staff.
- Review the day's challenges and successes.
- Debrief, share experiences, express concerns, and ask questions.
- Check in with staff to assess whether any of them need additional support, and refer accordingly.
- Disseminate information regarding the death and/or funeral arrangements.
- Discuss plans for the next day.
- Remind staff of the importance of self-care.
- Remind staff of the importance of documenting crisis response efforts for future planning and understanding.

Student Support

The staff will follow a regular school day schedule to ensure consistency. Teachers may want to postpone testing and/or any new information being taught to students. The Operations Coordinator will arrange for rooms for students needing assistance, coordinate mental health support staff for these areas and help monitor student response to the death.

Schedule Meetings with Students in Small Groups

It will likely be necessary for the school to adjust the regular academic schedule in order to spend time with students to help address their emotional needs. The Crisis Response Team will develop a plan to deliberately and

DEATH OF STUDENT OR STAFF MEMBER

quickly reach out to all students to avoid an escalated emotional environment. Appointed adults will meet with students in small groups so that they can identify those youth who appear in need of additional attention.

In the case of suicide, counselors will go into the classrooms to give students accurate information about suicide, the kinds of reactions that can be expected after hearing about a peer's suicide death, and safe coping strategies to help them in the coming days and weeks.

Students will sign in when entering the counseling group meetings. Group meetings will follow a structured outline with time limits and address the following issues: 1) Discuss how students can identify and express their feelings; 2) Discuss practical coping strategies (including appropriate ways to memorialize the loss) so they may return their focus to their regular.

Identifying Students in Need of Additional Support

The Crisis Response Team will identify students who were close friends or students who may need to be seen by a counselor. The Crisis Response Team will link students experiencing distress with mental health professionals in the school or community.

The Emergency Team Operation and Safety Coordinator will monitor school for students from other schools and direct these students to the appropriate support.

If the deceased student participated in sports, clubs, or other school activities an assigned Crisis Response Team member will attend the first practice, game, rehearsal, or meeting after the death to provide additional opportunities for students to appropriately acknowledge the loss.

Follow-up Student support

For 3-5 school days following the death of a student or staff, support rooms will continue to be staffed by mental health professionals and available to students. The Crisis Response Team will continue monitoring students and student attendance.

Class counselor and/or principal will gather personal belongings and the principal or designee will return the belongings to family at appropriate time. Name of the deceased is to be removed from all data banks to prevent future mailings to the family (*no sooner than 2 days following notification of the event*). Needs to be a bullet under a to do

Crisis Response Team will evaluate situation and make arrangements for long term follow through (groups, classroom discussions, outside referrals, etc.).

School staff may also identify and reach out to families of students who are not coming to school.

Parent Support Meeting

The Crisis Response Team may determine it is necessary to hold a parent meeting

(see [*Sample Parent Meeting Agenda*](#) on pg. 24). If a parent meeting is deemed necessary, the Crisis Response Team Leader, Team Coordinator, all Crisis Response Team members, Regional director and the school principal should attend. Representatives from community resources such as mental health providers, county crisis services, and clergy may also be invited to be present and provide materials. If the death is a suicide, this is a good time to acknowledge that suicide can be a difficult subject to talk about and to distribute the relevant parent handouts.

The Emergency Team Leader or Regional Director will address all parents followed by small groups (8-10) facilitated by two counselors. The Emergency Team will allow at least an hour and a half for the parent meeting. Counseling staff may want to call parent/guardian of students who signed into the group meetings.

Community Coordination

The school Crisis Response Team will establish and maintain open lines of communication with community partners such as the coroner/medical examiner, police department, mayor's office, funeral director, clergy, and mental health professionals.

Outside Trauma Responders

If necessary, Crisis Response Teams will utilize trained trauma responders from other school districts or local mental health or crisis centers to work alongside the school's crisis team members—and to provide care for the caregivers.

Funerals and Memorials

Funerals

Funerals for the deceased staff or student will not be held on school grounds unless approve by the school superintendent or designee. If a funeral is held at a school, it will be held outside of the school day. The Crisis Response Team may provide students, families and staff logistical information regarding where or when the funeral will occur.

Crisis Response Teams will focus on keeping the regular school schedule intact to the maximum extent possible and encourage parents to hold the memorial service or funeral outside school hours.

If the family does hold the service during school hours, school will remain open and school buses will not be used to transport students to and from the service. Students will be permitted to leave school to attend the service only with appropriate parental permission (regular school protocols will be followed for dismissing students over the age of majority). The school will encourage parents to attend the funeral with their student.

DEATH OF STUDENT OR STAFF MEMBER

Memorials

A death of a student, staff or community member is deeply felt by the school community and may invoke the desire to make a memorial contribution. Current research advises against physical memorials to avoid prolonged grieving, which could be unhealthy. Physical memorials will not be allowed on school property however monetary donations will be accepted for student scholarships. Individual cases may be reviewed by the Superintendent/Designee

Temporary Memorials

Spontaneous memorials should not be encouraged and removed within 2 days. With ERT and the family of the deceased permission, students may create a school sanctioned temporary memorial at a site designated by the ERT. The family of the deceased will be given the memorial once it is taken down. The memorial site will be monitored by the Crisis Response Team specifically who for messages that may be inappropriate (hostile or inflammatory) or that indicate students who may be at risk.

Any commemorations outside of these guidelines must be approved by the district Superintendent/Designee.

Students and staff will be discouraged from wearing t-shirts or buttons bearing images of the deceased. If students come to school wearing such items, they will be allowed to wear the items for that day only but ask not to wear the item again to respect the needs of other students.

Students should be encouraged to memorialize the deceased in positive ways that do not put other students at risk or contribute to the emotional crisis that occurs after a death. Consult with the family before implementing any of the following ideas:

- Invite students to write personal and lasting remembrances in a memory book located in the counseling office, which will ultimately be given to the family
- Encourage students to engage in service projects such as organizing a community service day or sponsoring behavior health awareness programs.
- Invite students to make donations to the library or scholarship fund in memory of the deceased

Teachers may re-arrange seat assignments five days after the funeral. They will discuss this change with students before they rearrange seats.

School flags will not be flown at half-staff after a staff or student death.

School Newspapers

All news items regarding the student or staff death will be reviewed by a member of the Crisis Response Team. If the death was a suicide, the school paper may run articles to educate students about suicide warning signs and available resources.

Events

Dedications to students will not be allowed at school dances and extracurricular events. Students will be encouraged to organize fundraisers for organizations like the American Cancer Institute or suicide prevention awareness.

Yearbooks

Yearbook memorials will follow protocol outlining issues that journalists and others should follow when reporting about suicide and focus on suicide prevention. Yearbooks will not contain memorial pages dedicated to a single person who has died. Any questions about memorializing should be immediately discussed with the District Superintendent/designee.

Graduation

A brief statement acknowledging and naming those students from the graduating class who have died is allowed at the graduation ceremony. Final decisions about what to include in such tributes will be made by the administrator and members of the Crisis Response Team.

Permanent Memorials and Scholarships

Permanent memorials will be established off school grounds (see [*Talking Points for Talking to Parents about Permanent Memorials*](#) pg. 25).

Appointed school staff will meet with the student's close friends and family to talk about the type and timing of any memorialization such as :

- holding a day of community service or creating a school-based community service program in honor of the deceased
- putting together a team to participate in an awareness or fundraising event sponsored by one of the national mental health or suicide prevention organizations (e.g., <http://www.outofthedarkness.org>), or holding a local fundraising event to support a local crisis hotline or other suicide prevention program
- sponsoring a mental health awareness day
- purchasing books on mental health for the school or local library
- working with the administration to develop and implement a curriculum focused on effective problem-solving
- volunteering at a community crisis hotline
- raising funds to help the family defray their funeral expenses
- making a book available in the school office for several weeks in which students can write messages to the family, share memories of the deceased, or offer condolences; the book can then be presented to the family on behalf of the school community

DEATH OF STUDENT OR STAFF MEMBER

Media

The Crisis Response Team Media Specialist will prepare a **media statement** and be the designated media spokesperson. Staff will be advised that only the media spokesperson is authorized to speak to the media. Students will be advised to avoid media interviews if necessary.

Social Media

A designated member of the Crisis Response Team (ideally someone from the school's information technology department) will meet with friends of the deceased and other key students to work collaboratively to manage social media regarding the deceased. Students recruited to help should be reassured that school staff is only interested in supporting a healthy response to their peer's death, not in thwarting communication. They should also be made aware that staff is available and prepared to intervene if any communications reveal cause for concern.

Students and school staff will identify popular websites and online presence to communicate with parents, students and teachers about the funeral or memorial service (schools should of course check with the student's family before sharing information about the funeral).

On-Going Follow Up and One Year Anniversary

The Crisis Response Team will develop a post-vention plan for the upcoming year to support students and school staff over the birthday of the person who died, holidays, athletic events in which the student would have played, the start of a school year, proms, graduation and the anniversary of the death. The plan may include reminding staff to be aware that students may experience an emotional reaction, provide staff education on early warning signs of suicide and how to respond to students at risk, remind staff of self-care and having grief counselors or mental health professionals on call.

Emergency Response Drills and Incident De-Briefing

School Crisis Response Teams will conduct an annual drill to practice death of a student or staff procedures. When possible the school will include all staff in the drill (e.g. practicing scripts, identifying procedures). The team will debrief the drill and identify areas that may need improving.

Within one week of the incident, the Crisis Response Team will reconvene to evaluate emergency Response to Death of a Student or Staff Procedures will be reviewed every three years. ([See Debriefing Procedures and Action Plan. Pg. 29](#))

Debriefing the drill or incident will focus on identifying issues in an open and frank discussion that avoids placing blame. The team will report any recommendations to appropriate district personnel.

EMERGENCY SCHOOL CLOSURE

CONNECT 5 PROCEDURES

Missoula County Public Schools will notify students and parents as early as possible if severe weather or other circumstances require that:

- Schools delay their starting time or
- Schools are closed and cancelled for the day.

School District officials will work closely with the bus company and city/county transportation officials to monitor the condition of local roads and highways during severe weather or when other circumstances arise.

The District will use the Connect 5 system to communicate with student and staff households by telephone and email should school be cancelled or delayed. A recorded phone message and email (assuming there is an email address for the household provided to the school) will be generated at the **DISTRICT LEVEL** to each household as early as 6:15 a.m. (It is important that building administrators **do not** send out duplicate messages.)

Information will be posted on the following websites:

- Visit the District's website at www.mcpsmt.org
 - Visit the Missoulian's website at www.missoulian.com
- Information can also be obtained at the following:
- Call (406)728-2400 and listen to a pre-recorded message announcing any closures or delays.
 - Tune into one of these radio or television stations:

KGVO	(1290 AM)
KYSS	(94.9 FM)
KGGL	(93.3 FM)
KZOQ	(100.1 FM)
KXDR	(98.7 FM)
KMSO	(102.5 FM)
KECI	(Local NBC Television Affiliate)
KPAX	(Local CBS Television Affiliate)

Encourage parents to keep students at home and supervised until buses arrive or until the publicized time that school begins as teachers and other staff members may have difficulty getting to school and may not be available to supervise students.

EMERGENCY SCHOOL CLOSURE

Emergency School Closure:

All students, parents, and school employees should assume that school will be in session and buses running as scheduled, unless there is official notification from the Superintendent to the contrary. Such notice will be given via public media.

In the event that weather conditions or other emergency circumstances require a modification of the normal routine, the Superintendent will make the modification

decision prior to 6:30 a.m. and contact the public media for broadcast to the community and will initiate the emergency decision tree communication procedure to all administrators.

Work Schedules and Responsibilities for School Closures

Superintendent:

Only the Superintendent or the designated representative, if the Superintendent is absent or unavailable, shall have the authority to modify school starting or ending time or to close schools. The Superintendent will be on duty throughout any existing or potential emergency situation.

Central Administrative Personnel:

Central administrative personnel, as determined by the Superintendent, shall be expected to report for duty on their assigned shifts in the event of any school closure insofar as is safely possible. Additional service may be required, especially of the Executive Regional Directors, Executive Director of Business Operations, Director of Operations and Maintenance and Director of Human Resources and Labor Relations depending on the nature of the emergency. If it is absolutely impossible for a central administrator to report for duty, the administrator may take the day as a personal leave day or vacation day with the permission of the Superintendent.

Building-Level Administration, Non-Teaching "Exempt" Personnel, and Key Support Staff:

All building-level administrators and non-teaching "exempt" personnel shall report for duty per their normal shifts or as otherwise directed each day during the school closure, together with lead custodian(s), maintenance coordinator(s) and support staff associated with the school office, insofar as is safely possible.

Classified Employees:

In the event that the closure is later determined to be a state of national emergency and the District is not required to reschedule the lost day, employees who were notified not to report to work will suffer no loss of pay or benefits for that day.

When schools are closed or opening is delayed due to inclement weather or other emergency, the District shall use various media sources to notify employees by 6:30 a.m. of the closure. Employees will be paid for their scheduled work hours and all accompanying benefits for the actual hours schools are closed, operating hours are reduced, or opening is delayed.

Certified Employees:

If schools are closed for weather or other conditions, certified employees are not expected to report for duty unless directed otherwise. Certified employees do not submit a District Leave Form. In cases of school closures, certified employees will fulfill their contract day(s) with "make-up" day(s) as determined by the Board of Trustees.

EMPLOYEE: HIRING

ASSIGNMENT, REASSIGNMENTS, TRANSFERS

All staff shall be subject to assignment, reassignment and/or transfer of position and duties by the Superintendent. The Superintendent shall provide for a system of assignment, reassignment and transfer of classified staff, including voluntary transfers. Nothing in this policy shall prevent the reassignment of a staff member during the school year.

Provisions governing vacancies and voluntary or involuntary transfers may be found in negotiated agreements or employee handbooks.

Classified Staff:

The right of assignment, reassignment and transfer shall remain that of the District. Written notice of a reassignment or involuntary transfer shall be given the employee. Opportunity shall be given for the staff member to discuss the proposed transfer or reassignment with the Superintendent.

FINGERPRINTS & CRIMINAL BACKGROUND INVESTIGATIONS

It is the policy of the Board (*See Board Policy # 5122*) that any finalist recommended for hire to a paid position or appointed as a volunteer with the District involving unsupervised access to students in schools, as determined by the Superintendent, shall be required to submit to a name-based and/or fingerprint criminal background investigation conducted by an appropriate entity prior to consideration of the recommendation for employment of the Board or appointment by the administration. Any offer of employment or appointment shall be contingent upon the results of the name-based and/or fingerprint criminal background check, which must be acceptable to the Board and/or the administration in its sole discretion. Unsupervised access to students means that the finalist recommended for hire or the appointed volunteer will have contact with students while not in the presence of an individual who has passed a fingerprint criminal background investigation.

The following applicants for employment, as a condition of employment, shall be required as a condition of any offer of employment to authorize, in writing, a name-based and/or fingerprint criminal background investigation to determine if he or she has been convicted of certain criminal or drug offenses:

- a certified teacher seeking full or part-time employment within the District;
- education support personnel seeking full or part-time employment within the District;
- an employee of a person or firm holding a contract with the District if the employee is assigned to the District and is given unsupervised access to students;
- substitutes (both classified and certified)

- a volunteer who is given unsupervised access to students.

Any requirement of an applicant to submit to a fingerprint background check shall be in compliance with applicable federal regulations. If an applicant has any prior record of arrest or conviction by any local, state, or federal law enforcement agency for any offense other than a minor traffic violation, the facts must be reviewed by the Superintendent or his/her designee, who shall decide whether the applicant shall be declared eligible for appointment or employment. Arrests resolved without conviction shall not be considered in the hiring process unless the charges are pending.

MCPS Volunteer Procedures:

All schools welcome volunteers from the community. This may include parents, grandparents, college students and other individuals. In addition, agencies such as Flagship, Big Brothers Big Sisters, Missoula Aging Services, University of Montana and many others regularly place volunteers in the District.

MCPS requires that volunteers who have unsupervised access to MCPS PreK-12 students go through a criminal background check (see Policy 5122) and be approved for this level of work with students. Unsupervised access means that the appointed volunteer will have contact with students while not in the presence of an MCPS employee or other individual that has gone through a fingerprint check (flagship coordinators go through a fingerprint check, so they can supervise volunteers for example). If a volunteer is always working with student while in the presence of an employee, then the volunteer does not need a background check.

The cost for a check is \$6.00. Volunteers are asked to pay this fee; if there is a financial hardship, the District will pay the fee so that the volunteer is not excluded from service. In addition, each volunteer must register so that they are included in the District's volunteer management database. All MCPS staff can access the volunteer database by obtaining a login from the district receptionist, Brittany Gross. Access to the database allows MCPS staff to view volunteers' status for supervised/unsupervised access to students.

The District will work with agencies that provide volunteers to schools to ensure the background check procedure is implemented. Some of these agencies already do background checks and the District will facilitate an agreement so that the volunteer does not have to go through duplicate checks.

Here is the process for volunteers to register in the District and go through a criminal background check (if applicable):

1. Volunteers should complete a **Volunteer Registration form**. This is available either **online**, as a **downloadable PDF**, or from any

EMPLOYEE: HIRING

MCPS school or the Central Administration Building. Volunteers may submit a completed form online or directly to the office of the school where they plan to volunteer. If they plan to volunteer at multiple schools, they only need to turn in one copy of these forms. All materials should be sent to the district receptionist, Britany Gross, in the Superintendent's Office at the Administration Building.

2. Volunteers should also complete a **Confidentiality Agreement** and submit it to the office of the school where they plan to volunteer. The form helps volunteers understand that they should not share information about students to others.
3. Volunteers working unsupervised with students must complete a **Background Check Form***. This form can be completed online, mailed or hand-delivered to the district receptionist, Britany Gross, in the Superintendent's Office at the Administration Building.
4. If you are interested in becoming a volunteer /applied learning professional and have not previously registered as a volunteer with MCPS, you must complete the comprehensive **Applied Learning Professional application**. Information collected, allows MCPS to match professionals with students seeking an applied learning experience. An Applied Learning Professional is anyone with specific job experiences and skill sets willing to mentor, job shadow, or provide an internship for an MCPS high school student. Providing an applied learning experience outside the normal classroom setting.
5. To better understand the policies, procedures and available resources for MCPS volunteers, download the **Volunteer Handbook** or pick up a copy at any school.

(See forms in Appendix, page 16-21)

More information is available on the volunteer program webpage, which is accessible on the District's website.

All newly appointed employees, hired employees, or unsupervised volunteers must submit and pass a criminal based background check prior to beginning their assignment in any MCPS building. In addition, a fingerprint criminal background investigation is also required.

HIRING PROCESS AND CRITERIA

The Superintendent is responsible for recruiting personnel, in compliance with Board policy, and making hiring recommendations to the Board. The District shall hire the best-qualified personnel, consistent with budget and staffing requirements, and shall comply with Board policy and state law on equal employment opportunities

and veterans' preferences. All applicants must complete District application materials to be considered for employment.

Offers of employment are contingent upon satisfactory results of a criminal background check and final candidates must provide a written authorization for a criminal background investigation. The Superintendent will keep a conviction record confidential as required by law and District policy. Each newly hired employee must complete an Immigration and Naturalization Service form, as required by federal law.

Offers of employment for some District positions are also contingent upon satisfactory results of a pre-employment physical.

Certification:

The District shall require that its contracted certificated staff hold a valid Montana Teacher or Specialist Certificate. Failure to meet this requirement shall be just cause for termination of employment. No salary warrants may be issued to the staff member unless a valid certificate has been registered with the County Superintendent within sixty (60) calendar days after the term of service begins. Each contracted teacher and administrator shall bring their current, valid certificate at the time of each renewal of certification as well as at the time of initial employment to the personnel office.

The personnel office will retain a copy of each contracted certificated employee's valid registered certificate in the employee's personnel file and update the personnel record.

Recruitment and Selection - Certified Personnel:

When an opening occurs, the appropriate administrator shall request the Personnel Office to recruit candidates. Such a request is subject to the approval of the Superintendent.

The Director of Human Resources, with the advice of Board members and the Administrative Team, shall develop both a procedure for the employment of certified personnel and a screening and selection process. The Superintendent shall approve and periodically review the procedures.

In order to adhere to the principles of equal employment opportunities, all candidates will follow the same application procedures.

All processing of applications will be administered through the Human Resources of the District.

The Superintendent and members of the Administrative Team responsible for specific programs or schools shall have the right to inspect all applications and related materials.

EMPLOYEE: HIRING

Initial screening of applicants is the responsibility of the appropriate supervisor, subject to the approval of Director of Human Resources.

A personal interview is required before a candidate is hired. Those supervisors responsible for the position available shall be involved in the interview, shall make a selection decision and shall justify the selection in writing. The Personnel Director shall certify as to the propriety of the selection, e.g., EEO compliance, etc. If concurring in the selection, the Superintendent shall recommend appointment, to the Board.

Certified personnel will normally be evaluated by the building principal. In those cases of specialists, the principals shall collaborate with the supervisors or Director directly responsible for those programs. The Superintendent and/or designee may collaborate with members of the M.E.A. to develop a procedure for these evaluations.

IDENTIFICATION BADGES

In accordance with Administrative Directives: To promote safety for all District employees and all MCPS students, District employees shall wear a picture identification badge while working within any MCPS building. I.D. badges must be obtained through the Human Resources Department and will be reissued to employees with every new school year thereafter.

Activities:

District employees may use their I.D. badge to gain admittance into any high school regular season athletic event along with one other adult and up to two children 8th grade or younger. (Tournament, Divisional, or State athletic events as well as high school drama productions do not qualify and require payment to gain admittance.)

Retirees:

District employees shall receive a “lifetime” activities pass upon their retirement with MCPS.

EMPLOYEE: LEAVE

ACCUAL AND CONDITIONS FOR USE OF LEAVE

Please refer to the bargaining agreements, employee handbooks, or other employee contracts for specifics on accrual and conditions for use of leave.

SABBATICAL LEAVE

In accordance with the MEA Collective Bargaining Agreement 8-6:

The granting of sabbatical leaves is strongly recommended. Sabbatical leave for one semester or one year may be granted to full-time employees in the school district. Mini-sabbaticals may be available for durations of less than one semester.

- A. Said leave may be granted to employees who have demonstrated by their performance and their application for sabbatical leave that such experience would make a contribution to the improvement of the instructional program of the school district.
- B. To be eligible for semester or full-year sabbatical leave an individual must have been employed for at least seven full-time continuous years of service in the school district. Any teacher who has been employed by the District for seven continuous years, at half-time or more, may apply for mini-sabbaticals.
- C. Sabbatical leave may be granted for study, travel, research, or any professionally advantageous activity.
- D. Applications for sabbatical leave shall be submitted in writing on a Sabbatical Leave Form to the Superintendent no later than February 15 of the year preceding the school year in which the leave is sought and will be approved or disapproved for recommendation by a joint sabbatical review Panel comprised as follows: The Superintendent, or designee, a building administrator, and three teachers selected by the Association. The Board shall notify the successful applicants by letter no later than March 15 of the year preceding the school year in which the leave is sought.
- E. A maximum of 1.5 percent of the teaching staff members (FTE equivalent) may be granted sabbatical leave each year. In the event there is more than the designated 1.5 percent, the remaining applicants shall be ranked as alternate, and notified of the same. The granting of sabbatical leave, however, is at the discretion of the school district. Applicants not selected will be given reasons for denial. Teachers on sabbatical leave will be paid regularly per contract with retirement deduction and two-thirds their annual salary. Teachers on mini-sabbaticals will receive the equivalent of two-thirds (2/3) their calculated daily salary for each activity-day of their sabbatical. Health and dental insurance as contained herein, social

security benefits and other related benefits shall continue in effect during the period of leave. Further, the teacher shall accrue seniority and accumulative sick leave shall be retained while on leave.

- F. When funding for sabbatical leave at two-thirds (2/3) of the applicant's annual salary is exhausted, or in cases of declining budgets, the Board of Trustees grant sabbatical proposals which are not cost neutral. Cost neutral sabbaticals are not intended to replace, or supersede, the sabbatical referred to in 8-6(F).
- G. A teacher receiving a sabbatical leave shall agree to return to the District for at least one year following said leave.
- H. A teacher returning from sabbatical leave shall submit to the Superintendent, no later than October 10, a report summarizing educational activities and experience during the sabbatical.
- I. The District may grant additional leave without pay for up to one additional year after sabbatical leave. Upon return from leave without pay, the teacher shall be placed on the appropriate step of salary schedule without receiving an increment for time spent on unpaid leave.
- J. Any teacher who is granted sabbatical leave with or without additional leave but does not complete the requirements of the provisions shall return to the District the monies paid to such teacher.
- K. A teacher on sabbatical leave will be returned to his/her original position if that position was filled during his/her absence.

(See form in Appendix, page 22)

EMPLOYEE: RECORDS

HIPAA NOTICE OF PRIVACY PRACTICES

Administrative Security Safeguards:

Security safeguards will be implemented to ensure the confidentiality, integrity, and availability of protected health information created, received, maintained, or transmitted by the Plan. The Plan shall implement and maintain these procedures to manage the selection, development, implementation, and maintenance of security measures to protect health information and manage the conduct of the District employees in relation to the protection of the protected health information as follows:

1. **Authorization:** Only District employees designated by the Privacy Official as requiring access to protected health information will be given such access. Access protected health information will be provided to those who perform duties related to the payment, treatment, or health care operations of the Plan. These employees may view protected health information necessary to perform their duties for the plan without express authorization from the Plan member. Protected health information shall not be disclosed to other employees or to other components within the organization.
2. **Training:** District employees, including management, authorized to obtain access to protected health information will receive training at a minimum by providing them with a copy of the privacy policy and notice and documenting that they have reviewed the policies.
3. **Response and Reporting:** Suspected or known security incidences will be identified, responded to, and documented in writing. The harmful effects of such security incidences will be mitigated to the extent practicable and known to the Plan. Issues of non-compliance with this policy will be resolved by reporting such non-compliance to the District Administrator for appropriate action.
4. **Physical Safeguards:** Plan members' protected health information shall be secured in a locked file cabinet used solely for the purpose of storing this information. Paper documents containing protected health information shall be shredded before being discarded. Electronic files containing protected health information, if any, shall be password protected. A facsimile machine used to transmit and receive protected health information shall be in a secure location.
5. **Technical Safeguards:** To the extent protected health information is maintained electronically, access to electronic information systems or software programs will be provided to only those persons who have been granted access rights.

Authorizing Use and Disclosure of Protected Health Information:

Written authorization will be required to use a Plan member's protected health information or to disclose it to anyone for any purpose except as noted in "Uses and Disclosure of Protected Health Information." If the Plan member provides written authorization, the Plan member may revoke it at any time. The Plan member may appoint a representative to act on his/her behalf. Information will only be disclosed to the formally appointed representative designated by the Plan member. A written designation of such must be provided to the Privacy Official.

Uses and Disclosure of Protected Health Information:

The Plan is permitted or required to use or disclose protected health information without the Plan member's written authorization, or permission, under the following specific circumstances:

1. **For Treatment:** Treatment includes providing, coordinating, or managing health care by one (1) or more health care providers or doctors.
2. **For Payment:** Payment includes activities by this Plan, other plans, or providers to obtain premiums, make coverage determinations and provide reimbursement for health care.
3. **For Health Care Operations:** Health care operations include activities by this Plan (and in limited circumstances other plans or providers) such as wellness and risk assessment programs, quality assessment and improvement activities, customer service, and internal grievance resolution.
4. **As Required by Law:** The Plan may use or disclose the Plan member's protected health information when required to do so by law, including disclosures to worker's compensation and specialized government or military functions and investigations.
5. **Disclosure to Plan Sponsor:** The Plan may disclose protected health information to the Plan Sponsor. The Plan Sponsor may only use the information to perform plan administration functions as they apply to the Plan member's Reimbursement Plan(s) and may not use the information for employment-related purposes.
6. **Disclosure to Family and Friends:** If the Plan member is unable to communicate in an emergency or disaster relief, the Plan may disclose your protected health information to a family member or friend to the extent necessary to facilitate the reimbursement of the Plan member's health care.
7. **For Public Health and Safety:** The Plan may disclose a Plan member's protected health information to the extent necessary to prevent a

EMPLOYEE: RECORDS

serious threat to the Plan member's health or the health and safety of others.

Plan Member's Rights and Obligations:

The Plan member has the following rights regarding protected health information:

1. The right to request restrictions on certain uses and disclosures of protected health information. The Plan is not required to agree to a requested restriction, however.
2. The right to receive confidential communications of protected health information.
3. The right to inspect and copy protected health information. Such a request must be done in writing. Within thirty (30) business days of a written request by a Plan member for access to his or her protected health information, the Plan will make such information available to the Plan member or his or her representative for so long as such information is maintained by the Plan. The Plan shall inform the Plan member for inspection or copying of the protected health information at an agreeable time and location, or mail the copy of the information at the Plan member's request. The Plan may impose reasonable, cost-based fee on the Plan member.
4. The right to amend protected health information that is inaccurate or incomplete. The Plan shall act on a Plan member's request for an amendment no later than 60 days after receipt of such a request. If the Plan accepts the requested amendment, it shall make such amendment, inform the Plan member that the amendment is accepted, and obtain information and agreement from the Plan member to notify the relevant persons with whom the amendment needs to be shared. If the Plan denies the request to amend protected health information, in whole or in part, it shall provide the Plan member with a timely, written denial. The denial shall include the basis for the denial, a statement of the Plan member's right to submit a written statement disagreeing with the denial and how to file such a statement; a statement that if the Plan member does not submit a statement of disagreement, the Plan member may request that the Plan provide the Plan member's request for amendment and the denial with any future disclosures of the protected health information that is the subject of the amendment; and a description of how the Plan member may complain to the Plan or the Secretary of the U.S. Department of Health and Human Services.
5. The right to receive an accounting of disclosures of protected health information for up to six (6) year prior to the date on which the accounting is requested. No later than sixty (60) days after receipt of a written request, the Plan shall provide the Plan member with an account of the disclosures of protected health information as required by law. The Plan will provide the following information; (a) the date of the disclosure; (b) the name of the entity or person who received the protected health

information, and if known, the address of such entity or person; (c) a brief description of the protected health information disclosed; and (d) a brief statement of the purpose of such disclosure that includes an explanation of the basis for such disclosure. Disclosures made to the Plan member, or for the purpose of carrying out treatment, payment, or health care operations, or pursuant to an authorization, or incident to a use or disclosure otherwise permitted, will not be included in such accounting.

6. The right to obtain a paper copy of the "Notice of HIPAA Privacy Practices" upon request.

Complaints:

The Plan member may complain to the Plan and to the Secretary of the U.S. Department of Health and Human Services (HHS), without fear of retaliation by the organization, if the Plan member believes his (her) rights have been violated. The Plan member may file a written complaint with the Privacy Official, the Board of Trustees, or submit a written complaint to HHS.

PERSONNEL RECORDS

The District shall maintain a cumulative personnel file in the administrative office for each of its employees, as required by the Office of Public Instruction and current personnel policies. These records are not to leave the administrative office except as specifically authorized by the Superintendent, and then only by signed receipt. Payroll records are maintained separately.

Contents of Personnel Files:

A personnel file may contain, but is not limited to, transcripts from colleges or universities, information allowed by statute, a record of previous employment, evaluations, copies of contracts, and copies of letters of recommendation requested by an employee. All material in the personnel file must be related to the employee's work, position, salary, or employment status in the District. All documents, communications, and records dealing with the processing of a grievance shall be filed separately from the personnel file of the participants.

No material derogatory to an employee's conduct, service, character, or personality shall be placed in the file, unless such placement is authorized by the director of personnel, as indicated by his initials, and unless the employee has had adequate opportunity to read the material. For the latter purpose, the director of personnel shall take reasonable steps to obtain the employee's initials or signature verifying the employee has received a copy of the material. If the employee refuses to sign the document indicating they have had an opportunity to read it, the director of personnel will place an addendum to the document, noting that the employee was given a copy but refused to sign. The director of personnel will date and sign the addendum.

EMPLOYEE: RECORDS

Provisions governing the placement of derogatory and/or disciplinary documents in an employee's personnel file may be found in negotiated agreements and/or employee handbooks.

Disposition of Personnel Files:

An employee, upon termination, may request copies of transcripts of college and university work. All documents shall be retained and safeguarded by the District for such periods as prescribed by law.

Record Keeping Requirements Under the Fair Labor Standards Act:

1. Records required for ALL employees:
 - a. Name in full (same name as used for Social Security);
 - b. Employee's home address, including zip code;
 - c. Date of birth if under the age of 19;
 - d. Sex (may be indicated with Male/Female, M/F, Mr./Mrs./Miss);
 - e. Time of day and day of week on which the employee's work week begins;
 - f. Basis on which wages are paid (such as \$5/hour, \$200/week, etc.);
 - g. Any payment made which is not counted as part of the "regular rate";
 - h. Total wages paid each pay period.
2. Additional records required for non-exempt employees:
 - a. Regular hourly rate of pay during any week when overtime is worked;
 - b. Hours worked in any work day (consecutive twenty-four (24) hour period);
 - c. Hours worked in any work week (or work period in case of 207[k]);
 - d. Total daily or weekly straight-time earnings (including payment for hours in excess of forty (40) per week, but excluding premium pay for overtime);
 - e. Total overtime premium pay for a work week;
 - f. Date of payment and the pay period covered;
 - g. Total deductions from or additions to wages each pay period;
 - h. Itemization of dates, amounts and reason for the deduction or addition, maintained on an individual basis for each employee;
 - i. Number of hours of compensatory time earned each pay period;
 - j. Number of hours compensatory time used each pay period;
 - k. Number of hours of compensatory time compensated in cash, the total amount paid and the dates of such payments;
 - l. The collective bargaining agreements which discuss compensatory time, or written understandings with individual non-union employees.

All records obtained in the application and hiring process shall be maintained for at least two years.

PROCEDURES TO MAINTAIN AND ACCESS PERSONNEL RECORDS

The District maintains employment records for each employee which will include all material required by state and Federal law, and other documents as determined by the Administration. The custodian for personnel records is Director of Human Resources and Labor Relations.

Access by the Employee to His/Her Own File:

The custodian will permit an employee to inspect his/her personnel records, including records which have been used to determine qualification for employment (except letters of reference), promotion, additional compensation, release from employment or other disciplinary action. In order to gain access, the employee must:

- request an appointment with the custodian during normal business hours;
- inspect the records in the presence of the custodian.

Former employees also have the right to inspect their records.

Access by Third Parties:

There is a potential statutory or civil liability for improper release of personnel information to third parties. Any member of the District community who receives an inquiry about an employee or former employee of the District should promptly forward the request to the appropriate custodian of records.

Access by Board of Trustees:

The Board may access the employment records of any employee when a majority of the Board votes to access said records. Employees will be noticed in advance if possible of the Board's intent to review personnel records.

EMPLOYEE: WORKPLACE

ABUSED AND NEGLECTED CHILD REPORTING

(See Board Policy 5232)

A District employee who knows or has reasonable cause to suspect, as a result of information they receive in their professional or official capacity, that a student may be abused or neglected by anyone regardless of whether the person suspected of causing the abuse or neglect is a parent or other person responsible for the child's welfare shall report such a case to the Montana Department of Public Health and Human Services. The employee shall notify the Superintendent or principal that a report has been made by the employee. An employee does not discharge the obligation to personally report by notifying the Superintendent or principal.

Any District employee who fails to report a suspected case of abuse or neglect to the Department of Public Health and Human Services, or who prevents another person from doing so, may be civilly liable for the damages proximately caused by such failure or prevention, and is guilty of a misdemeanor. The employee may also be subject to disciplinary action up to and including termination.

When a District employee makes a report of abuse or neglect or suspicions thereof, the Montana Department of Public Health and Human Services may share information with that individual or others under 41-3-201 (5), MCA. In such instance, District employees receiving information from the Montana Department of Public Health and Human Services regarding abuse and neglect reporting shall maintain the confidentiality of the information received.

(See form in Appendix, page 24)

BREASTFEEDING IN THE WORKPLACE

(See Board Policy 5100)

The District recognizes that breast milk is the optimal food for growth and development of infants and it encourages employees and management to have a positive, accepting attitude toward working women and breastfeeding. The District promotes and supports breastfeeding when they return to work.

Discrimination and harassment of breastfeeding mothers in any form is unacceptable and will not be tolerated at the Missoula County Public School District. Any incident of harassment of a breastfeeding employee will be addressed in accordance with the District's Uniform Grievance Procedure. *(See Board Policy #1700)*

Time to Express Milk or Breastfeed (Lactation Time):

Lactation times shall be established for each employee based on her work schedule. If possible, the lactation time is to run concurrently with any break time already provided. If a break time is not provided, the District shall

consider each case and make accommodations as possible. Lactation time beyond the regular break time is unpaid.

Space and Equipment for Expressing Milk or Breastfeeding:

Employees shall be provided the use of a clean, comfortable space or "Lactation Area". A toilet shall not serve as a lactation area.

The Lactation Area will:

- be equipped with an electrical outlet;
- be in close proximity to the employee's work area, if possible;
- contain comfortable seating.

CHARITABLE GIVING CAMPAIGN/MCPs WORKPLACE FUNDRAISING

On an annual basis, charitable, non-profit organizations and federations not affiliated with Missoula County Public Schools may be authorized to conduct a workplace fundraising campaign in accordance with the following provisions. The organizations included in the Charitable Giving campaign will be determined by the Superintendent and/or Designee. All workplace fund raising/charitable campaigns shall be conducted in the fall of each year.

Eligibility:

For the purpose of this regulation, a charitable, non-profit organization or federation is defined as one which:

- a. is a single organization or a federation of organizations which is recognized by the Internal Revenue Service as tax exempt under 26 U.S.C. 501(c)(3) and to which contributions are tax-deductible pursuant to 26 U.S.C. 170;
- b. has filed an IRS 990 Form for the most current fiscal year;
- c. provides, as an organization, direct services, benefits, assistance, or educational activities within Missoula County and expends at least 75 percent of the organization funds within Missoula County, and has board of director representatives from Missoula County; or provides, as a federation, that at least one-half its member agencies or organizations have a substantial presence and provide direct services, benefits, assistance, or educational activities within the County of Missoula and counties contiguous to Missoula County; has board of director representatives from the State of Montana; and spends all federation and federation member organization funds received from the Missoula County Public Schools employees' contributions within the State of Montana;
- d. is directed by an active and responsible governing board with a majority of members who serve without compensation;

EMPLOYEE: WORKPLACE

- e. is accounting for its funds in accordance with generally accepted accounting principles, including an audit, review or management review conducted by an independent CPA;
- f. has a written policy and procedure of nondiscrimination in regard to race, color religion, national origin, handicap, age, marital status, sex, or sexual orientation, applicable to persons served by the organization or federation; applicable to the organization's or federation's staff; and applicable to membership on the charitable organization's or federation's board of directors; and
- g. provides full disclosure of administrative and fund-raising costs and distribution of contributions. (The totals from Columns (C) and (D) in the Statement of Functional Expenses on the IRS Form 990 will be used to determine the fund-raising and administrative expenses.

Application:

- a. An organization or federation which seeks authorization to conduct a fund-raising campaign must apply to the Superintendent of Missoula County Public Schools.
- b. All materials required for eligibility consideration must be received by July 1 of the calendar year in which the campaign is to be conducted.
- c. Authorization to conduct the campaign shall be given by the District Superintendent or designee upon recommendation of the Charitable Giving Committee.
- d. The authorization is effective for only the year in which it is given.
- e. Upon request of the District Superintendent or designee, a charitable organization or federation must provide documentation to substantiate the criteria and conditions noted above.
- f. To ensure that the organizations or federations which wish to solicit donations from District employees in the work place are accurately portraying their programs and benefits, each organization or federation applying to participate must affirm in writing annually that the organization or federation meets the above stated criteria and conditions.

Application Requirements:

- a. Organizations or federations applying to participate in the Missoula County Public Schools Workplace Fund Raising Charitable Campaign must complete and file the Application and Agreement which binds them to the campaign stipulations.
- b. Organizations or federations applying must provide all of the following
 - A description of the services, benefits, assistance, or program activities of each agency; a description of how and where the citizens of Missoula can contact and/or locate the

organization or federation, including the telephone number and the name under which the listing is found.

Payroll Deductions:

If an organization or federation authorized to conduct a fund-raising campaign on campus wishes to utilize the school district's payroll process for employee-initiated, voluntary payroll deductions, the organization or federation must, on an annual basis, satisfy the following conditions:

- a. Utilize a payroll deduction authorization form that has been approved by the District, and
- b. Payroll deductions will be effective on a calendar year basis beginning in January of the calendar year following the campaign.

Solicitation:

The Campaign Chair(s) will coordinate the annual fund-raising campaign. Solicitation parameters will be established by the District Superintendent and will be subject to the following minimum guidelines:

- a. There will be a single solicitation of District employees. A single appeal letter, brochure and payroll deduction pledge card will be permitted for all organizations or federations for internal distribution.
- b. Campaign Chair(s) for the campaign will be appointed by the Superintendent. Other employees may assist with campaign duties upon request of the Campaign Chair(s), with the approval of their supervisors.
- c. The Campaign Chair(s) will be responsible for:
 - d. Reviewing and recommending applicants
 - e. Approval of campaign materials
 - f. Any campaign presentations will be scheduled through appropriate supervisors who reserve the right to limit the number and length of such meetings.
- g. Payroll deduction forms will be delivered to the Director of Business Services. Pledge cards will be given to the organization(s) or federation(s) responsible for the campaign.

The District Superintendent or designee is the final authority in the interpretation or determination of any rules, policies, contracts, etc.

EMPLOYEE: WORKPLACE

FAMILY LEAVE ACT PROCEDURES

The following is a guide that will assist employees as well as department supervisors to be consistent with procedures to follow when an employee is requesting FMLA.

Provisions governing eligibility for FMLA leave may be found in negotiated agreements and/or in employee handbooks.

Eligibility:

Any District employee who (1) has been employed for at least 12 months and (2) has worked at least 1,250 hours in the 12 month period immediately preceding the request.

Type of Leaves Available:

The following events may qualify an eligible employee for leave under the District's FMLA policy:

- A. For birth of a son or daughter and to care for the newborn child;
- B. For placement with the employee of a son or daughter for adoption or foster care;
- C. For the care of the employee's spouse, son, daughter or parent with serious health condition;
- D. For the employee's own serious health condition that makes the employee unable to perform the functions of the job;
- E. For any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on active duty or has been notified of an impending call or order to active duty in support of a contingency operation as either a member of the National Guard or Military Reserves or a retired member of the regular armed forces or reserves;
- F. For the care of a covered service member who is a current member (or a member on the temporary disability retired list) of the Regular Armed Forces, National Guard, or Reserves who has incurred an injury or illness in the line of duty while on active duty, provided that such injury or illness renders the service member medically unfit to perform the duties of his/her office, grade, rank, or rating. To qualify the employee must be the spouse, son, daughter, parent or next of kin (nearest blood relative) of the service member.

How Leave May be Taken:

Leaves under the FMLA may be taken as described below:

- A. Leave may be taken in solid blocks of time intermittently, or in the form of a reduced leave schedule.

- B. Leave to care for a newborn or newly placed child (a.k.a. bonding leave) will only be granted in solid blocks of time.

The District will charge an employee's FMLA usage by the shortest period of time that it uses to account for absences for payroll purposes. If the employee requires continuing intermittent leave for foreseeable planned medical treatments and the taking of that leave would substantially impair the operations of the District, the employee may be transferred, temporarily, during the period of intermittent leave, to an available alternate position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position. The alternate position must have equivalent pay and benefits. The transfer to an alternate position may require compliance with any applicable collective bargaining agreement, federal law (such as the Americans with Disabilities Act) and state law.

Employee Rights:

Employees have the right to continuation of health care coverage while on leave, restoration to the same or equivalent position upon expiration of leave, freedom from discrimination or retaliation for exercising FMLA rights.

Amount of Leave Available:

- A. Up to 12 weeks of unpaid leave per twelve month period for leave types described in Types of Leave A, B, C, D and/or E above; or
- B. Up to 26 weeks of unpaid leave during a single twelve month period for the leave type described in Types of Leave F above.

The District utilizes a 12-month period measured forward from the date the employee's first FMLA leave begins. If a husband and wife or partners are employed with the District and using the leave for birth, adoption, and foster care or to care for the employee's parent with a serious health condition the amount of leave is limited to a combined total of 12 weeks of leave.

Employee Pay Status and Use of Accrued Leave:

FMLA leave is unpaid. Provisions governing whether use of an employee's paid leave runs concurrent with use of FMLA leave or consecutive with use of FMLA leave may be found in negotiated agreements and/or in employee handbooks.

Roles and Responsibilities:

District employees play important roles to ensure compliance with the administration of leaves under the FMLA and in accordance with federal law and Board Policy 5328. District employees must perform the responsibilities as outlined below and in accordance with the procedures developed for this policy.

EMPLOYEE: WORKPLACE

Role	Responsibility
Employees	<ol style="list-style-type: none"> 1. Comply with District Leaves of Absence policies. 2. Notify immediate supervisor (or designee) of their need for a leave of absence. 3. Participate and cooperate fully in the initial certification process, requests for any clarifications, any recertification, a second or third opinion, or a fitness for duty certificate, including: <ol style="list-style-type: none"> a. Providing complete, sufficient and authentic certification to support the employee's FMLA request. b. Furnishing the health care provider with any necessary authorization from the employee or the employee's family member so the health care provider can release a complete and sufficient certification to the District. 4. Follow District policy and practice with regard to absence notification, use of accrued sick leave, vacation leave and compensatory time. 5. Make a reasonable effort to schedule any planned treatment so as not to unduly disrupt operations.
Superintendent	<ol style="list-style-type: none"> 1. Ensure that Principals and supervisors comply with FMLA policy and procedures. 2. Approve qualifying leaves of absence under the FMLA for employees under his/her supervision.
Principals and Supervisors	<ol style="list-style-type: none"> 1. Respond to employee requests for leaves of absence including leaves governed by the FMLA. 2. Recognize the need for potentially FMLA qualifying leave based on actions or statements of employees. 3. Within five business days of a request for FMLA: <ol style="list-style-type: none"> a. Prepare and complete the Notification and Eligibility and Roles and Responsibilities Form. b. Prepare and Complete the Leave of Absence Form. c. Provide Certification of Health Care Provider

	<p>Form to employee requesting leave.</p> <ol style="list-style-type: none"> d. Prepare and Complete the FMLA Designation Notice. <ol style="list-style-type: none"> 4. Provide required FMLA related paperwork to Superintendent for approval. 5. Determine if requests for Leaves of absence are FMLA qualifying and if not deny the request, withdraw designation and explore other leave options available (if any). 6. Provide FMLA related paperwork to payroll clerk so FMLA can be entered into the payroll system. 7. Monitor FMLA usage. 8. Inform payroll clerk when FMLA should be ended in payroll. 9. Prepare letter of notification to employee that FMLA is ending.
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Notice of FMLA:

There are three ways that the District may receive notice that an employee's absences should be designated as FMLA.

- A. Employee Requests Leave – The employee requests the leave for reasons described above.

1. Foreseeable Leave Request - With regard to an employee requesting the leave, the Act mandates that if the necessity for the leave is foreseeable, the employee is required to give at least 30 days advance notice to the District. Examples of foreseeable leave include planned surgeries and planned medical appointments. Failure to provide such notice without reasonable excuse allows the District to delay the taking of the FMLA leave until at least 30 days after the date the employee provides notice of his or her need for leave.

2. Unforeseeable Leave Request - If the necessity for the leave is unforeseeable, the employee should give notice to the District "as soon as practicable under the facts and circumstances of the particular case." Examples of unforeseeable leave include premature birth, a child suddenly becoming available for adoption, short-notice military deployment or a medical emergency requiring immediate treatment.

3. Employee Responsibilities - Employees, absent unusual circumstances, must comply with District policy, labor agreements and state law concerning the use of sick leave, vacation days, compensation time and other types of leave and comply with the notice requirements within the time prescribed by the policy, agreement or rule applicable to such leave. In addition, the employee must

EMPLOYEE: WORKPLACE

make reasonable efforts to schedule doctor appointments, treatment or therapy so as not to unduly disrupt the operations of the District.

- a) Actions or Statements of Employee Suggests Entitlement to Leave – The employee's actions or statements are such that the supervisor should inquire whether the leave is potentially FMLA qualifying for the reasons described above and if so, designate accordingly.

1. Serious Health Condition for Self or Family Member's Condition - With regard to an employee's actions or statements that mandate the supervisor to inquire further, the Act states the employee does not have to expressly assert rights under FMLA or even mention the Act. All that is needed is enough information to determine that the employee has a serious health condition as described above. Examples of employee actions or statements where the supervisor must inquire further include but are not limited to:

- a) Hearing an employee state that their upcoming surgery will require hospitalization;
- b) Learning from an employee that their son or daughter has been wounded while serving in the military and that they need to take time off to visit and care for them;
- c) Mentioning that they will need to take time off to care for a spouse, son, daughter or parent with a serious health condition as defined above; or
- d) Hearing from an employee's spokesperson (child, parent, spouse, doctor) that the employee was seriously injured or seriously ill.

2. Qualifying Exigency for Military Family Leave – The statements or actions of employees who are eligible for FMLA also require the supervisor to make further inquiries.

Examples of employee actions or statements where the supervisor must inquire further include but are not limited to:

- a) Notification that the employee needs to participate in military related activities;
- b) Statements or actions related to those items that constitute a Qualifying Exigency.
- c) Work Related Injury - The employee sustains a work related injury that results in a serious health condition.

Notice of Eligibility and Rights & Responsibilities (Pre-Certification Receipt):

Before a qualifying leave is designated as FMLA, the District must determine if the employee is eligible to take FMLA leave. Once this determination is made the District must notify the employee of their rights and responsibilities under the FMLA. This is done by giving the employee a Notice of Eligibility and Rights & Responsibilities. The District must notify employees in writing of eligibility or non-eligibility within five (5) business days (absent extenuating circumstances) and

thereafter during the same FMLA leave year, only if the employee's eligibility status changes.

The eligibility notice must state:

1. Whether or not the employee is eligible; and
2. If not eligible, at least one reason why the employee is not eligible (i.e. does not have one (1) year of service and or does not meet 1250 hours requirement)

If the employee has exhausted their 12-week FMLA entitlement in the preceding 12 months, the request should be denied.

Certification:

The Department of Labor, effective January 16, 2009, issued four (4) separate Certification of Health Care Provider forms, which have been adapted for District use. Listed below are short descriptions of each form and when the form should be used. Certification forms must be returned within 15 days.

- A. Employee's Own Serious Health Condition – Use Form WH-380E when the employee is requesting FMLA leave to care for their own serious health condition. This form should be given to the employee for completion by the employee and the employee's health care provider.
- B. Family Member's Serious Health Condition – Use Form WH-3807 when the employee is requesting FMLA leave to care for employee's spouse, son, daughter or a parent with a serious health condition. This form should be given to the employee for completion by the employee and the employee's health care provider.
- C. Military Family Leave (a.k.a. "Qualifying Exigency Leave") – Use Form WH-384 when the employee needs to take leave for a qualifying exigency arising from the fact that the employee's spouse, son, daughter or parent is a covered military member on active duty or has been notified of an impending call or order to active duty in support of a contingency operation as either a member of the National Guard Military Reserves or a retired member of the regular armed forces or reserves. This form should be given to the employee for completion who in turn will gather the necessary military orders or other documentation needed to approve the leave.
- D. Certification for Serious Injury or Illness of Covered Service Member for Military Family Leave – Use Form WH-385 when the employee needs to care for a covered service member with a serious injury or illness, and the employee is the spouse, registered domestic partner, son, daughter, parent or next of kin of the service member. This form should be given to the employee for completion in turn will give it to a

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United States Department of Defense health care provider or other authorized health care provider for completion.

In all instances in which certification is requested, it is the employee's responsibility to provide the District with a complete and sufficient certification. If the health care provider's information is incomplete, the District may require the employee to cure the deficiencies by providing written notice to the employee of what specific information is still needed and give the employee seven days to cure the deficiencies. If the employee fails to cure the deficiencies, the District can deny the leave or the District can also designate an individual (HR representative, health care provider – someone other than the employee's direct supervisor) to contact the employee's health care provider to seek clarification regarding handwriting or the meaning of a response.

Designating the Leave (Post-Certification Receipt):

Designation of FMLA leave must normally be made within five business days of the time the employee gives notice of the need for leave. Because the District requires medical certification for all serious health condition leaves, ultimate designation in this instance will occur after receiving the properly completed certification form.

The supervisor must provide the employee with the Notice of Eligibility and Rights & Responsibility Form. The supervisor is also responsible for attaching the appropriate Certification of Health Care Provider Form with the Notice of Eligibility. The employee has 15 days to return the completed certification form, at which time the supervisor completes the

Designation Notice. The Designation Notice is completed after the certification forms are submitted, or 15 days have elapsed. Even if the medical certification ultimately fails to confirm that the leave is FMLA qualifying, the supervisor must provide the employee with a Designation Notice. If the information provided by the employee is incomplete or insufficient, the supervisor will provide the employee with seven days to cure the deficiencies. The information that is incomplete or insufficient must be noted on the Designation Notice. (**Note:** Supervisors have the responsibility of designating the leave.)

The FMLA Designation Notice, the completed the Certification of Health Care Provider Form and any other correspondence regarding the issue must be placed in the employee's confidential department medical file. The Leave of Absence form also needs to be completed and signed off on by the Principal (or designee). Copies of the Leave of Absence form should be given to the employee and the payroll clerk. A copy should also be placed in the employee's personnel file.

Recertification:

Under appropriate circumstances, the District may request recertification. The following are examples of when the District may request a recertification:

A. Solid Blocks of Time - For those employees who use FMLA leave in solid blocks of time, the District may request recertification if the employee requests an extension of the originally approved leave, circumstances described in previous certification change significantly (e.g., the duration of the illness, the nature of the illness) or the District receives information that casts doubt upon the stated reason for the absence or the continuing validity of the certification. Note, however, that leave for a different medical matter is not covered by the original certification and will require its own certification.

B. Intermittent Leave - For those employees who use FMLA leave intermittently, the District may request recertification if the employee requests an extension of the originally approved leave, circumstances described in previous certification have changed significantly (e.g., the duration of the illness, the nature of the illness) or the District receives information that casts doubt upon the stated reason for the absence or the continuing validity of the certification. The District may not request recertification in less than the minimum duration of the leave, as noted by the health care provider.

C. Medical Recertification – Frequency

1. Less than 30 Day – If the duration of the leave is less than 30 days, (i.e. period that the employee is unable to work continuously or intermittently) a request for recertification is not permitted unless:
 - a. An extension to the original leave is requested by the employee;
 - b. If there are significant changes since the original certification was received (i.e. complications, duration/frequency of absences, nature severity or illness); or
 - c. If the District receives information that casts doubts upon the stated reason for the absence or the continuing validity of the existing certification.
2. More than 30 Days – If the duration of the leave is more than 30 days (i.e. period that the employee is unable to work continuously or intermittently) a recertification can be requested:
 - a. Upon expiration of a period of incapacity specified on the certification;
 - b. Every six months in connection with an absence; and
 - c. For the reasons listed below:
 - i. An extension to the original leave is needed;
 - ii. If there are significant changes since the original certification was received (i.e. complications, duration/frequency of absences, nature severity of illness) “Significant change” includes pattern of absences before/after scheduled days off or longer duration of days of absences than specified on certification for most

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recent two or more episodes of incapacity.

- iii. If the District receives information that casts doubt about the employee's stated reason for the absence or the continuing validity of the certification.

"Doubt" could include reliable information that the employee's off-duty activities are inconsistent with the need for FMLA.

The District may also provide an employee's health care provider with a record of employee's absence pattern and ask if the condition and need for leave are consistent with such a pattern. In all instances in which recertification is requested, it is the employee's responsibility to provide the District with a complete and sufficient recertification. If the health care provider's information is incomplete and insufficient, the District may require the employee to cure the deficiencies by providing written notice to the employee of what specific information is still needed and give the employee seven days to cure the deficiencies. If the employee fails to cure the deficiencies, the District can withdraw the previously approved and designated leave.

In cases of recertification, requests for second and third on a medical recertification are not permitted. Recertifications are done at the District's expense unless otherwise stated in the policy.

Returning to Work after FMLA:

As a condition of restoring an employee whose FMLA leave was occasioned by the employee's own serious health condition, the District may require the employee to submit a medical certification (i.e., a fitness for duty certification that

the employee is able (or unable) to return to work provided that the District requires all similarly-situated employees (i.e., same occupation, same serious health condition) who take leave for such conditions to obtain a fitness for duty certification.) The District may seek a fitness-for-duty certification only with regard to the particular health condition that caused the employee's need for FMLA leave. The certification from the employee's health care provider must certify that the employee is able to resume work.

Additionally, the District may require that the certification specifically address the employee's ability to perform the essential functions of the employee's job. In order to require such a certification, the District must provide an employee with a list of the essential functions of the employee's job no later than with the designation notice and must indicate in the designation notice that the fitness-for-duty certification must address the employee's ability to perform those essential functions. If the District satisfies these requirements, the employee's health care provider must certify that the employee can perform the identified essential functions of his or her job. The cost of the fitness-for-duty certification shall be borne by the employee, and the employee is not entitled to be paid for

the time or travel costs spent in acquiring the certification. No second or third opinions on a fitness-for-duty certification may be required.

Special Rules for Instructional Employees:

Certain special rules apply to employees of public school boards, elementary, and secondary schools. As a public entity, all educational institutions are covered by the FMLA. This does not mean, however, that all employees are eligible. Employees at schools with less than 50 employees in a 75-mile radius are not eligible for the protections afforded by FMLA. Practically, this means that a school with less than 50 employees must post the required notices and comply with other notice provisions, but their employees are not entitled to leave under the FMLA.

These special rules apply only to "instructional employees." "Instructional employees" are those whose principal function is to instruct students in a class or an individual setting. Covered employees include teachers, athletic coaches, driving instructors, and special education assistants. The special rules do not apply to teacher assistants or aides, counselors, cafeteria workers, bus drivers, etc., because their primary function is not to instruct students.

- A. Leave During Summer or other School Breaks – Leave taken for a period that ends with the school year and begins the next semester is leave taken consecutively rather than intermittently. The period during the summer vacation when the employee would not have been required to work is not counted against the employee's FMLA leave entitlement. An instructional employee who is on FMLA leave at the end of the school year must be provided benefits over the summer vacation that employee would normally receive if they had been working at the end of the school year.
- B. Intermittent Leave of more than 20% of Working Days – If an instructional employee needs intermittent leave or leave on a reduced leave schedule, which is foreseeable based on planned medical treatment and the employee would be on leave for more than 20 percent of the total number of working days (i.e. 2 days out of a 5 day work week) over the period of leave, the employer may require the employee to choose either to:
 - 1) Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment (i.e., if a treatment is required three times a week for four weeks, the employee could be required to take four weeks of leave); or
 - 2) Transfer temporarily to an available alternative position for which the employee is qualified for and which has equivalent pay and benefits and which better

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accommodates recurring periods of leave than does the employee's regular position.

Employees taking leave 20 percent or less of the working days during the leave period would not be subject to transfer to an alternative position.

- C. Failure to give Required Notice of Foreseeable Need for Leave – If an instructional employee does not give required notice of foreseeable FMLA leave to be taken intermittently or on a reduced leave schedule, the employer may require the employee to take leave of a particular duration, transfer temporarily to an alternative position, or delay the taking of leave until the notice provision is met.
- D. Leave at the End of a School Term – The regular rules regarding return from leave apply except when an instructional employee's leave is to expire near the end of a school term. The following rules apply where an instructional employee's leave expires near the end of the school term:
 - 1) The District may require the employee to continue taking leave until the end of the term where an instructional employee begins leave more than five weeks before the end of a term, the leave will last at least three weeks, and the employee would return to work during the three-week period before the end of the term.
 - 2) The District may require the employee to continue taking leave until the end of a term because of the birth of a son or daughter, the placement of son or daughter for adoption or foster care, to care for a spouse, son, daughter, or parent with a serious health condition, or to care for a covered service member; the leave will last more than two weeks; and the employee would return to work during the two-week period before the end of the term because of his or her own serious health problem.
 - 3) The District may require the employee to continue taking leave until the end of the term where the employee begins leave during the three-week period before the end of a term because of the birth of son or daughter; the placement of a son or daughter for adoption or foster care; to care for a spouse, son, daughter, or parent with a serious health condition; or to care for a covered service member the leave will last more than five working days. This rule does not apply where the employee is on leave during the three-week period before the end of a term because of his or her own serious health condition.

For purposes of this rule, the end of a school term means the end of a semester. The District can only impose this rule for two semesters per school year.

- E. Duration of FMLA Leave – In the case of an employee who is required to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. The employer has the option not to require the employee to stay on leave until the end of the school term despite the rules stated above. The employer is required to maintain the employee's group health insurance and restore the employee to the same or equivalent job including other benefits at the conclusion of the leave.
- F. Restoration to an Equivalent Position – The determination of how an employee is to be restored to an equivalent position upon return from leave will be made on the basis of established school board policies, practices, and collective bargaining agreements. An employee may not be restored to a position requiring additional licensure or certification.

HARASSMENT

(See Board Policy 5013)

Harassment Policy: Missoula County Public Schools is committed to maintaining a work atmosphere free of harassment based on real or perceived race, color, religion (creed), national origin, marital status, sex, disability or on the basis of association with others identified by these categories.

Who is covered?

All Missoula County Public Schools employees are covered under this procedure. Conduct prohibited by this policy is unacceptable in the workplace and in any work-related setting outside the workplace.

What is harassment?

Harassment is physical or verbal conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion (creed), national origin, marital status, sex, disability, or any other characteristic protected by law. Harassment may include a range of subtle and overt behaviors.

Prohibited forms of harassment include but are not limited to:

- Epithets, slurs, "jokes", offensive or derogatory comments or negative stereotyping.
- Threatening, intimidating or hostile acts.
- Written or graphic material, including electronic aversion toward an individual or group that is placed on walls or elsewhere on school

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premises, circulated in the workplace, or displayed on clothing.

- Persistently engaging in words, gestures, and actions which tend to annoy, alarm, offend, embarrass, intimidate, demean or verbally abuse another person.
- Engaging in any physical or verbal conduct relating to an individual based on the above stated categories.

Sexual harassment may include a range of subtle and overt behaviors and may involve individuals of the same or different gender. Depending upon the circumstances, these behaviors may include, but are not limited to:

- Unwanted sexual advances or requests for sexual favors.
- Sexual jokes and innuendoes.
- Verbal abuse of a sexual nature.
- Commentary about an individual's body, sexual prowess, or sexual deficiencies.
- Leering, whistling, or touching.
- Insulting or obscene comments or gestures.
- Possession or display of sexually suggestive objects or pictures (including clothing, files or websites, etc.) in the workplace, and/or other physical, verbal or visual conduct of a sexual nature.
- Use of entertainment which may be construed as sexually explicit or harassing in nature is prohibited in the work place and any other work-related setting outside the workplace.
- Sending or forwarding any electronic communication that could be construed as sexually explicit or harassing such as cartoons, calendars, display/images, picture, jokes, etc.

"Racial discrimination" may include a range of subtle and overt behaviors and is defined as any distinction, exclusion, restriction or preference based on race, color, descent, or ethnicity that impairs the provision of educational services or negatively impacts human rights and fundamental freedoms. Racial harassment may include, but not limited to, the use of "code" words which creates an intimidating, hostile, or offensive working environment.

The behaviors listed are strictly prohibited by this policy and violation may result in disciplinary action, up to and including termination.

How to report harassment:

Individuals who are exposed to harassing behavior or are themselves harassed are encouraged to inform the offender that the conduct/behavior is offensive. If the conduct/behavior does not immediately cease they should contact the School Equality Coordinator posted in each building. Individuals may also contact the building principal or the personnel office at 728-2400 to report any instances of harassment.

Retaliation:

Retaliation against an individual for reporting harassment or discrimination, or for participating in an investigation of a claim of harassment or discrimination, is a serious violation of this policy and, like harassment and discrimination, will be subject to disciplinary action. Acts of retaliation should be reported immediately.

PERSONAL CONDUCT

(See Board Policy 5224)

District employees shall comply with the following standards:

1. Employees are expected to maintain high standards in their school relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain courteous and professional relationships with students, parents, staff members, and others.
2. Employees have a responsibility to be familiar with, and abide by, federal and state laws, Board policies, and regulations governing their work responsibilities.
3. Employees shall not engage in activities that would obstruct the employee's or another employee's ability to fulfill their work responsibilities to the District.
4. Employees must maintain confidentiality with respect to information pertaining to student records, employee records or confidential communications from staff. Employees also will respect the confidentiality of people served in the course of an employee's duties and use information gained in a responsible manner.
5. Employees should not dispense or utilize any information gained from employment with the District, accept gifts or benefits, or participate in business enterprises or employment that creates a conflict of interest with the faithful and impartial discharge of the employee's District duties. A District employee, before acting in a manner which might impinge on any fiduciary duty, may disclose the nature of the private interest which would create a conflict. Care should be taken to avoid using or avoid the appearance of using official positions and confidential information for personal advantage or gain.
6. Employees have a responsibility to take a sincere and professional interest in students. Employee-student relationships that indicate excessive personal involvement are not compatible with good professional conduct.

Employees who fail to abide by this policy will be subject to disciplinary action up to and including discharge.

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POLITICAL ACTIVITY

The District recognizes its employees' rights of citizenship, including, but not limited to, engaging in political activities. A District employee may seek an elective office, provided the employee does not campaign on school property during working hours, and provided all other legal requirements are met. An employee elected to office is entitled to take a leave of absence without pay, as provided by Montana law.

Employees may not, in or on District property, attempt to coerce, command, or require another to support or oppose any political committee, the nomination or election of any person to public office, or the passage of a ballot issue. Employees may not solicit support for or in opposition to any political committee, the nomination or election of any person to public office, or the passage of a ballot issue, while on the job or in or on District property. Employees may not use the District's electronic communication system for political activity, except as permitted by law.

TRAVEL GUIDELINES

In-Service Travel

Missoula County Public Schools' personnel who are authorized to attend in-services or who travel in the performance of official duties may receive reimbursement for expenses limited to expenses incurred in conjunction with official school business. Further, individuals who are not school personnel but are performing a service authorized by the District may be eligible to receive reimbursement.

To receive authorization for in-service, travel and reimbursement, personnel are to submit an In-service/Travel Expense Request form to the appropriate supervisor for approval and signature. The supervisor responsible for authorization of any budget expenditure is to designate such through budget coding and signature on the form. Completed forms are to be submitted to the Business Office for processing. Forms are available from school secretaries or the Print Shop.

Advanced reimbursement for anticipated expenses is allowable. The minimum advance reimbursement is for \$100.00 of the allowable expenses. Advanced reimbursements will be processed by the Business Office provided that In-service/Travel Expense Request form is received in the Business Office at least two (2) weeks prior to the date of the event. The Business Office will pay registration fees directly when a completed registration form is attached to the request form.

To finalize reimbursement, upon return to the District, the employee must complete the Reconciliation section of the In-service/Travel Expense Request form, attach and submit all required receipts to the Business Office.

Employees who do not follow the procedures for reconciliation will not be eligible for reimbursement advances for future travel.

Airline and lodging arrangements are to be made by the traveling employee. When an event is to be attended by more than five (5) employees, a travel coordinator shall be appointed by the individual responsible for the budget to collect forms, make travel arrangements, and set up payment of registration to eliminate any duplication. The employee is to utilize the most economical and expedient travel method, the employee will be reimbursed only for travel costs based on that which is most economical and expedient. If such a decision requires more time away from work, that additional time will be charged either to the employee's own time or against the employee's accumulated vacation leave balance.

District employees must itemize all estimated expenses. If unanticipated expenses are claimed after the event, budgeted funds may not cover these expenses. Allow three weeks for advance payment.

RECONCILIATION MUST BE COMPLETED AFTER TRIP.

<http://www.mtcounties.org/resources/administration/travel-reimbursement-rates>

Reimbursable Expenses

Itemize all estimated expenses. If unanticipated expenses are claimed after the event, budgeted funds may not cover these expenses. Allow three weeks for advance payment. RECONCILIATION MUST BE COMPLETED AFTER TRIP.

Missoula County Public Schools' reimbursement rates are as follows:

1. Per Diem is a flat rate with no receipts required. The following schedule defines per diem.

Travel Time	In-State	Out-of-State
a. Three hours or less	None	None
b. Greater than 3 hours – at least 3 hours within any one or more of the ranges below:		
Breakfast (12:01-10:00a.m.)	\$ 5.00	\$11.00
Lunch (10:31-3:00p.m.)	\$ 6.00	\$12.00
Dinner (3:01-12:00a.m.)	\$12.00	\$23.00

2. Mileage – A private vehicle may be used at the reimbursement rate allowed by the State of Montana for the current year. As of January 1, 2016 the standard mileage rates for district employees will be .54 cents per mile. All actual miles traveled will be paid at this rate. However, if more than one employee is traveling to the same destination, employees are expected to car pool. Mileage reimbursement will be paid to one or more designated drivers, depending upon the number of employees traveling. Mileage reimbursement will not be paid to each person driving to the same destination, without prior approval.

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3. Automobile Insurance Coverage – An employee's automobile insurance is considered primary when an employee uses a private vehicle for school-related travel. MCPS recommends employees carry a minimum insurance coverage of \$300,000 combined single limit. Any employee using a vehicle for school-related travel must provide a copy of the employee's certificate of insurance showing limits of coverage to the Business Office.
 4. Use of School Vehicle (Seeley-Swan HS Only)
 - a. Use of the vehicle must be scheduled through the principal's secretary.
 - b. It is the driver's responsibility to check oil and coolant levels before and during each trip.
 - c. It is the driver's responsibility to fuel the car, if necessary, before beginning his/her trip.
 - d. In the unlikely event of an accident, the insurance card will be found in the registration folder on the steering column or in the glove box. Notify the principal and Business Office of any accident as soon as possible.
 - e. If there is any indication of mechanical or other problems with the vehicle, notify the principal and Business Office as soon as possible.
 5. Taxi/Bus/Rental
 - a. Actual cost of taxi/bus fare is allowed. Original receipt is required for reimbursement, attached to Reconciliation. Taxi and bus drivers do issue receipts upon request.
 - b. Car Rental – Actual cost of car rental is allowed. Original receipt is required for reimbursement, attached to Reconciliation. Always purchase the rental company's "loss of use coverage". Gas and oil expenses for car rental may be paid by use of a MCPS gas credit card. Credit cards are available for check out from the Business Specialist, prior to use.
 6. Lodging – Actual cost of lodging is allowed. Original receipt is required for reimbursement, attached to Reconciliation.
 - a. Employees are expected to request state employee or convention rates when reserving a room.
 - b. Book directly with the hotel, or motel, not on-line.
 - c. Include name of individual handling lodging receipt in estimated expenses space.
 7. Registration Fee – Actual cost of registration is allowed. Receipts are required.
 - a. To request direct pay by the District, registration forms must be completed and attached to the Request Form.
 - b. Fill in DATE DUE on Request Form (allow three weeks processing time).
 - c. For reconciliation, provide receipt or copy of certificate of completion.
 8. Air Fare – Actual cost of fare is allowed. Receipts are required for reimbursement, attached to Reconciliation.
 - a. Employees arranging airfare may contact the Business Office for the contact information for an appropriate travel agent.
 - b. Arrangement should be made to have the agent bill us or you can pay with a personal check or credit card, and be reimbursed upon submitting a copy of your itinerary/invoice to the Business Office with your reconciliation.
 9. Other – Original receipt is required for reimbursement, attached to Reconciliation.
 10. Extraordinary or Emergency Expenses – Extraordinary or emergency expenses related to travel may be reimbursed at actual cost. A written explanation and receipts are required.
- Authorization**
- a. Obtain the SIGNATURE of your principal/building supervisor (administrators: from the Superintendent) and the COMPLETE BUDGET CODE. The signature of the individual responsible for the budget is necessary, if different than your supervisor.
 - b. Send forms to the Business Office for processing. Requests to be paid from the Curriculum budget need to be sent directly to the Curriculum Office.

TUITION-FREE ATTENDANCE FOR REGULAR FULL-TIME OR PART-TIME EMPLOYEES

The Board recognizes that it is a benefit for the District's regular full-time or part-time employees who live outside the District, to send their children to schools in the District.

In order to accomplish this with minimal cost to the employee, the District shall reimburse an amount equal to the actual tuition paid by the employee to the District, for their child(ren) attending MCPS as out-of-district students. The reimbursement shall be treated as compensation, subject to all necessary withholdings & deductions including state and federal taxes as provided by law.

FACILITIES

FACILITY NAMING RIGHTS

There are two (2) circumstances in which naming rights may be granted: Naming Rights in Consideration and Naming Rights in Recognition. The Superintendent or designee shall create a committee to consider all requests for granting Naming Rights in Consideration or Naming Rights in Recognition in accordance with the criteria set forth below. Upon consideration, the Superintendent or designee shall make a recommendation to the Board of Trustees regarding the request for granting naming rights, based on the recommendation of the committee.

An application for requesting naming rights will be used.

The following criteria shall be considered when naming school facilities.

Naming Rights in Consideration:

“Naming Rights in Consideration” are in consideration of significant financial contributions, sponsorship or other commercial transactions.

Naming Rights in Consideration require a significant monetary contribution (51% or more) of the cost of developing a facility, or establishment of a maintenance endowment of 51% or more of the projected maintenance cost for 20 years, and such donation is made with the stipulation that the name is a condition of the monetary donation.

Facilities may be named after major contributors to the District. The committee shall evaluate the financial value of naming rights based on a review of the market for naming rights. Before granting any Naming Rights in Consideration for a facility to be named after a company, group and/or product, the committee must consider whether the company, group, or product has and maintains an exemplary record, positive public opinion, and non-partisan image. The committee shall explain the financial market and public record and image of the company/group/product in making a recommendation to the Board. The Board has the right to reject the recommendation of the Superintendent. The Board reserves the right to revoke the name should it discover information about the individual, company, group and/or product that would lead to not meeting the requirements set forth herein.

The Superintendent shall not recommend granting a naming right in consideration that will convert an outstanding bond issue for a facility into a private activity bond per 26 USC §103 and 26 USC § 141.

All Naming Rights in Consideration are subject to Board approval under the terms of this policy.

Naming Rights in Consideration shall be memorialized through a contract with the individual or entity, including but not limited to any heirs, representatives, or agents of the individual or entity, making a significant financial contribution,

sponsorship, or other commercial transaction. The provisions of the Naming Rights for School District Facilities Policy.

All such agreements are subject to the district’s requirements for contracts, as set forth in Montana law (including but not limited to Titles 2, 18, and 20 of the Montana Code) and District policies, including but not limited to bidding requirements for district contracts (***See Board Policy 7010***). Nothing herein or in the Naming Rights for School District Facilities Policy shall be construed as to provide a provider of goods, services or financial contribution as an automatic naming right.

Requests for Naming Rights in Consideration shall be made on the Request for Naming Rights in Consideration Form. (***See form in Appendix, page 27***)

Naming Rights in Recognition:

“Naming Rights in Recognition” are in recognition of any significant contributions to the district that it wishes to honor. These contributions can be financial or other gifts from donors, or meritorious service.

District facilities shall not be named in recognition of living persons.

In order for the granting of Naming Rights in Recognition to be considered an individual must have been deceased for at least two years and fulfill at least one (1) of the five (5) criteria listed below.

Requests for Naming Right in Recognition shall be made on the Request for Naming Rights in Recognition Form. (***See form in Appendix, page 29***)

A committee, established by the Superintendent or designee, shall determine whether the individual for which naming rights have been requested, fulfills at least one (1) of the following five (5) criteria:

1. had a significant monetary contribution made “in memoriam” (51% or more) of the cost of developing a facility, and established a maintenance endowment “in memoriam” of 51% or more of the projected maintenance cost for 20 years, and such donation is made with the stipulation that the name is a condition of the monetary donation;
2. is a distinguished alumni or MCPS employee with significant achievement(s);
3. performed extraordinary or outstanding public service for the good of the community;
4. was an outstanding community leader who made significant civic contributions to the district and/or school;
5. was an outstanding regional, statewide, or national leader.

The committee shall explain how the individual meets or does not meet the criteria in making a recommendation to the Superintendent. The Superintendent shall explain how the individual meets or does not meet the criteria in making a

FACILITIES

recommendation to the Board. The Board has the right to reject the recommendation or to waive any criteria in exceptional circumstances.

The Board reserves the right to revoke the name should it discover information about the individual that would lead to the individual not meeting the requirements set forth herein. Names bestowed are intended to be permanent. Changes shall only be recommended to the Board in exceptional circumstances.

The granting of Naming Rights in Recognition is at the sole discretion of the Board, with the agreement of the party or their representatives.

Granting Naming Rights:

In granting Naming Rights, either in Consideration or in Recognition, due regard should be taken of the need to maintain an appropriate balance between commercial considerations and the role which names of buildings and space play in contributing to the District's sense of identity as well as in assisting students, staff, and visitors to orient themselves within the campus/facility.

Any and all entitlements and attributions granted in conjunction with naming rights, including but not limited to signage, must be approved by the Board prior to installation in or on District property.

The granting of naming rights must always be consistent with the District's vision, mission, and shared purpose. The long-term effects of the naming rights must be considered. The department/school affected by the naming right to be granted must be consulted before any decision is made.

The Board has the exclusive discretion to determine whether to pursue, accept or decline an opportunity to name facilities. In addition to the specific criteria identified for Naming Rights in Consideration and Naming Rights in Recognition, the committee in making a recommendation to the Superintendent shall consider the following factors and the Superintendent shall consider these factors in making a recommendation to the Board of Trustees on granting a naming right:

1. The extent to which a naming opportunity limits or restrains the District's discretion or ability to pursue other opportunities;
2. The duration of the arrangement or agreement and the District's ability/discretion to terminate the arrangement/agreement;
3. The extent to which the naming opportunity imposes any obligation on the District, either presently or in the future, financial or otherwise and whether the opportunity is subject to conditions acceptable to the District;
4. The extent to which the naming opportunity constitutes a conflict of interest or creates the appearance of or potential for a conflict of interest;
5. The extent to which the naming opportunity affects the appearance of District property or disrupts the operation of the District; and

6. Any other information that may be relevant to the decision to whether to grant a naming right.

The committee shall include an explanation of how the request for granting a naming right satisfies these factors in making a recommendation to the Superintendent. The Superintendent shall include an explanation of how the request for granting a naming right satisfies these factors in making a recommendation Board. The Board has the right to reject the recommendation of the committee.

Transferability:

Naming Rights in Consideration may be traded upon agreement of the individual/entity and the Board. Traded means "to exchange or swap one naming right for another." For example, when a company changes its name, the naming right may be changed or "traded" to reflect the new name. Naming Rights in Recognition may not be traded. The District may, as it deems necessary, require the company to provide compensation for the costs of any such change. If the company refuses to or does not provide compensation for such costs, the district reserves the right to remove the name due to the fact that it no longer represents the company who received the naming rights.

Limit of Naming Rights:

On the part of the District –

The District's right to use the name and other brand elements of the named party shall only be permitted by express agreement with the named party.

On the part of the Named Party –

The named party after whom a building or facility is named shall have no rights to the purpose to which that building or facility is applied unless provided for in the specific contract between the individual/entity and the District. The contract shall not unnecessarily limit the following: progress towards the District's mission and purpose, statutory obligations, or the authority or control of the District or Board.

In turn, the named party shall bear no liability in respect of that building or facility unless provided for in the specific contract between the parties. Any such limits must be included in any naming right agreement.

Early Termination of Naming Rights:

Termination by the District –

The District shall have the authority to revoke the naming of a facility for compelling reasons as determined by the Board at any time. Any prepaid financial contributions will be proportionally refunded except in the case of termination prompted by a company or product's tarnished image.

Termination by the Named Party –

FACILITIES

The named party may without refund of consideration, at its sole discretion, terminate its acceptance of the naming rights prior to the scheduled termination date upon request to the Board.

Prohibited Commercial Activities:

The above procedures notwithstanding, no naming rights shall be granted to support commercial activity associated with tobacco, alcohol, illegal drugs, or weapons; which contains vulgar and plainly offensive, obscene, or sexually explicit language; advocates the violation of law or District policy; advances any religious or political organization; promotes supporting or opposition of a candidate for elected office or a ballot measure; which is associated with any company or individual whose actions are inconsistent with the District's mission and goals or community values; is libelous; inhibits the functioning of the school and/or District; or is otherwise in violation of law.

FACILITY TOBACCO FREE SCHOOLS PROCEDURE

(See Board Policy 5225)

Background:

The health hazards of tobacco use have been well established. This policy is established to:

1. reflect and emphasize the hazards of tobacco use;
2. be consistent with state and federal laws;
3. protect the health and safety of all students, employees and
4. set a non-tobacco use example by adults.

Tobacco is the number one killer and leading cause of preventable death in Montana. Missoula County Public Schools' Board of Trustees established the tobacco-free policy to support and model a healthy lifestyle for our students.

The Missoula County Public Schools Health Curriculum has tobacco prevention benchmarks woven throughout K-12 lessons. Curriculum materials sent directly to schools or teachers from tobacco companies are banned.

Communicating to Staff and Public:

This policy will be printed in the employee handbooks. It will be posted in highly visible places in all schools of the District. Signs will be posted at all entrances of school buildings, school properties and athletic facilities. Parents and guardians shall be sent notification in writing, and the local media will be asked to communicate this tobacco-free policy community-wide.

Definitions:

For the purpose of this policy, "public school building or public school property" means:

- Public land, fixtures, buildings, or other property owned or occupied by an institution for the teaching of minor children that is established and maintained under the laws of the state of Montana at public expense; and
- Includes playgrounds, school steps, parking lots, administration buildings, athletic facilities, gymnasiums, locker rooms and school buses.

For the purpose of this policy "tobacco" is defined to include:

- Any lit or unlit cigarette, cigar, pipe, clove cigarette and any other smoking product.
- Spit tobacco, also known as smokeless tobacco, dip, chew, and snuff in any form.

For the purpose of this policy "tobacco use" includes:

- Smoking, which means carrying or having in one's possession a lighted cigarette, cigar, pipe, or other object giving off or containing any substance giving off smoke, and chewing spit tobacco, also known as smokeless tobacco, dip, chew, and snuff in any form.
- The term "use" means the chewing, lighting and smoking of any tobacco product.

Enforcement and Cessation:

The following guidelines will be used when staff or visitors are in violation of the policy:

A. Faculty/Staff (To include administrators, teachers, janitors, paraprofessionals, secretaries, clerks, teacher assistants, playground monitors, bus drivers, cafeteria workers, crossing guards)
Will result in written warning, formal reprimand, letter in personnel file by the appropriate administrator/supervisor. Refer to cessation program at own expense.

B. Visitors

Anyone found smoking or using tobacco products will be asked by the appropriate school official to refrain from smoking or tobacco use while on District property. The visitor will be informed of the schools tobacco-free policy. If the visitor does not comply, he/she will be asked to leave. If the person refused to leave, the police may be called.

RENTAL PROCEDURES SCHOOL FACILITIES

Use of School Facilities

Application for use of any K-12 school, gym, field or other facility shall first be made to the business office (operations and maintenance specialist). The business office shall be responsible for developing a request form and agreement outlining the following requirements for use of school-owned facilities. The high school activities directors shall be responsible for the formal approval of space within their buildings.

Alcoholic beverages, tobacco products, and drugs shall not be permitted in school facilities nor on school property at any time.

All applicants for use of school facilities shall hold the district free and without harm from any loss, damage, or liability of expense that may arise during or be caused in any way by such use or occupancy of school facilities. In the event that property loss or damage is incurred during such use of or occupancy, the amount of damage shall be decided by the operations and maintenance director and the bill for damages shall be

FACILITIES

presented to the group using or occupying the facility during the time the loss or damage was sustained.

The district reserves the right to require any group to supply liability insurance, with the district co-insured for an amount specified by the business office. User groups will be required to provide liability coverage in amounts up to \$1,000,000. The decision will be made on an individual renting group basis dependent upon level of risk.

The superintendent has the authority to make the final decision on use of school facilities by any group. MCPS reserves the right to deny use of school facilities to any individual or group. ***(See form in Appendix, page 25)***

Fee Schedule:

The rates listed below are arrived at by considering historical cost data for the maintenance, capital expense, and energy. The board of trustees shall determine a fee schedule applicable for the use of school facilities. The fee schedule shall be evaluated on a biennial basis. There shall be no rental costs for District, county, state, or national use when facilities are used as voting places.

All organizations, clubs or groups (for profit or not for profit) seeking to rent a gym or field from MCPS will be required to pay according to the fee schedule. If any organization, club or group (not for profit) wants to appeal for a reduced rate as described in the fee schedule, they may complete the proper appeal paperwork and submit to the operations and maintenance specialist in the districts business building. Appeals will be approved by the operations and maintenance director or other administrators. Groups considered for this reduce rate will need to meet certain criteria (but not limited to) such as being a charitable organizations, a 501(c)3, have no participation fees, volunteer coaches, use for educational purposes, etc.

Because of the value of the district's playing fields and the community's total recreational opportunity, the K-8 fields may be used by all residents. The appropriate rate schedule will apply. Use must be appropriate and compatible with each playing field and its surrounding area. Such use shall not result in construction, damage or undue wear or pose a hazard to children or others. Activities which endanger others or cause damage to fields and lawns are prohibited. Should damage to fields or lawns occur, the operations and maintenance supervisor shall make a reasonable effort to obtain restitution for the damage. A custodian or other authorized staff member must be on the premises when any non-school group is using school buildings.

Fee Schedule on following pages.

Multipurpose Rooms (MPR) and Classroom Type Space:

All organizations, clubs or groups seeking to rent a multipurpose room or classroom from MCPS will be required to pay according to the fee schedule.

USE OF SCHOOL PROPERTY FOR POSTING NOTICES

Non-school related organizations may request permission of the building principal to display posters and/or flyers in the area reserved for community posters. Non-school related organizations may also request permission from the Business Office to distribute materials to students.

Posters and/or flyers must be student oriented and have the sponsoring organization's name prominently displayed. The District will not permit the posting or distribution of any material that would:

- Disrupt the educational process;
- Violate the rights of others;
- Invade the privacy of others;
- Infringe on a copyright; or
- Be obscene, vulgar, or indecent.

No commercial publication shall be posted or distributed unless the purpose is to further a school activity, such as graduation, class pictures, or class rings. No information from any candidates for non-student elective offices shall be posted in the school, except on election day, or distributed to the students.

If the Business Office grants permission to distribute materials to students, the organization must arrange to have copies delivered to the Business Office. Distribution of materials will be arranged by administration.

FACILITIES

MCPS Facilities Fee Schedules

MCPS facility fees were determined for cost recovery

YOUTH MONDAY – FRIDAY RATES

K-8 Schools

	Per Hour
Gym	\$15
Gym-Reduced Rates (appeal process needed)	\$5
Cafeteria	\$5
Multi-Purpose Room or Classroom	\$5

High Schools

	1-3 Hours	Per Hour	Each Additional Hour	Additional Custodial Rate per Hour
Gym	--	\$25	--	--
Stegner Track	\$100	--	\$25	--
Theaters/Stages/Auditorium	\$100	--	\$25	\$25
Cafeteria	--	\$50	\$15	--
Classroom	--	\$5	--	--
MCPS Stadium w/lights (Includes Stadium Coordinator)	\$450	--	\$25 w/Locker rooms additional \$50 per hour	\$25
Sports Fields** Single Field-Hourly	\$100	--	\$25	\$25*
Sports Fields** Full Day 1 Field	\$200	--	--	\$25*
Sports Fields** Full Day 2-3 Fields	\$400	--	--	\$25*
Sports Fields** 4 + Fields Per Field	--	\$25	--	\$25*

* Custodian charges apply when needed.

** All sports fields close at 5:00pm.

YOUTH WEEKEND RATES

K-8 Schools

	1-3 Hours	Per Hour	Each Additional Hour	Additional Custodial Rate per Hour
Gym	\$100	--	\$25	\$25
Gym-Reduced Rates (appeal process needed)	NA	NA	NA	NA
Cafeteria	--	\$15	--	\$25
Multi-Purpose Room or Classroom	--	\$5	--	\$25*

High Schools

	1-3 Hours	Per Hour	Each Additional Hour	Additional Custodial Rate per Hour
Gym	\$100	--	\$25	\$25
Stegner Track	\$100	--	\$25	\$25*
Theaters/Stages/Auditorium	\$100	--	\$25	\$25
Cafeteria	--	\$50	\$15	\$25
Classroom	--	\$5	--	\$25*
MCPS Stadium w/lights (Includes Stadium Coordinator)	\$450	--	\$25 w/Locker rooms additional \$50 per hour	\$25
Sports Fields** Single Field-Hourly	\$100	--	\$25	\$25*
Sports Fields** Full Day 1 Field	\$200	--	--	\$25*
Sports Fields** Full Day 2-3 Fields	\$400	--	--	\$25*
Sports Fields** 4 + Fields Per Field	--	\$25	--	\$25*

* Custodian charges apply when needed.

** All sports fields close at 5:00pm.

FACILITIES

ADULT MONDAY – FRIDAY RATES

K-8 Schools

	Per Hour
Gym	\$25
Gym-Reduced Rates (appeal process needed)	NA
Cafeteria	\$25
Multi-Purpose Room or Classroom	\$25

High Schools

	1-3 Hours	Per Hour	Each Additional Hour	Additional Custodial Rate per Hour
Gym	--	\$25	--	--
Stegner Track	\$100	--	\$25	--
Theaters/Stages/Auditorium	\$100	--	\$25	\$25
Cafeteria	--	\$50	\$25	--
Classroom	--	\$25	--	--
MCPS Stadium w/lights (Includes Stadium Coordinator)	\$450	--	\$25 w/Locker rooms additional \$50 per hour	\$25
Sports Fields** Single Field-Hourly	\$100	--	\$25	\$25*
Sports Fields** Full Day 1 Field	\$200	--	--	\$25*
Sports Fields** Full Day 3 Fields	\$400	--	--	25*
Sports Fields** 4 + Fields Per Field	--	\$25	--	\$25*

* Custodian charges apply when needed.

** All sports fields close at 5:00pm.

ADULT WEEKEND RATES

K-8 Schools

	1-3 Hours	Per Hour	Each Additional Hour	Additional Custodial Rate per Hour
Gym	\$100	--	\$25	\$25
Gym-Reduced Rates (appeal process needed)	NA	NA	NA	NA
Cafeteria	--	\$25	--	\$25
Multi-Purpose Room or Classroom	--	--	--	\$25*

High Schools

	1-3 Hours	Per Hour	Each Additional Hour	Additional Custodial Rate per Hour
Gym	\$100	--	\$25	\$25
Stegner Track	\$100	--	\$25	\$25*
Theaters/Stages/Auditorium	\$100	--	\$25	\$25
Cafeteria	--	\$50	\$25	\$25
Classroom	--	\$25	--	\$25*
MCPS Stadium w/lights (Includes Stadium Coordinator)	\$450	--	\$25 w/Locker rooms additional \$50 per hour	\$25
Sports Fields** Single Field-Hourly	\$100	--	\$25	\$25*
Sports Fields** Full Day 1 Field	\$200	--	--	\$25*
Sports Fields** Full Day 3 Fields	\$400	--	--	25*
Sports Fields** 4 + Fields Per Field	--	\$25	--	\$25*

* Custodian charges apply when needed.

** All sports fields close at 5:00pm.

FIELD TRIP PROCEDURES

FIELD TRIP PROCEDURES

A “field trip” occurs when students leave school grounds for an educational purpose. It is a student trip for the purpose of curriculum related study (part of the classroom educational experience), MHSA interscholastic athletics, co-curricular activities, outdoor education, or part of a school-sponsored club.

Types of field trips include:

- Day field trips
- Recurring field trips (same activity over and over on regular basis, such as a choir or sports game)
- Field trips with special hazards:
 - Near water or involving swimming or boating
 - In remote locations/hiking
 - Involving animals (farms, zoos, riding animals, etc.)
 - Involving outdoor education
- Extended field trips – overnight field trips or out of area (over 50 miles)
- Out of country field trips – At the beginning of each school year, MCPS shall send an Annual Field Trip Consent Form to the parents/guardians of each student within the district. *(See form in Appendix, page 32)* This Annual Field Trip Consent Form shall cover all local field trips occurring within Missoula for the school year and shall be effective for one school year. If a student’s parent or guardian sign the Annual Field Trip Consent Form, a separate permission form is not required. MCPS shall maintain a record of all students whose parents/guardians submitted the Annual Field Trip Consent Form.

Pursuant to Board Policy 2320, building principals have developed procedures for field trips. Prior to each field trip, the teacher or sponsor will fill out and submit the Travel Request Form for approval. *(See form in Appendix, page 35)*

- **Field trips of a distance exceeding 400 miles (one way):** Must be approved by the Superintendent/designee at least 60 days in advance.
- **Out of Country:** Superintendent/designee, Principal, Regional Director, and Board approval required 6 months in advance.
- **Building Principals:** May approve all other field trips.
- **Students earning the right to travel for competitions with less than 60 days’ notice:** will receive special consideration. – Upon approval of a local field trip by administration, the teacher or sponsor must provide each student for whom annual consent has been provided with the Field Trip Opt-Out Form explaining the details of the local field trip. *(See form in Appendix, page 33)* A parent or guardian wishing to have their child excluded from the field trip must complete and sign the form. This “opt-out” shall only apply to the specific field trip, and the parent’s or guardian’s consent from the

Annual Field Trip Consent form shall remain active. If a parent or guardian has not signed the Annual Field Trip Consent Form, the teacher or sponsor shall provide that student with a Field Trip Consent Form which must be completed and approved by the student’s parent or guardian before the student may participate in the field trip.

Upon approval of a local field trip by administration, the teacher or sponsor must provide each student for whom annual consent has been provided with the Field Trip Opt-Out Form explaining the details of the local field trip. *(See form in Appendix, page 34)* A parent or guardian wishing to have their child excluded from the field trip must complete and sign the form. This “opt-out” shall only apply to the specific field trip, and the parent’s or guardian’s consent from the Annual Field Trip Consent form shall remain active. If a parent or guardian has not signed the Annual Field Trip Consent Form, the teacher or sponsor shall provide that student with a Field Trip Consent Form which must be completed and approved by the student’s parent or guardian before the student may participate in the field trip. *(See form in Appendix, page 33)*

Upon approval of any other field trip occurring outside of Missoula, the teacher or sponsor must provide each student with a Field Trip Consent Form which must be completed and approved by the student’s parent or guardian before the student can participate. The form should describe the field trip and provide general information about the trip *(See form in Appendix, page 33)*

Extracurricular coaches are not required to fill out a Field Trip Approval Form prior to each out of district event, and students participating in extracurricular activities with recurring trips must provide only one Field Trip Consent Form per season.

In addition, each volunteer chaperone will be provided with the District’s Guidelines for Volunteer Field Trip Chaperones.

A person with a currently valid American Red Cross Standard First Aid Card or equivalent first aid training certification must be present for all field trips, athletic and other off-campus events.

OPI and national safety organizations strongly recommend that, in the interest of providing the safest means of transportation available. Students should be transported to school-related activities in school buses, which meet state and federal school bus standards. Passenger vehicles and vans do not offer the same safety levels as school buses; and therefore, present a substantially higher risk to passengers; which in turn presents greater levels of liability to the District and to the driver of the vehicle.

FIELD TRIP PROCEDURES

MCPS does not allow students to be transported to school-related activities in District owned or leased vans that do not meet school bus safety standards.

Personal vehicles should only be allowed to transport students to school-related activities when it is both practical and reasonable and only after the completion of the Volunteer/Employee Driver Vehicle Use Form and approval is given by the school principal. Proof of insurance must accompany the form. Additionally, the Field Trip Permission Form must be signed by the parent or guardian indicating the use of the car is authorized. In this case, responsibility and liability rests first and primarily with the driver. ***(See form in Appendix, page 38)***

FOOD & NUTRITION

FOOD SERVICE

Nutritious meals at school are a great way to ensure that students are prepared to learn. The MCPS Food and Nutrition Services Department proudly incorporates many local and regional foods into its menu, ensuring students receive the best quality foods possible. The goal is to provide meals that are nutritious, taste great and will sustain students throughout the day.

Nutrition guidelines for all foods are available through Food Service.

Meals served through the National School Lunch and Breakfast Programs will:

- a) Foods served will be visually appealing, and marketed toward students.
- b) Be served in a supportive and encouraging environment.
- c) Meet and exceed nutrition requirements established by all regulatory agencies.
- d) Make available a wide variety of fruits and vegetables, both local and imported and both fresh and minimally processed.
- e) Serve only low-fat (1%) and fat-free milk – white or flavored.
- f) Provide whole wheat and whole grain products wherever possible.

Meal Prices:

Meal prices for the 2012-2013:

- | | |
|---------------------------------|--------|
| a) High School Breakfast: | \$1.75 |
| b) High School Lunch: | \$2.75 |
| c) Middle School Breakfast: | \$1.75 |
| d) Middle School Lunch: | \$2.75 |
| e) Elementary School Breakfast: | \$1.50 |
| f) Elementary School Lunch: | \$2.50 |

Milk is .50 cents to students who bring their own lunch or wish to purchase extra milk. MCPS does not offer a free milk program.

Parents will be notified daily by a recorded phone message if their child's meal account reaches a minimum \$2 balance. Parents who register on the MCPS Student Information System, Angle, can view their student's meal account balance online.

Breakfast:

To provide access for all children to have breakfast at school.

- a) All MCPS schools will participate in the National School Breakfast Program.
- b) Schools will arrange bus schedules and utilize methods such as grab and go meals and breakfast in the classroom to encourage participation.
- c) Schools will provide communications to parents and students regarding the program at their school.

MCPS offers breakfast in the Classroom at Franklin, Hawthorne, Lowell and Russell Schools.

Student Meal Benefits:

Schools will communicate to families the process for applying for meal benefits, and make every effort to encourage the use of these benefits.

Free and Reduced-Price School Meals Applications must be completed every year due to federal regulations. Applications are available through the MCPS Food and Nutrition Office.

Meal Times and Scheduling:

Schools will:

- Provide students with the appropriate amount of time to consume their meals in a relaxing atmosphere.
- Not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.
- Provide students access to hand washing or hand sanitizing before they eat meals or snacks.
- Provide dining areas that have enough seating space for all students assigned to a lunch period.

Rewards:

Schools are encouraged not to use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as punishment.

In accordance with Board policy water is the only beverage allowed to be consumed in class.

À la Carte and All Vending Machines:

Beverages

- a) will exclude items that qualify as a meal component under the guidelines of the National School Breakfast and Lunch Program
- b) will only include 100% fruit juice, water, flavored zero calorie water, low-fat white and flavored milk (skim and 1%)
- c) all beverages will not exceed 16oz in size except for water

Snacks

- a) will be less than 35% calories from fat
- b) will be less than 10% saturated fat
- c) will contain no trans fat
- d) will be no more than 35% total weight from sugar
- e) will be 300 calories or less per item

FOOD & NUTRITION

Healthy Hunger Free Kids Act (HHFKA):

The HHFKA was signed into law by President Obama on December 13, 2010. It is designed to reduce childhood hunger, promote childhood health, reduce childhood obesity, and improve and simplify child nutrition programs.

Key Provisions:

- **National Nutrition Standards for all foods sold in schools:** The bill sets standards for all foods sold in schools. Special exemptions: food sold during school-sponsored fundraisers (infrequent occurrences only), food sold after hours (concession stands & after school fundraisers, and food available only to adults. *All coffee carts, student vending machines and school stores are held to these standards.*
- **Basic guideline of HHFKA:** If sold/available in the school to students during school hours-food must meet guidelines.
- **Equity in School Lunch Pricing:** Requires that all food authorities participating in the National School Lunch Program to have an average price of \$2.46. *If the price is not already \$2.46, school food service programs are required to increase prices a minimum of 5 cents but no more than 10 cents annually until price reaches \$2.46.*
- **Milk:** Milk must be low-fat unflavored or fat-free flavored and unflavored.
- **Water:** Water must be available to all students. If no drinking fountains are available then pitchers of water must be provided. Students will be allowed to fill water bottles.
- **Increased serving sizes for fruit and vegetables:** Serving sizes will increase for all ages of students as well as types of vegetables served every week.

MCPS Food and Nutrition Office will be responsible and will monitor all school produced foods (central kitchen, breakfast and lunches). The school principal shall be responsible for monitoring all other sources of food (DECA, coffee carts, student vending machines, etc.).

Physical Activity:

Schools will provide opportunities for physical education and structured activities that are taught by a certified physical education teacher. Programs for students with disabilities, special health-care needs and in alternative educational settings shall accommodate their individual needs.

School administrators shall minimize the use of physical education facilities for non-instructional purposes, such as using the gymnasium for school assemblies during times scheduled for physical education classes.

For students to receive the nationally recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need

opportunities for physical activity beyond physical education class. Toward that end, schools will:

- offer classroom health education that complements physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities; and
- discourage sedentary activities, such as watching television.

Physical Activity and Punishment:

Teachers and all other school personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

Other School Based Activities that Promote Student Wellness:

The District will support parents' efforts to provide a healthy diet and daily physical activity for their children. The District will:

- support parents' efforts to provide their children with opportunities to be physically active outside of school; and share information about school based and community physical activity and physical education through a website, newsletter, other take-home materials, special events or physical education homework; and
- provide information about physical education and other school-based physical activity opportunities before, during and after the school day.

Monitoring and Procedural Review:

The superintendent or designee will ensure compliance with established nutrition and physical activity wellness procedures.

GRADUATION REQUIREMENTS

GRADUATION REQUIREMENTS

Publication of Graduation Requirements:

Prior to registering in high school, each student will be provided with a copy of the current graduation requirements. Graduation requirements shall also be included in the student handbook.

Credits:

Except as provided in individualized education programs, students shall be expected to earn a total of 24 units in order to complete graduation requirements.

Waiver of Requirement:

Graduation requirements generally will not be waived under any circumstances. However, in rare and unique hardship circumstances, the principal may recommend and the Superintendent approve minor deviation from the graduation requirements.

Alternative Programs:

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, university courses, and correspondence courses. Credit for work experience may be offered when the work program is a part of and supervised by the school.

All classes attempted at a Missoula High School and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average and class rank. Credit shall be awarded only once regardless of repetition of the course.

Honor Roll:

A student must have a minimum grade-point average of 3.00 to be placed on the regular honor roll. Specific information regarding honors at graduation is included in the student handbook.

Class Rank (Grade Point Average):

Class Rank is compiled from semester grades. Courses not eligible for GPA are designated with an asterisk on the report card.

Early Graduation:

In accordance with provisions of § 20-9-313, MCA, the Board hereby authorizes the high school principal to grant permission to students who have completed the minimum requirements for graduation after completion of the seventh (7th) semester. Any exception must be approved by the Superintendent/designee. The trustees may establish an increase to the District's average number belonging formula as though the student had attended to the end of the school fiscal year for approval by the Superintendent of Public Instruction.

No student may participate in the graduation ceremony unless that student has successfully completed all the credit requirements.

HEALTH AND MEDICAL

ANAPHYLAXIS MANAGEMENT AND PREVENTION ADMINISTRATIVE PROCEDURES

The Anaphylaxis Management and Prevention Administrative Procedures were revised January 2015. Please see Addendum A following page 129 of the Administrative Procedures Manual for the complete document and tool kit.

1. Introduction: Allergy and Anaphylaxis
2. Management Plan
 - a. Identification of Students with allergies
 - b. Individual Written Plans
 - c. Medications: Storage, Access and Administration
 - d. Health School Environment: Comprehensive and Coordinated Approach
 - e. Communication and Confidentiality
 - f. Emergency Response
 - g. Professional Development and Training for School Personnel
 - h. Awareness Education for Students
 - i. Awareness Education and Resources for Parent and Guardians
 - j. Monitoring and Evaluation
3. Glossary
4. References
5. Addendums (alphabetically)
 - a. Accommodation Template
 - b. Allergen Sensitive Table Procedures
 - c. Allergen Sensitive Zone Signs
 - d. Anaphylaxis Action Plan
 - e. Anaphylaxis Reporting Form
 - f. Authorization for Release of Information
 - g. Avoid Food Allergens: Cross Contact with Food Allergens handouts
 - h. Avoid Food Allergen & Label Reading Essentials handout
 - i. Checklists
 - j. Classroom Restriction of allergen Letter template
 - k. Food Substitution Medical Statement
 - l. How a Child Might Describe a Reaction
 - m. How to read a food label
 - n. Montana Code Annotated: 20-5-420. Self-administration or possession of asthma, severe allergy or anaphylaxis medication.
 - o. Montana Code Annotated: 20-5-421. Emergency use of epinephrine in the school setting.
 - p. Parenting a Child with a Life Threatening Allergy
 - q. PTA Leader Food allergy Tips
 - r. Responsibility and Communication Graphic Flow
 - s. Stock Epinephrine Protocol

AUTOMATIC EXTERNAL DEFIBRILLATORS (AED)

Implementation

1. The District will identify and enter into an agreement with a Montana licensed physician or other qualified individual as determined by the

Dept. to provide medical supervision (Medical Supervisor) to the AED program.

2. The District will identify and AED Program Coordinator, who will oversee implementation of the program and ensure the District's compliance with Dept. regulations.
3. The AED Program Coordinator will develop, update as changes are made, and adhere to a written plan that satisfies the requirements established by the Dept. The District will submit the AED Program written plan to the Dept.
4. The AED Program Coordinator will work with building administrators to ensure identified individuals – staff and/or faculty – will receive the necessary training as set out by the Dept. These individuals must have current training in adult cardiopulmonary resuscitation that meets the standards of the American Heart Assoc. and must renew this training at least every two years. They must also complete an AED training program that has been approved.
5. The AED Program Coordinator will notify area Emergency Medical Services providers and area Public Serve Answering Points (9-1-1 dispatch point) in order to coordinate its AED program with these services.

Use of the AED

1. The AED must be a unit approved by the United States Food and Drug Administration.
2. If an authorized individual attaches the AED to a patient in need of resuscitation, he or she must report its use to the Medical Supervisor within 24 hours.
3. The Medical Supervisor must make a report to the Department each time the AED is attached to a patient within 48 hours of use.

Responsibilities

Medical Supervisor:

- Oversees all medical aspects of the AED Program
- Ensures compliance with appropriate regulatory requirements
- Ensures proper training and maintenance for AED responders
- Establishes and review procedures for AED use
- Establishes a quality review and improvement program, including post-drill and post debriefing
- Establishes and maintains relationships with local EMS
- Ensures AED use reports are sent to the Dept. within 48 hours of the occurrence of the event

AED Program Coordinator:

- Oversees all non-medical aspects of the AED Program
- Develops AED Program written plan as required by the Dept. and makes changes as needed to the plan in conjunction with building administrator
- Coordinates with Medical Supervisor and EMS, as needed, for training and use of AED

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- Identifies individuals to be AED responders and maintains list of AED responders in conjunction with building administrator
- Coordinates and documents initial AED training and all subsequent training of AED responders.
- Conducts quarterly proficiency evaluations for AED responders
- Coordinates and maintains documentation of all AED usage
- Conducts immediate post incident debriefing
- Ensures AED use is reported to Medical Supervisor within 24 hours of the occurrence of the event
- Coordinates and oversees documentation of AED maintenance and service procedures

Building Administrator:

- Identifies individuals to be AED responders and facilitates needed training
- Assists the AED Program Coordinator to develop the written plan for that building and update as needed
- Is responsible for on-site manufacturer recommended maintenance and testing of AED units, including the documentation of maintenance and testing
- Participates in post incident debriefing and assists with identification of other pertinent people to be included

Identified AED Responder

- Maintain current certification in adult cardiopulmonary resuscitation that meets the standards of the American Heart Association
- Complete an AED training program and complete quarterly AED proficiency that has been approved by the Dept.
- Providing prompt cardiopulmonary resuscitation including AED and first aid according to training and experience
- Reporting to medical supervisor within 24 hours any AED placement on patient
- Accepting accountability and responsibility for the retrieval, use and return of the AED when it is used

BLOOD BORNE PATHOGEN EXPOSURE

Overview: The District maintains a Blood Borne Pathogen Exposure Control Plan. The current plan and related forms are maintained on the District website under the staff page.

Action for an employee or student exposure or contact with bodily fluids: Always clean any exposed body areas with soap and water immediately or if a mucous membrane, flush with water immediately. Forms to report the exposure or contact are kept on the website as above. Contact the school nurse for further assistance including arranging for medical care or contacting parent as indicated.

Work Practice Controls/Universal Precautions:

Human Immunodeficiency Virus (HIV) and Hepatitis B (HBV) can be found in blood, semen, vaginal secretions, and breast milk. HBV (not HIV) is also found in high enough concentrations in saliva to transmit infection from one person to another. Saliva and other body fluids such as urine, vomit, nasal secretions, sputum, and feces often contain germs that cause other diseases. It is not always possible to know when blood or body fluids are infectious—therefore, all body fluids shall be handled as if infectious. All staff shall routinely observe the following work practice controls/universal precautions to prevent and reduce the spread of infectious disease.

1. Whenever first-aid involving bodily fluids is administered, those employees who have been given first-aid responsibilities, have had blood borne Pathogen training and have had Hepatitis B vaccine should be utilized first when possible. This would include elementary secretaries, elementary principals, high school athletic trainers and school nurses.
2. Wear disposable gloves whenever you expect to come into direct contact with blood, other body fluids containing blood, or contaminated items and surfaces. This applies to incidents including but not limited to, caring for nosebleeds or cuts, cleaning up spills, or handling clothing soiled by blood or body fluids containing blood. Use gloves when direct contact with saliva is expected while feeding students. Do not reuse gloves. After each use, remove gloves without touching outside and dispose of them in a lined waste container. After removing gloves, wash hands thoroughly with soap and water as described below.
3. Wash your hands and any other contacted skin surfaces thoroughly for 15 to 30 seconds with dispensable soap and warm running water, rinse under running water, and thoroughly dry with disposable paper towels;
 - a. Immediately after any accidental contact with blood, body fluids, or drainage from wound or with soiled garments, objects or surfaces.
 - b. Immediately after removing gloves or other protective equipment or clothing.
 - c. Before assisting others with eating and drinking as well as eating or drinking yourself.
 - d. Before handling food, cleaning utensils or kitchen equipment.
 - e. Before and after diapering and assisting with toileting as well as toileting yourself.

When running water is not available, use antiseptic hand cleaner and clean towels or antiseptic towelettes, and use soap and running water as soon as feasible.

4. Clean surfaces and equipment contaminated with blood with soap and water and disinfect them promptly with a fresh solution of household bleach (ten parts water to one part bleach) or other disinfectant. While cleaning, wear

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disposable gloves and use disposable gloves and use disposable towels whenever possible. Rinse mops or other reusable items in the disinfectant and dry thoroughly.

5. Properly dispose of contaminated materials. Materials contaminated with blood or other potentially infectious materials should be segregated at the time of the incident, double bagged in plastic bags, and disposed of with ordinary trash. Do not segregate and accumulate a quantity of contaminated materials for later disposal. Where large quantities of blood and wastes are generated, there will likely be assistance from professional emergency personnel who are trained in proper handling and disposal of contaminated materials. Red biohazard bags are utilized in these instances and are never disposed of with the ordinary trash. If a school staff member must be involved in handling and disposal of medical sharps, such as syringes, hypodermic needles or other potentially infectious objects that are capable of penetrating the skin, these items should be contained in labeled sharps containers available from the school nurse.
6. Do not care for others' injuries if you have any bleeding or oozing wounds or skin conditions yourself.
7. When necessary to provide mouth-to-mouth ventilation, use a mouthpiece, resuscitation bag or other ventilation device, is recommended.
8. Immediately report any incident of accidental exposure to blood or first-aid administration that involved direct contact with blood in accordance with district policies about accident reporting. (*See Employee Exposure form in Appendix, page 48 and Student Exposure form in Appendix, page 50*)

Personal Protective Equipment

1. Gloves shall be worn when it is reasonably anticipated that employees will have hand contact with blood or with other potentially infectious materials.
2. Disposable gloves used at this facility are not to be washed or decontaminated for re-use and are to be replaced as soon as practical when they become contaminated or as soon as feasible---they are torn, punctured, or when their ability to function as a barrier is compromised.
3. Gloves and any cleaning materials, used when rendering first aid should be discarded in a lined trash container that is disposed of daily.
4. When taking a student's temperature, use only disposable thermometer sheath covers or disposable thermometers and discard these in the same manner as disposable gloves.
5. All personal protective equipment used in this District will be provided without cost to employees.

Housekeeping

1. The supervisor of each worksite shall ensure that the worksite is maintained in a clean and sanitary condition.
2. All equipment, environmental, and working surfaces shall be cleaned and decontaminated after

contact with blood or other potentially infectious materials.

- a. Contaminated work surfaces shall be decontaminated an appropriate disinfectant.
- b. All receptacles intended for reuse, which have been contaminated shall be inspected and decontaminated on a regularly scheduled basis.

Broken glass, which may be contaminated, should be handled using a brush and dustpan, tongs, or forceps.

COMMUNICABLE DISEASES PROCEDURES

Purpose

Missoula County Public Schools endeavors to provide a safe environment for the health of students. The superintendent shall implement procedures ensuring that all school buildings are in compliance with Montana Department of Health and Human Services (DPHHS) administrative rules regarding communicable diseases as defined by DPHSS.

Communicable Diseases Procedures

In all proceedings related to these procedures, the District will respect students' rights to privacy. Although the District is required to provide educational services to all school-age children who reside within its boundaries, it may deny attendance at school to any child diagnosed as having a communicable disease that could make a child's attendance harmful to the welfare of other students. The District also may deny attendance to a child with suppressed immunity in order to protect the welfare of that student when others in a school have an infectious disease, which although not normally life threatening, could be life threatening to a child with suppressed immunity.

- A. The school district will employ procedures to reduce communicable illness transmission. This includes enforcing immunization regulations (**Board Policy 3413**), the use of Universal Precautions (**Board Policy 5230**) and consistent health practices that discourage the spread of communicable illnesses.
- B. The school principal or his/her designee has the authority to exclude any student that is suspected or confirmed as having a communicable illness or infection that is known to be spread by any form of casual contact. The school nurse may make recommendations to the principal. Such a student shall be excluded until his/her condition is no longer considered contagious as verified by the physician or school nurse. Examples of such conditions and length of exclusions are listed below. The district may notify parents or other children attending a school that their children have been exposed to a communicable disease without identifying the particular student who has the disease.
 1. When ill with any symptoms and is feeling too sick to participate in the usual school activities or what is normal for that child.

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2. The illness results in greater need for care than school staff can provide without compromising their ability to care for other students.
 3. Fever is defined as a temperature of 101° orally, 102° rectally or 100° axillary or higher. Fever without behavior change or other signs of illness, does not require exclusion from school
 4. Diarrhea (not associated with changes in diet) if: stool is not contained in the diaper or stool frequency exceeds 2 or more stools above normal for that child for diapered children, diarrhea is causing accidents for toilet trained children, blood or mucous in stool not caused by constipation, or signs of dehydration or jaundice are present; students may attend school again when the preceding are resolved.
 5. Vomiting more than two times in the previous 24 hours unless the vomiting is determined to be caused by a non-communicable condition and the child is not in danger of dehydration.
 6. Abdominal pain that continue over two hours or intermittent abdominal pain with fever, dehydration or other signs of illness.
 7. Mouth sores with drooling unless determined by health care provider to be non-infectious.
 8. Rash with fever or behavior changes until determined by health care provider to be non-infectious.
 9. Impetigo, until 24 hours after treatment has been started.
 10. Strep throat, until 24 hours after treatment has been started.
 11. Head lice or nits, until after first treatment (exclusion not necessary before the end of the day).
 12. Scabies, until after treatment has been given.
 13. Chickenpox (varicella) until all lesions have dried or crusted (Typically takes about six days and this is regardless if child has received varicella vaccine).
 14. Other communicable diseases such as Rubella, Mumps, Measles, Hepatitis A until no longer considered infectious.
 15. Draining skin sores that can't be covered or drainage contained unless evaluated and determined to be non-infectious in the school setting by a health care professional.
- Conditions that do not require school exclusion not addressed above:***
1. Common colds, runny noses (regardless of color or consistency of nasal discharge) and coughs.
 2. Bacterial conjunctivitis. Clear eye drainage not associated with pink or red sclera (whites of the eyes).
 3. Ringworm: exclusion for treatment may be at end of day and exclusion not required when treatment began.
- C. When information is received by a staff member that a student has a communicable disease or infection (a Blood Borne Pathogen (BBP) such as HIV/AIDS, Hepatitis B, or Hepatitis C) which is not spread by casual contact, that staff member will confidentially notify the school principal.
1. If secondary infection is of concern, the school principal will obtain permission to consult the primary physician for guidance.
 - a. Reasonable accommodations will be provided to ensure a safe environment for the infected student and the remainder of the student population.
 - b. If the parent/guardian disagrees with the proposed accommodations he/she has a right to appeal to the superintendent.
 - c. Additional persons may be consulted if essential, but the parent/guardian must give consent for notification of any additional persons who would know the identity of the student.
 2. If the student has no secondary infection that constitutes a medically recognized risk to the infected student or of transmission in the school setting, the student's educational program will not be altered.
 3. The school officer will review the case periodically with the infected student, the infected student's parent/guardian and the medical advisors described above.
 4. If the student with a BBP qualifies for services with disabilities under state and federal law, (either an IEP or a 504 plan) those procedures will be used to make a placement decision in lieu of the procedure described above.
 - a. In the development of an individualized education program (IEP), school personnel should consider expanding the staffing committee to include the student's primary care provider and a public health official in advisory capacities.
 - b. For students with IEP's or 504 plans the IEP/504 team shall not be informed of the student's BBP condition unless IPE/504 accommodations and/or goals are related to the BBP.
 5. All information, including the identity of the infected student shall be treated as confidential.
 - a. All medical information and written documentation of discussions, telephone conversations, proceedings and meetings will be kept by the school principal in a locked file.
 - b. Access to this file will be granted only to those persons who have the written consent of the infected student's parent/guardian (unless the student is 18 years of age, in which case the student may provide consent).

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CONCUSSION MANAGEMENT

Medical management of sports-related concussion is evolving. Recently there has been a significant amount of research into sports-related concussion in high school and pediatric athletes. The intent of this protocol is to provide education about concussion for athletic department staff and other MCPS personnel. This protocol outlines procedures for staff to follow in managing head injuries (concussions), and outlines school procedures pertaining to return to play issues after concussion.

MCPS seeks to provide a safe return to activity for all students and athletes after injury, particularly after a concussion. In order to effectively and consistently manage these injuries, procedures have been developed to aid in insuring that concussed athletes are identified, treated and referred appropriately, receive appropriate follow-up medical care during the school day, including academic assistance, and are fully recovered prior to returning to full activity including athletics.

It is recommended that procedures outlined in this protocol be reviewed on a yearly basis by qualified medical professionals. Any changes or modifications will be reviewed and given to athletic department staff and appropriate school personnel in writing.

All athletic department staff will attend a yearly in-service to review procedures for managing sports-related concussions.

- I. What is a Concussion?
- II. Recognition of Concussion
- III. Sideline Cognitive Function Test
- IV. What is ImPACT?
- V. ImPACT Neurocognitive Testing Requirements
- VI. Management and Referral Guidelines for All Staff
- VII. Guidelines and Procedures for the Licensed Certified Athletic Trainer
- VIII. Guidelines and Procedures for Coaches
- IX. Guidelines and Procedures for the School Nurse
- X. Treatment of Concussion and the Return to the Classroom
- XI. Return to Play Procedures
- XII. Teachers Protocol Steps
- XIII. References

I. What is a Concussion?

A. Concussion is an injury to the brain that affects function. Concussion is defined as a complex pathophysiological process affecting the brain, induced by traumatic biomechanical forces. Several common features that incorporate clinical, pathologic and

biomechanical injury constructs that may be utilized in defining the nature of a concussive head injury include:

1. Concussion may be caused either by a direct blow to the head, face, neck or elsewhere on the body with an “impulsive” force transmitted to the head/brain.
 2. Concussion typically results in the rapid onset of short-lived impairment of neurologic function that resolves spontaneously.
 3. Concussion may result in neuropathological changes but the acute clinical symptoms largely reflect a functional disturbance rather than a structural injury.
 4. Concussion results in a set of clinical symptoms that may or may not involve loss of consciousness. Resolution of the clinical and cognitive symptoms typically follows a sequential course; however, it is important to note that in a small percentage of cases, post-concussive symptoms may be prolonged.
 5. No abnormality on standard structural neuroimaging studies is seen in concussion.⁵
- B. A concussion may be referred to as a Mild Traumatic Brain Injury (MTBI).^{1,4}

Note: Although this document refers to ‘athlete’ throughout; the same information and procedures apply to all students with a concussion.

II. Recognition of Concussion

A. Common signs and symptoms of sports-related concussion:

1. Signs (observed by others): ^{1,3,4,6,7}
 - Appears dazed or stunned
 - Confusion (about assignment, plays, etc.)
 - Forgets plays
 - Unsure about game, score, opponent
 - Moves clumsily (altered coordination)
 - Balance problems
 - Personality change
 - Responds slowly to questions
 - Forgets events prior to hit
 - Forgets events after the hit
 - Loss of consciousness (any duration)
2. Symptoms (reported by athlete): ^{1,3,4,6,7}
 - Headache
 - Fatigue
 - Nausea or vomiting
 - Double vision, blurry vision
 - Sensitive to light or noise
 - Feels sluggish
 - Feels “foggy”
 - Problems concentrating
 - Problems remembering

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3. These signs and symptoms are indicative of probable concussion. Other causes for symptoms should also be considered.
4. When a student athlete comes out of a competition or practice saying they don't "feel right" or got "dinged" then:

When in doubt, sit them out!

III. Sideline Cognitive Function Testing

A. When signs and symptoms of concussion are present a sideline cognitive function test should be performed by a healthcare professional, certified athletic trainer, team physician, or coach if a health care professional is unavailable.

1. The athletic trainer or physician should use the SCAT2 (sports Concussion Assessment Tool 2), sideline ImPACT, or other standard assessment tool. *(See forms in Appendix, page 40)*
2. As suggested by the Montana High School Association (MHSA), coaches should also use the Heads Up Concussion Wallet Card or Clipboards Sheet.
(See forms in Appendix, page 45)
<http://www.cdc.gov/concussion/pdf/Clipboard%20Sticker-a.pdf> Coaches should also utilize the basic sideline ImPACT or Pocket SCAT2 testing form. *(See forms in Appendix, page 44)*

IV. What is ImPACT Neurocognitive Testing?

- A. ImPACT is the acronym for: Immediate Post-Concussion Assessment and Cognitive Testing.⁴
- B. ImPACT is a research based software tool utilized to evaluate recovery after a concussion. It was developed by doctors at the University of Pittsburgh Medical Center to evaluate neurocognitive functioning.
- C. ImPACT evaluates and documents verbal and visual memory, attention span, brain processing speed, reaction time, and post-concussive symptoms. This allows for an objective assessment of an athlete's post-injury condition and is most useful if the athlete has a baseline test.
1. The ImPACT test is a **TOOL** to help clinicians determine a diagnosis and manage a concussion.
 2. The ImPACT test does not provide a specific medical diagnosis.
 3. The ImPACT test is a factor, but does not determine return to play.
 4. All concussions should be managed on an individual basis.^{2,4}

V. ImPACT Neuropsychological Testing Requirements

- A. All contact and collision athletes in MCPS High Schools are required to take a baseline ImPACT test prior to participation in sports (usually freshman and junior year and all student athletes

new to the high school sophomore and senior years).

1. All athletes will view a video presentation entitled: "Heads Up: Concussion in High School Sports", prior to taking the baseline test.
- B. Athletes in collision and contact sports, as defined by the American Academy of Pediatrics classifications, are required to take a "new" baseline test every two years.
 - Basketball
 - Football
 - Lacrosse
 - Soccer
 - Softball
 - Volleyball
 - Wrestling

VI. Management and Referral Guidelines for All Staff

- A. Suggested Guidelines for Management of Sports-Related Concussion¹
1. Any athlete with a witnessed loss of consciousness on the field of play should be placed on a spine board and transported immediately to the nearest emergency department via emergency vehicle.
 2. An athlete who exhibits **ANY** of the following symptoms should be transported immediately to the nearest emergency department, via emergency vehicle.
 - a. Deterioration of neurological function
 - b. decreasing level of consciousness
 - c. decrease or irregularity in respirations
 - d. decrease or irregularity in pulse
 - e. unequal, dilated, or un-reactive pupils
 - f. any signs or symptoms of spine injury, or skull fracture, or significant bleeding
 - g. mental status changes: looks very drowsy or cannot be awakened, confusion or agitation
 - h. seizure activity
 - i. cranial nerve deficits
 3. An athlete who is symptomatic but stable, may be transported by his or her parents. The parents should be advised to contact the athlete's primary care physician, or seek care at the nearest emergency department, on the day of the injury.
 - a. ALWAYS give parents the option of emergency transportation, even if you do not feel it is necessary.
 - b. The athlete must not be allowed to drive.

VII. Guidelines and Procedures for the Licensed Certified Athletic Trainer

- A. The Licensed Athletic Trainer (LAT) will assess the injury, or provide guidance to the coach if unable to personally attend to the athlete. Immediate referral to a physician trained in the care of mild

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traumatic brain injury or to the hospital will be made when medically appropriate (see section VI).

1. The LAT will perform serial assessments following recommendations in the National Athletic Trainers Association Position Statement: Management of Sport-Related Concussion.³
 - a. The LAT will notify the athlete's parents and give written and verbal home and follow-up care instructions.
- B. The LAT will notify the Athletic Director, School Nurse, and School Counselor if the injury, prior to the next school day.
 1. The LAT will continue to provide coordinated care with the Health Care Provider (HCP), for the duration of the injury.
 2. The LAT will communicate with the athlete's HCP regarding the athlete's neurocognitive and recovery status, as needed.
- C. The LAT is responsible to make sure the concussed person receives post-concussion neurocognitive testing.
 1. The initial post-concussion test will be administered within 24-72 hours post-injury, whenever possible.
 - a. Repeat post-concussion tests will be given at appropriate intervals, dependent upon clinical presentation.
 2. The LAT or designee, will review post-concussion test data with the athlete and the athlete's parent.
 3. The LAT will forward testing results to the athlete's HCP with parental permission and a signed release of information form.
 4. The LAT will monitor the athlete, and keep the school nurse and HCP informed of the individual's symptomatology and neurocognitive status.
 5. The LAT is responsible for monitoring recovery and coordinating the appropriate return to play activity progression.
 6. The LAT will maintain appropriate documentation regarding assessment and management of the injury.

VIII. Guidelines and Procedures for Coaches:

Recognize, Remove, Refer

- A. **Recognize** concussion
 1. All coaches should become familiar with the signs and symptoms of concussion that are described in section II.
 2. Very basic cognitive testing should be performed to determine cognitive deficits.
 - a. *See Sport concussion Assessment Tool 2.*
- B. **Remove** from activity

1. If a coach suspects the athlete has sustained a concussion, the athlete should be removed from activity until evaluated medically.
 - a. **Any athlete who exhibits signs or symptoms of a concussion should be removed immediately, assessed, and will not be allowed to return to activity that day. The athlete must be monitored by coach or designee.⁴**
- C. **Refer** the athlete for medical evaluation
 1. Coaches must report all head injuries to the Licensed Athletic Trainer (LAT), as soon as possible for medical assessment and management, and for coordination of home instructions and follow-up care.
 - a. The LAT can be reached at the phone number listed in the front of the Directors and Coaches Handbook.
 - b. The LAT will be responsible for contacting the athlete's parents and providing follow-up instructions.
 2. Coaches should seek assistance from the host site LAT or HCP if available at any away contest.
 3. If the LAT is Unavailable, or the athlete is injured in an away event, the coach is responsible for notifying the athlete's parents of the injury.
 - a. Contact the parents to inform them of the injury and make arrangements for parents to pick the athlete up at school
 - b. Contact the LAT at the above number, with the athlete's name and home phone number, so that follow-up can be initiated.
 4. In the event that an athlete's parents cannot be reached, and the athlete is able to be sent home (rather than directly to MD):
 - a. The coach or LAT should insure that the athlete will be with a responsible individual, who is capable of monitoring the athlete and understanding the home care instructions, before allowing the athlete to go home.
 - b. The coach or LAT should continue efforts to reach the parent.
 - c. If there is any question about the status of the athlete, or if the athlete is not able to be monitored appropriately, the athlete should be referred to the emergency department for evaluation. A coach or LAT should accompany the athlete and remain with the athlete until the parents/guardians arrive.
 - d. Athletes with suspected head injuries should not be left alone or be permitted to drive home.

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IX. Guidelines and Procedures for the School Nurse

- A. Responsibilities of the school nurse after notification of high school student athletes' concussion:
 - 1. When notified by LAT that a concussion has occurred:
 - a. Notify the student's P.E. teacher immediately that the athlete is restricted from all physical activity until further notice from the LAT.
 - b. Notify all classroom teachers of occurrence of concussion and what symptoms to watch for. (email classroom teachers the standard concussion information)
 - c. If student is seen by nurse for concussion related symptoms, the nurse will communicate with the LAT in addition to the parents.
 - 2. When notified of concussion in a student-athlete* from someone other than the LAT (athlete's parent, athlete, physician note), the LAT should be notified as soon as possible, so that an appointment for ImPACT testing can be made.
 - b. *For all concussions that are reported to the nurse in high school students, the nurse will verify whether or not they are a current athlete. If so, then the nurse will notify PE and classroom teachers as above.
 - c. For students with reported concussions that are not current school athletes, follow procedures below in Section XI, B.
 - 3. A Section 504 Plan may need to be considered and the nurse may be involved in this process.
- B. Responsibilities of the school nurse in responding to potential concussion in any grade level student:
 - 1. Follow current head injury protocol, assess student as nurse is available and able to respond, use current forms for assessment and parent information, notify parent and notify applicable staff to limit student activity for that day if student remains at school.
 - 2. A Section 504 Plan may need to be considered and the nurse may be involved in this process.

X. Treatment of Concussions and the Return to the Classroom

- A. The most important treatment for an athlete with a concussion is rest.
 - 1. An athlete will need rest from physical and mental activities.
 - 2. The athlete should be in an environment free of:
 - a. Loud noises
 - b. Bright lights
 - c. Computers
 - d. Video games
 - e. Television

- f. Phones (cell phones, including texting)⁷
- B. Cognitive exertion (thinking) and the stimulation of the school environment may increase or worsen the symptoms of a concussion.⁴
- C. Student-athletes may be removed from school in order to recover from a concussion.
- D. The parent, LAT and/or treating HCP will communicate with the appropriate school personnel. The LAT and school nurse will share updated concussion related information received from the parent or HCP with each other.
- E. Responsibilities of the student's parents/guardian:
 - 1. Notify the student's PE Teacher immediately that the student is restricted from all physical activity until further notice from the LAT.
 - 2. Notify all classroom teachers of occurrence of concussion and symptoms to watch for.
 - 3. If the school nurse receives notification of a student-athlete who has sustained a concussion from someone other than the LAT (athlete's parent, athlete, physician note), the LAT should be notified as soon as possible, so that an appointment for ImPACT testing can be made.
 - 4. A section 504 Plan may need to be considered.
- F. Responsibilities of the student's parents/guardian:
 - 1. Monitor the student closely and when needed coordinate evaluation and treatment by HCP trained in the management of head injuries.
 - 2. Monitor the student closely and recommend appropriate academic accommodations for students who are exhibiting symptoms of post-concussion syndrome.
 - 3. Communicate with appropriate school personnel on a regular basis, to provide the most effective care for the student.

XI. Return To Play (RTP) Procedures After Concussion

- A. **NO RETURN TO PARTICIPATION (practice or competition) on the same day of injury!!!**
 - 1. As previously discussed in this document, an athlete who exhibits signs or symptoms of concussion, or has abnormal cognitive testing, will not be permitted to return to play on the day of the injury. Any athlete who denies symptoms but has abnormal sideline cognitive testing will be held out of activity.^{1,2,4,7}
When in doubt, sit them out!
- B. Return to play after concussion:
The stepwise progression takes a minimum of eight days from the onset of concussion to full clearance.
 - 1. The athlete must meet all of the following criteria in order to begin the stepwise progression of actual activity as scripted in #4.¹⁻⁷
 - a. Asymptomatic at rest, without medication, and with performance of everyday activities (including mental exertion in school) AND;

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- b. Within normal range of baseline on post-concussion ImPACT testing AND;
 - c. Athlete must have written clearance from HCP or specialist (athlete must be cleared for progression to activity by a physician other than an emergency room physician).
 2. Once the above criteria have been met, the athlete will be progressed back to full activity following a stepwise process, under the supervision of a qualified HCP.⁵
 3. Progression is individualized, and will be determined on a case by case basis. Factors that may affect the rate of progression include: previous history of concussion, duration and type of symptoms, age of the athlete, and sport/activity in which the athlete participates. An athlete with a prior history of concussion, one who has had an extended duration of symptoms, or one who is participating in a collision or contact sport should be progressed more slowly.⁵
 4. Stepwise progression with each step taking a minimum 24 hours.^{1,3,5,6,7}
 - a. Day/Step 1: Injury – Remove and refer when needed.
 - b. Day/Step 2: Physical and mental rest.
 - c. Day/Step 3: School (if student's symptoms have improved) – ImPACT and see physician trained in the management of Mild Traumatic Brain Injury (MTBI)
 - d. Day/Step 4: Light aerobic exercise – (walking, stationary bike) 30 minutes of greater than 70% max heart rate. **No weight training.**
 - e. Day/Step 5: sport specific training – (shooting, running, playing catch) No contact and one hour max time.
 - f. Day/Step 6: Non-contact training drills with team practice setting. **Weight training permissible.**
 - g. Day/Step 7: Exam by physician trained in the management of MTBI to be cleared for return to full contact **practice not game play**. If athlete has two or more concussions with 12 months, athlete must see a neurologist for clearance of the step.
 - h. Day/Step 8: Game plan and full return.
- Note:** If the athlete experiences post-concussion symptoms during any phase described above, the athlete should immediately stop the activity. If, within 24 hours the athlete returns to an asymptomatic state, they will drop back to the previous asymptomatic step and resume the progression.
5. The HCP and the athlete will discuss appropriate activities for each day. Step 1-5 will be supervised by the HCP. In step 6-8, the athlete will be given verbal and written instructions regarding permitted activities. The HCP and athlete will each sign instructions. One copy of this form is for the HCP to give to

the coach and one will be maintained by the HCP.

6. The athlete should see the HCP daily for re-assessment and instructions until he/she has progressed to unrestricted activity and has been given a written report to that effect from HCP.

XII. Teachers Protocol Steps

- A. Concussion research is indicating that any mental strain on a concussed brain may prolong recovery and have continued symptoms. Activities that may cause stress for a student that has been identified as having a concussion include:
 1. Computer work
 2. Mental strain
 3. Texting
 4. Video games
 5. Loud noises
- B. Teachers may be notified by the school nurse of any student having a concussion.
- C. Recommendations should come from the school nurse regarding subsequent procedures for accommodations being made for the student.
 1. A 504 Plan may be recommended depending on the severity to accommodate the student's needs until recovery.

References

1. Centers for Disease Control and Prevention. Injury Prevention and Control: Traumatic Brain Injury. May 2011 www.cdc.gov/TraumaticBrainInjury/index.html
2. Guskiewicz KM, Valovich McLeod TC. Pediatric Sports-Related concussion. PM R 2011;3:353-364
3. Guskiewicz KM, et al. National Athletic Trainers Association Position Statement: Management of Sport-Related Concussion. *Journal of Athletic Training* 2004;39 (3):280-297
4. ImPACT. www.impacttest.com ImPACT 2011
5. McCrory P, Meeuwisse W, Johnston K, et al. Consensus Statement on Concussion in Sport: the 3rd International Conference on Concussion in Sport held in Zurich, November 2008. *Clin J Sport Med* 2009; 19 (3): 185-195
6. Montana High School Association. MHSA/MOA Concussion and Injury Procedure. 2011 http://www.mhsa.org/SportsMedicine/MHSA_Concussion_Info.pdf
7. National Federation of State High School Associations. Suggested Guidelines for Management of Concussion in Sports. Jan. 2011. http://www.mhsa.org/SportsMedicine/2011NFHS_SMA_CuggestedGuidelinesforManagementofConcussioninSports.pdf
8. **Functionally-Detected Cognitive Impairment in High School Football Players Without Clinically-Diagnosed Concussion.** Thomas M. Talavage, Eric Nauman, Evan L. Breedlove, Umit Yoruk, Anne E Dye, Katie Morigaki, Henry Feuer, Larry J. Leverenz, *Journal of Neurotrauma*. Oct 2010, online ahead of print.

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DO NOT RESUSCITATE ORDER: STUDENT

For the purposes of this procedure the following definitions apply:

- Medically Fragile Children: Medically fragile children are children with serious, long-standing, progressive illnesses that are often life-threatening.
- DNR Request: A DNR request is a written physician directive that cardiopulmonary resuscitation (CPR) not be used in the event of a cardiac or respiratory arrest by health care providers in a health care setting
- Comfort One: Is a comprehensive, state-wide program of identifying, providing palliative care and withholding resuscitative measures to terminally ill patients who have declared living wills or for whom a physician has issued a Do-not-resuscitate order
- Designated Hospital: A designated hospital is the hospital selected by the parent or guardian to be used in case of an emergency. The designated hospital must be indicated on the DNR request. In cases where parents do not have a hospital of choice, the emergency medical team may select the hospital.
- Emergency First Aid: Emergency first aid is emergency care or treatment given to an ill or injured person before regular medical aid can be obtained.

Requirements: The Health Services Supervisor is responsible for coordinating a DNR request from a parent or physician. The requirement is as follows:

1. Consultation: The Health Services Supervisor, the parent/guardian, principal, primary teacher and/or case manager discuss the Comfort One request, the procedures to follow in an emergency, the specific disease entity, and the potential signs and symptoms of deterioration prior to the District implementing the Comfort One request.
 - a. Homebound Services: The student's Individual Health Care team will determine the child's capacity for in-school services; if the team determines that homebound services are most appropriate for the child they will be provided. The team is also charged with discussing school-wide impact of the child's condition and making recommendations for educational services.
 - b. Placement of Comfort One Request: The original Comfort One form will be kept in the classroom, or in another convenient place where it can be easily located at all times. A copy will be kept on file as part of the Individual Health Care Plan in the nurse's office, Principal's office, attached to the 504 or IEP Plan.
 - c. Parent Notification of an Emergency: The parents will be notified immediately by the school nurse, principal, or designee when an emergency occurs.
 - d. Revocation of a Comfort One Request: Parents wanting to revoke a Comfort One request must provide a signed, written, revocation request to the Health Services Supervisor. The on-file copy in the Individual Health

Care Plan will be marked as "Revoked", other copies will be destroyed.

- e. Procedures: If a medically fragile child becomes extremely ill at school, the school nurse or staff member(s) provides the child with care as outlined by the Individual Health Plan which includes:
 - procedures to be followed for health emergencies or changes in status
 - notification protocol
 - Comfort One form
 - parent involvement, parent signature, physician review and signature
 - annual review in a Health Team meeting or IEP meeting (if the student is special education eligible)
 - that the EMS team, if summoned, is given the Comfort One Form and the name of the designated hospital
 - plans for physical management of the situation (moving the student or other students)
 - that the Building Crisis team is notified to implement support procedures for students and staff

Questions regarding this Memorandum may be referred to *Region 2 Executive Regional Director*, the (406) 728-2400 ext. 6671.

EPINEPHRINE AUTO-INJECTORS IN SCHOOLS

Each district school will maintain a stock supply of auto-injectable epinephrine to be administered immediately for actual or perceived anaphylaxis (life threatening allergic reaction) in any student by a school nurse or other authorized personnel in accordance with Montana law (MCA 20-5-421) and district medication policy. **(See Board Policy 3416)** 911 will be summoned and then parent will be notified immediately following all administration of epinephrine. The limited stock of this medication is not intended to be used in place of medications previously or currently prescribed for specific students or staff with known allergies. Students with known allergies are expected to continue to provide their own health care provider ordered medications and written individual annual anaphylaxis plan.

HEAD LICE: PROCEDURES (Pediculosis)

Background:

Missoula County Public Schools head lice procedures are based on current evidence based practices recommended by the Centers of Disease Control, the American Academy of Pediatricians and the National Association of School Nurses. These procedures were reviewed and updated in May 2016. It is known that:

- Head lice have co-existed with humans for thousands of years.

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- Head lice do not spread disease and/or illness and are not an indication of poor hygiene or parental negligence.
- Lice do not jump or fly, and will survive for only 24-48 hours off of the human head.
- Transmission of lice occurs with head to head contact, especially sustained contact, such as in the home environment. Transmission in the school environment is rare.
- Head lice are a community health issue; schools are a source of accurate information and often the place of identification.
- Lice lay eggs, commonly called nits on the hair shaft. Nits are “cemented” to the shaft, and are unlikely to be transferred to others, or hatch off of the human body.
- It is difficult to differentiate viable nits from egg casings without microscopic identification. The presence of nits alone does not confirm an active infestation.
- Head lice are not a valid reason for school exclusion and most students do not need to miss any school because of head lice.
- School procedures related to lice must be evidence based, thereby preventing perpetuation of harmful stigmas based on misinformation.
- Students and families benefit from accurate information and support.

Procedures:

- Parents and students may and staff should consult the school nurse for suspected cases of head lice.
- Requests for verification are not honored when made for a peer student or a student who is not that parent/guardian’s child.
- School nurses will confirm the presence of head lice in suspected cases. Because head lice are not a health hazard, are unlikely to be transmitted in the school setting and if present, likely to have been present for several weeks in a child, confirmation will be timely but not necessarily immediate.
- School nurses will communicate with the parent of infested student if an active case of head lice is confirmed by the nurse. Emphasis is placed on giving parents accurate information. The student may return to class for the remainder of the day with the expectation that parents will provide treatment that day after school.
- Nurses will monitor students with known recent history of lice infestation.
- Students will NOT be excluded from school for the presence of live lice unless the nurse determines there is unusually high risk of transmission. There is no requirement to be nit free for school attendance.
- While staff often know that a student has/had head lice, it is generally not essential that staff know what students have head lice in order to employ standard preventative measures in the classroom.

- Students who miss school due to reported head lice should not have a specific absence code to reflect this.
- Nurses will collect statistical data for procedure evaluation purposes only.
- Nurses will protect confidentiality of students by providing private settings for examination of hair and discussion with student and parent to the extent the school environment allows.
- In order to further protect confidentiality of students, recognizing that transmission in the school setting is unlikely, and that head lice are not a health hazard, classroom letters will NOT be sent home notifying parents of identification of head lice in the school setting.
- Information will be made available, including on the district website, in order to promote accurate information and treatment)

HEALTH SCREENINGS: STUDENTS

Background:

Missoula County Public Schools promotes an environment which contributes to the health of students. To do so, students attending Missoula County Public Schools will be provided with periodic health screenings, such as vision and hearing.

Screenings are done to identify or detect commonly occurring diseases, entities, health problems or conditions in order to facilitate early intervention that will be significantly beneficial to the student. (Proctor, 2009)

Procedures:

- School nurses are responsible for the completion of the vision screening for students.
 - Current grade levels are preschool, kindergarten, 1st, 3rd, 5th, and 7th grades
 - Parents or staff may request vision screening for individual students outside of the planned grade level screenings.
- Speech language pathologists and an audiologist are responsible for the completion of hearing screening for students.
 - Current grade levels are kindergarten, 1st, and 10th grade students
 - Parents or staff may request hearing screening for individual students outside of the planned grade level screenings.
- Parents/legal guardians of students who are identified as (potentially) having deficiencies will be notified of screening results and encouraged to seek professional care.

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HOMEBOUND PROCEDURES

For homebound services to be implemented, one of the following protocols must be followed:

A. **If the student has an IEP**

The IEP team meets (**must include an administrator**) to determine the appropriateness of homebound services and, if the team agrees that homebound services are appropriate, amends the IEP to document this decision. The Homebound Tutoring for Health Reasons form may be used if the team feels it is appropriate. Provide the form to the parents to give to the doctor. As instructed on the form it will be faxed back to the school principal. A copy of the Request for Homebound Tutoring form, a copy of the IEP amendment including the signature page with parent approval from the IEP, and the Homebound Tutoring for Health Reasons form (if used) must be sent to Virginia Haines via Charlene Hubbard (crhubbard@mcps.k12.mt.us). The case manager must keep copies of this documentation in the student's special education file.

B. **If the student has a current 504 Plan**

The 504 team meets (**must include an administrator**) to discuss concerns and student needs. If there appears to be reason to suspect a medical reason for concerns, including indication of possible need for homebound services as an extension of the current 504 plan, provide parents with the Homebound Tutoring for Health Reasons form to take to the doctor. The Homebound Tutoring for Health Reasons form must be completed prior to convening the 504 team meeting to discuss possible homebound services. If, based on the Homebound Tutoring for Health Reasons form, the team determines that homebound services are appropriate the decision is documented on the 504 plan form. A copy of the Request for Homebound Tutoring form, the amended 504 plan, and the Homebound Tutoring for Health Reasons form must be sent to Virginia Haines via Charlene Hubbard (crhubbard@mcps.k12.mt.us). The case manager must keep copies of this documentation in the student's 504 file.

C. **If the student has a physical or mental condition** that interferes with his/her ability to learn and the condition is projected to last longer than six (6) months the school should convene a 504 team (**must include an administrator**) to determine appropriateness for 504 services that include homebound tutoring. If the student meets 504 eligibility criteria follow procedure in B above.

D. **If the student has a physical or mental condition** (such as a fracture or concussion) that interferes with his/her ability to learn, and is projected to last six (6) months or less, a school administrator should work with the student's family to complete the Homebound Tutoring for Health Reasons form. A Request for Homebound Tutoring form and the

Homebound Tutoring for Health Reasons form must be sent to Virginia Haines via (clhubbard@mcps.k12.mt.us). *(See forms in Appendix, page 46-47)*

E. **If a parent requests or school staff member suggests the need for homebound services**

The request should be considered by either an IEP or 504 team (if appropriate) following the procedures outlined above using the IEP amendment form or 504 form for documentation. The Homebound Tutoring for Health Reasons form must be completed if the medical condition is projected to last six (6) months or less.

If the student's condition is strictly medical (i.e. fracture or concussion) a team is not required to meet. A school administrator must be aware of the request for homebound services and assign a school contact person. The Homebound Tutoring for Health Reasons form must be completed. The Request for Homebound Tutoring form and the Homebound Tutoring for Health Reasons form must be sent to Virginia Haines via (clhubbard@mcps.k12.mt.us). Copies of the homebound tutoring forms must be kept in the student's cumulative file.

F. **A copy of each Homebound Tutoring for Health Reasons form** will be forwarded to Linda Simon, Health Services Supervisor via Virginia Haines.

G. **After appropriate forms are received and approved** by Virginia Haines, they will be forwarded to Karen Allen, Executive Regional Director for final review and approval. Homebound tutoring will be scheduled following final District administrative approval.

H. **Following final District approval for homebound tutoring**, a homebound tutor will be assigned. The homebound tutor will communicate with the school contact person regarding curriculum to be covered during homebound tutoring hours. The schedule for homebound tutoring will be developed by the tutor in collaboration with the parent based on the time allocation and curriculum content outlined by the school team.

I. **Homebound tutors will be paid** curriculum rate (currently \$24.97 per hour) for actual time with the student. Homebound tutoring does not include a separate compensation for travel time or mileage. Homebound tutors should complete the Homebound Tutor timesheet according to the every two week cycle outlined by the Payroll Department and submit it directly to Payroll on the dates identified. Approval will be by the Executive Regional Director.

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MEDICATIONS: STUDENTS

Receiving Medication:

All student medication must be submitted with a signed parent/guardian permission and signed physician statement form and/or Standing Orders form delivered to the school secretary or the school health nurse by the parent/guardian. Only those medications recognized in the official United States Pharmacopoeia/National Formulary and of its supplements or as prescribed in MAC 37-26 will be permitted in the schools. Documents will be kept on file in the school office or nurse's office.

All medication will be kept in a locked area under the supervision of school personnel and not in the possession of the student, except in the case where allowed by law, determined to be a potentially life-saving medication or determined by a 504 plan. The parent is responsible for providing the school with any state required documentation and ensuring that a secondary supply of medication is provided to the school office as the law specifies. The school health nurse will assess the student for appropriate ability to carry medication. At the conclusion of each year, any unused portion of the medication must be claimed by the parent/guardian, in person. Any unclaimed medications will be destroyed by school personnel at the end of each school year.

All prescription medication is to be in its original container with the proper labeling to include student's name, name of the medication, and strength of the medication, prescribing doctor's name and the dose to be given.

If a student is to take an over-the-counter medication, only that medication identified as standing order may be administered in the stated dosages with parent signature only on a consent form. Current standing order medications are as follows: throat lozenges, Tylenol, Ibuprofen, and Benadryl.

If a student is to take an over-the-counter medication that is NOT identified in the standing orders, then a written authorization by a physician and a signed consent form by a parent/guardian must be submitted to the school office.

All over-the-counter medication must be submitted in the manufacturer's original container to the principal school nurse, or his/her designee with the required form signed by a parent/guardian.

When field trips are scheduled during usual school tours, reasonable accommodation will be made for medication administration normally done during school hours. The school personnel responsible for the field trip should notify the school nurse no later than twenty-four hours in advance of the field trip. Appropriate school personnel will be trained and authorized by the school nurse to store the medication while on the field trip and to supervise the student in self-administering the medication. Medication administration may also be formally delegated by the school nurse to staff if the nurse chooses to delegate.

Administering Medications:

Students may receive their medications only when proper permission slips and physician statements are on file in the school office. School personnel recommend that the initial dose of medication be administered at home by the parent/guardian so as to watch for any first time adverse reactions.

MCPS employees who have received training by the school health nurse will be authorized to supervise students taking their medication. When taking medication according to the prescribed times, each student must administer the medication to him/herself while under the supervision of the authorized school personnel. Alternatively, the school nurse may administer medications directly to students or train and delegate other school employees to administer medication to students as allowed by state regulations. The authorized school person or the student will record the medication administration on the Medication Administration Record.

School employees may administer emergency life-saving medication as allowed and specified by state law.

In the event of an incident with administering medications, please complete the form and return it to Linda Simon, Health Services Supervisor. *(See form in Appendix, page 51)*

Medication for School Sponsored Field Trips Beyond the Same Day:

The following procedure is used for field trips scheduled outside the normal school hours such as overnight field trips, athletic trips, and Fine Arts trips.

- **K-8 Grade:** The school employee responsible for the field trip should contact the school health nurse. The nurse will provide the parent/guardian with a Health Information for Field Trip form. The parent/guardian will note prescription and non-prescription medication that must be taken while on a field trip. The nurse will train and assign medication supervision, including proper storage, to an employee or volunteer parent attending the field trip. The medication must be in the original manufacturer or pharmacy bottle and only the amount that is reasonably expected to be utilized for the length of the trip is brought along. Students will be responsible for "self-medication" to proper time and dosage. If self-medication or any confidentiality about the medication is a concern, parents are to notify the school nurse at least one week prior to the trip. The nurse will delegate the medication as needed.
- **9-12 Grade:** The person scheduling the field trip is responsible for having the parent/guardian list the student by name and any needed prescription and non-prescription medication to be taken, while on the field trip, on the field trip form under medication information. The form will be reviewed by a staff member or a designated parent

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volunteer prior to the field trip. The medication must be in the original manufacturer or pharmacy bottle and only the amount that is reasonably expected to be utilized for the length of the trip is brought along. High School students may keep their own medication if parent(s)/guardian grant that permission in writing. Those medications can be kept by the student and the student will be responsible for “self-medication” to include proper time and dosage. Students may not share prescription medication with other students. If self-medication or confidentiality is a concern, parents are to notify the responsible staff member at least one week prior to the trip.

MRSA/INFECTION CONTROL PROCEDURES

General Background: Infection control has always been a necessary objective in school settings. Effective control measures can prevent an array of communicable diseases ranging from the common cold to blood borne pathogens to staphylococcus aureus (“staph”) infections, including today’s increased Methicillin Resistant Staphylococcus Aureus (MRSA) infections. The focus of this information is on how MCPS will apply recommended practices to our individual school settings with emphasis on the prevention of MRSA.

MRSA Background:

- Staph is a microorganism identified in the 1880’s
 - It best grows in moist, warm and dark areas
 - Staph and MRSA Staph can live for hours or days on surfaces. Conditions of moisture, darkness and warmth promote staph longevity.
 - Starting in the 1960’s, widespread antibiotic use led to staph’s resistance to penicillin initially, then Methicillin and then beta-lactum antibiotics and other next line antibiotics. This resistant type of staph is called MRSA.
 - Approximately 30% of the population is colonized with staph. This means the bacteria is present but not causing infection.
 - It is important to understand there are differences between colonization, infection and invasive infection.
 - Staph is the most common cause of skin and soft tissue infections (SSTI) “community acquired MRS” (CA-MRSA) are different although becoming less so than previous. CO-MRSA, “community onset MRSA” is another term being used. Most CO-MRSA can be effectively treated.
 - The main mode of transmission of staph, including MRSA, is via the hands by contact with contaminated people or objects.
 - Breaks in the skin facilitate staph entering the body.
 - Other factors include skin-to-skin contact, crowded conditions and poor hygiene. Sharing of towels, personal hygienic items, athletic equipment and clothes facilitates transmission.
 - MRSA occurs in any age group and in any setting although applicable risk factors in the school setting include athletes in contact sports, recent hospitalizations, recurrent or recent antibiotic use, past MRSA infections, recurrent skin disease, recurrent or recent skin damage, close contact with infected person and high incidence of MRSA in the community.
 - Initially MRSA infections can be mistaken for a spider bite.
- Recommendations/Plan:**
1. Education
 - a. The following groups received a flier “Questions and answers about MRSA in schools” by email 11/1/07: administrative staff (principals, assistant principals, and deans), athletic directors, all staff including coaches, physical education teachers, athletic trainers and nurses.
 - b. Athletic directors are encouraged to ensure that all coaches are given needed information.
 - c. In addition, nurses and athletic trainers (will) receive (d) several additional resources.
 - d. Students
 - Students of all ages should be encouraged to wash hands during the school day
 - Posters promoting hand washing are in many schools and additional poster may be accessed from health services supervisor.
 - e. Athletes
 1. Education posters re: MRSA are in AT, locker rooms and nurses areas. Additional posters may be obtained through Health Services supervisor
 2. Coaches are encouraged to give athletes verbal information at start of every season by coach.
 - i. Coaches should utilize written information as a guide “MRSA: Information for Coaches and Athletes” See Attachment.
 - f. Parents
 - i. General health information is on website now
 - g. Athletic Directors are encouraged to give parents verbal information at sports meeting using “MRSA: Information for Coaches and Athletes” as a guide.
 - h. Custodial Staff
 - i. Information will be provided as annual mandatory meeting for custodians starting 08-09
 2. Reporting MRSA Infections
 - a. Students and parents are encouraged to report confirmed MRSA infections to the school.
 - b. If the athletic trainer or school nurse suspects a MRSA infection, they will communicate with the parent and student regarding the need for medical evaluation. Coaches should refer student to trainer, PE teachers refer to nurse.
 - Use of referral letter encouraged. (provided to nurse and AT’s)

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- If MRSA confirmed, then that nurse or AT should report to health services supervisor who may track cases and/or report to the Missoula City-County Health Department (MCCHD).
- 3. Evaluation/Surveillance
 - a. School nurses and athletic trainers have been provided information re: MRSA to assist with surveillance and evaluation for referral.
- 4. Prevention Strategies
 - a. Hand Washing!
 - See above re: education efforts
 - Custodians must check soap and paper towels availability daily
 - Schools may consider ordering waterless hand disinfectant.
Warehouse has 40 oz. hand disinfectant available. Disinfectant use is NOT appropriate when hands are visibly dirty.
 - b. Dressing changes
 - Nurse/AT will counsel student how to change dressing if needed and where (limit to nurse area/AT area if possible) Handout available for teaching tool re: changing dressings
 - c. Exclusion with active MRSA infection
 - Athletes, in contact sports, who have draining wounds or infections, may not participate in practice or a game until the wound has stopped draining. Because MRSA may be difficult to treat, this may be a few weeks or longer. If the student has medical provider permission to participate in contact sports with a draining wound or infection, then medical provider written verification of negative wound culture must be provided.
 - Contact sports include wrestling, football, basketball and soccer
 - Athletes, in non-contact sports, may participate in activities if wounds are well covered and the infected person observes good hygienic measures to include washing hands, showering and laundering clothes.
 - d. Athletic Areas/Equipment Cleaning
 - Student athletes are reminded to not share equipment during the season such as pads, etc.
 - Athletes personal clothes/towels
 - Students are encouraged to shower and put on clean dry under garments after practice/play especially during two a day practice days
 - Students are encouraged to use clean, dry towels provided from home after each shower
 - Mats for sports
 - Mats should be cleaned daily after use by coach
 - Mats for PE classes
 - Mats should be cleaned daily after use by teacher
- Other sports equipment such as weights, bikes, weight room benches, etc.
- Consider having disinfectant available and encouraging use by students
- Encourage hand washing by posting signage
- Whirlpool rules
 - No use if any open wounds
 - Expect shower before use
 - Discourage multiple users
 - Whirlpool will be disinfected between uses
- e. General cleaning
 - AT's to clean tables and benches between student uses.
 - HS nurses to clean cots between student uses
 - Computer keyboards
 - Consider use of disinfectant wipes and/or use of alcohol gel for hands and/or hand washing before and after use
 - Floors of AT areas and locker rooms cleaned daily
 - Custodians to clean health area cots daily in K-8
 - Custodial staff to clean restrooms and locker room daily as well as sinks in athletic trainer's area, nurse's area or health area, restrooms and locker rooms daily
 - Custodial staff will check rest rooms at least daily for adequate soap and paper towels throughout the district
 - Custodial staff will utilize recommended cleaning products

Resources

1. Minnesota Department of Health. (2005) *MRSA: Information for coaches and athletes*. Retrieved December 21, 2007 from <http://www.health.state.mn.us/divs/idepc/diseases/mrsa/mrsaathletes.pdf>
2. Minnesota Department of Health. (2007) *Skin Examination of Athletes*. Retrieved December 21, 2007 from <http://www.health.state.mn.us/divs/idepc/dtopics/athlete/skinhcp/html>
3. Minnesota Department of Health. (2007) *Questions and answers about methicillin-resistant staphylococcus aureus (MRSA) in schools*. Retrieved December 21, 2007 from <http://www.health.state.mn.us/divs/idepc/diseases/mrsa/mrsaschools.pdf>
5. Montana Department of Public Health and Human Services, Communicable Disease Control and Prevention Bureau. (2007) *Interim Guidelines for the Control and Prevention of Methicillin Resistance Staphylococcus aureus (MRSA) Skin and Soft Tissue Infections in Non Healthcare Settings August 2007*. Retrieved from <http://www.dphhs.mt.gov/PHSD/MARA/documents/MT-DPHHSMRSAGuidelinesFINAL090507pdf>

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STUDENT PREGNANCIES: PROCEDURES AND GUIDELINES

The following guidelines have been developed to assist staff in handling matters pertaining to a student's pregnancy.

Discrimination:

No student shall be discriminated against on the basis of that student's pregnancy, childbirth, false pregnancy, voluntary or involuntary (i.e., miscarriage) termination of pregnancy, or recovery relating to any of these events.

Accommodations:

Pregnancy and pregnancy-related conditions shall be treated in the same manner as other medical conditions. Accommodations to facilitate participation in educational services and other activities may be necessary given a student's unique circumstances. Accommodations shall be considered on a case-by-case basis and may include, but are not limited to: re-scheduling classes to more accessible locations; elevator access; additional time to get to classes or

for lunch; alternative physical education activities if necessary; independent study where prolonged absence is necessary for a pregnancy-related medical condition; and schedule flexibility to address pregnancy-related medical conditions.

Medical documentation relating to accommodations, continued participation, or return to un-restricted participation for pregnancy-related medical conditions, including childbirth, may be required if required for other medical conditions.

Learning of a Student's Pregnancy:

Situations exist in which a staff member learns or suspects a student is pregnant and believes further intervention is necessary. If a staff member believes intervention is necessary, he or she should report concerns after learning or suspecting a student is pregnant to a counselor, school psychologist, school nurse (if appropriate), or administrator. A staff member, other than a counselor, school psychologist, school nurse, or administrator, shall not attempt to counsel or advise the student regarding pregnancy. The counselor, school psychologist, school nurse, or administrator may meet with a student to address concerns relating to a student's confirmed or suspected pregnancy. A school nurse can assist with the confirmation of a pregnancy if the student consents. No staff member shall coerce or force a student to take a pregnancy test.

Confidentiality:

A student's pregnancy or pregnancy-related condition shall be considered confidential student information. Staff members shall not discuss a student's confidential information or communications regarding that information without that student's permission with any other individual, including that student's parents and/or legal guardians. There are four exceptions to the confidentiality requirement:

1. If a staff member has a reasonable suspicion that a student's pregnancy or pregnancy-related condition is related to child abuse, the staff member must report such reasonable suspicions as required by law;
2. If a staff member has a reasonable suspicion that a student's pregnancy or pregnancy-related condition is the result of a crime, including incest or rape, the staff member should report such reasonable suspicions to the appropriate law enforcement agency;
3. Staff members may disclose a student's pregnancy or pregnancy-related condition as necessary where there is a clear and present danger to the health or safety of the student; and
4. Staff members are permitted to share confidential student information and communications, including information relating to a student's pregnancy or pregnancy-related condition, with other school officials (i.e., counselors, school psychologists, or administrators) who have legitimate educational interests in that information.

A staff member shall notify an administrator prior to disclosing a student's pregnancy or pregnancy-related condition pursuant to a reasonable suspicion of child abuse or a crime or in the case of a clear and present danger to the student's health and safety.

Nothing herein shall prevent a counselor, school psychologist, school nurse, or administrator from encouraging a student to inform her parents or legal guardians about her pregnancy or pregnancy-related condition. No staff member shall coerce or force a student to inform her parents or legal guardians about her pregnancy or pregnancy-related condition.

Counseling or Advising Students:

Only counselors, school psychologists, school nurses, and administrators should be advising students regarding pregnancy and pregnancy-related conditions. All other staff members should encourage students to discuss pregnancy and pregnancy-related conditions with a counselor, school psychologist, school nurse, or administrator. Staff members may disclose suspicions or knowledge of a student's pregnancy or pregnancy-related condition to a counselor, school psychologist, school nurse, or administrator if they believe intervention with that student is appropriate.

No staff member shall encourage, influence, coerce, or force a student into making any decision regarding a pregnancy or pregnancy-related condition. No staff member shall share or attempt to influence a student with his or her own personal feelings or beliefs regarding a student's pregnancy or pregnancy-related condition.

If a student requests information regarding abortion, a counselor, school psychologist, school nurse, or administrator is permitted to only inform a student regarding the parental notice/judicial bypass procedure required to obtain an abortion in Montana and to refer the

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student to the County Health Department for any other information regarding options available to the student regarding pregnancy or a pregnancy-related condition. A counselor, school psychologist, school nurse, or administrator may also encourage a student to consult her own health provider for information regarding her options. With the exceptions of referrals to the County Health Department or the student's personal health provider, a counselor, school psychologist, school nurse, or administrator may not refer or suggest that the student consult Planned Parenthood or any other community clinics or organizations that advocate or may be perceived as advocating specific choices for females.

RECORDS

DISCLOSURE OF PUBLIC RECORDS

From time to time, District administration is requested to disclose public records and provide copies of public records. The following procedures address disclosure of public records.

1. All bound and indexed documents produced by the District are available for public inspection and may be copied upon request. These include operating manuals, general reports, handbooks, guides, procedures, policies, regulations, job descriptions and budgets.
2. Public records are available to any person for inspection and copying unless covered by the exemption section of this procedure.
3. District equipment may be accessible to any person for copying public records except when this would unreasonably disrupt operations of the District.
4. Public records are available for inspection and copying during customary office hours of the District.
5. No fee is charged for inspection of public records. Charges for copying documents, computer disks, etc. shall not exceed costs of reimbursement to the District for its actual labor and supplies.
6. All requests for access for copying of District public records shall be made to the superintendent's secretary. Requests for building public records should be made to the building principal. All requests must be in writing using the appropriate form. ***(See form in Appendix, page 52)***
7. Copies will be available within a reasonable amount of time following receipt of a written request.
8. If the request for information requires staff research time, the administrator will decide whether to release staff to do research to produce new documents. This decision is to be predicated on time and existing workload.
9. Exemptions:
 - a) Personal information maintained for students.
 - b) Personal information maintained for employees or appointed or elected officials of the District to the extent that disclosure would violate their right to privacy.
 - c) Data used to administer an employment or academic examination.
 - d) Real estate appraisals made for the District for acquisition of property, but for no more than three years after the appraisal.
 - e) Preliminary drafts, notes, recommendations, intra-district memoranda in which opinions are expressed or policies formulated. These become not exempt when publicly connected with any district action. Reviewing transportation services.
- f) Records relevant to controversy not available to another party under the rules of pretrial discovery for cases pending in District Court.
10. Refusal to allow inspection in whole or part shall include a statement of specific exemption authorizing withholding of the record.
11. Fees:
 - a) Copy of Board minutes – 15 cents per page.
 - b) Copy of other materials – 25 cents per page
 - c) No charge for copy emailed to requester
 - d) If mailing is involved, actual postage cost will be charged.
 - e) The District will charge the actual costs, directly incident to fulfilling a records request in the most cost-efficient and timely manner possible, including but not limited to the time required to gather the requested information.
 - f) If the requested material does not exist and the District agrees to provide it in the form requested, time spent creating the requested material shall be charged at the employee's regular hourly rate of pay.

SAFETY

BUILDING CRISIS PLAN

Administrators, teachers and other staff in Missoula County Public Schools have both a moral obligation and legal responsibility to provide for the life, health and property of students, faculty and staff, and to protect the public's property.

Unanticipated tragic events can quickly escalate into a school-wide catastrophe if not dealt with immediately and effectively. Knowing what to do when a crisis occurs can minimize the chaos, rumors and the impact of the event on students and community.

The District Crisis Plan and Building Crisis Plans provide comprehensive, concise and specific operational plans to address most emergencies that might occur in each school and district facility within MCPS. The format of these plans follows the four main phases of the Emergency Crisis Plan posted in each classroom and office area. It is imperative that all MCPS employees know where their Building Crisis Plans are located and have read and understand all aspects of the plan.

FIRE (DISASTER) DRILLS

In accordance with MCPS Policy 8310: Fire drills will occur on a regular basis as required by state law. A record will be kept of all fire drills. Appropriate procedures for fire drills will be discussed at the beginning of the school year in class by all teachers and posted in a conspicuous place near the exit door.

All schools, K-12: MCPS Building Administrators must schedule and perform eight (8) disaster drills throughout the school year as required by the State of Montana (MCA 20-1-402). Drills must be scheduled at different hours of the day to avoid distinction between drills and actual disasters.

- 4 Fire Exit Drills
- 1 Earthquake Drill
- 1 Lockdown Drill
- 2 Disaster Drills – MCPS Building Administrator's Preference

Each drill shall be logged in the current year's Fire/Disaster Drill Log and returned to the Facilities/Risk Manager at the end of each school year. *(See form in Appendix, page 53)*

FIRST-AID AND EMERGENCY WASHING FACILITIES

Standards for First-Aid and Emergency Washing Facilities are established by MCA 50-71-312 and ARM 24.30.3521.

First-Aid Trained Personnel:

First-aid trained personnel must be available at each work site (e.g., each school, administration office, food service facility, etc.) to provide quick and effective first-aid to employees that become injured or ill while on the job.

First-Aid Supplies:

- First-aid supplies must be readily available.
- Each school should post the location of their first-aid kits on the safety bulletin board. If first-aid kits are not clearly visible, a sign shall be posted indicating their location.
- During employee orientation, each employee should be shown the location for the first-aid kits in their building or work area.

Except for the instances where another person is designated, the building principal or building supervisor is designated to ensure that the first-aid kits are properly maintained and stocked.

Emergency telephone numbers and emergency procedures will be strategically located, such as on the first-aid kits, near telephones, on the safety bulletin board and at other areas where appropriate.

First-aid supplies should be appropriate to

- The occupational setting – e.g., school building, food service facility, maintenance, etc. The response time of your emergency medical services should determine the needed supplies. **Note:** First-aid kits from your local retailer or safety supplier should be adequate for most MCPS facilities.
- First-aid supplies must be easily accessible to all employees.
- First-aid kits that are accessible to students must not include any container or product that bears the warning "Keep out of Reach of Children".

First-Aid Kits:

- **Procedure:** District Department must provide first-aid kits in work areas. Basic locations include: Science Labs, Health Room/Office area, Industrial Arts, Kitchen, Training Room, Maintenance, etc. First-aid supplies are available from the District Warehouse.
- **Responsible Employee:** The site manager is responsible to designate an individual to maintain and stock the department's first-aid kits.

SAFETY

- **Accessible:** First-aid kits shall be readily available and accessible
- **On Vehicles:** In the absences of readily accessible first-aid supplies in a fixed location, all crew vehicles, cranes, loaders, backhoes, freight trucks, and similar equipment shall be equipped with not less than a ten-package first-aid kit.

Emergency Washing Facilities:

Make sure emergency washing facilities are functional and readily accessible.

An emergency shower must be provided when there is potential for major portions of an employee's body to contact corrosives, strong irritants, or toxic chemicals.

Emergency eyewash must be provided when there is potential for an employee's eyes to be exposed to corrosives, strong irritants or toxic chemicals. (Science department as well as the custodial and maintenance workers.)

Emergency washing facilities should:

- Be located so that it takes not more than 10 seconds to reach.
- Be kept free of obstacles blocking their use.
- Function correctly.
- Provide the quality and quantity of water that is satisfactory for emergency washing purposes.

SAFETY BULLETIN BOARD AND POSTERS

Install and maintain a safety bulletin board large enough to post and keep posted a notice or notices, to be furnished by the Safety Bureau, Montana Department of Labor and Industry, informing employees of the protections and obligations provided for in the Montana Safety Act. Such notices should be posted in each public entity in a conspicuous location or where notices to employees are customarily kept. (ARM 24.30.104) The following are required at a minimum:

- The self-insurer's Workers' Compensation Insurance Coverage Employee Notice
- MT Dept. of Labor and Industry "Job Safety and Health Protection"
- Emergency telephone numbers
- Citation(s) and inspection response from which will remain posted for 30 days or until all abatement action has been approved by the safety bureau.

Items Not Allowed:

- Any item not directly related to the Safety Program

All required safety posters and forms can be obtained from the District Facilities/Risk Manager.

SAFE WORK ENVIRONMENTS

The District Administration and Employees will work together to provide a safe work environment.

Employer Responsibilities

- Provide a workplace free from recognized hazards.
- Provide and use means to make the workplace safe
- Prohibit employees from entering, or being in, any workplace that is not safe.
- Construct the workplace so it is safe.
- Prohibit alcohol and narcotics from the workplace.
- Prohibit the use of all tobacco products on all school district property.
- Prohibit employees from using equipment or materials that do not meet the applicable safety requirements.
- Establish, supervise and enforce rules that lead to a safe and healthy work environment that are effective in practice.
- Control chemical agents.
- Protect employees from biological agents.
- Provide training programs to improve the skill and competency of all employees in the field of occupational safety and health.

Employee Responsibilities

- Follow the safety rules and other safety practices described in the program and always apply the safety training you have received.
- Coordinate and cooperate with all other employees in the workplace to try to eliminate on-the-job injuries and illnesses.
- Promptly report unsafe conditions or actions to your supervisor or safety committee representative.
- Make suggestions to your supervisor, safety committee representative, or administrators about changes you believe will improve employee safety.
- Apply the principles of accident prevention in your daily work and use protective equipment as required by your employer.
- Take care of all personal protective equipment properly.
- Do not wear torn or loose clothing while working around machinery.
- Report promptly to your supervisor every industrial injury or occupational illness.
- Do not remove, displace, damage, destroy or carry off any safeguard, notice of warning, provided to make the workplace safe.
- Do not interfere with the use of any work practice designed to protect other from injuries.
- Do everything reasonably necessary to protect the life and safety of all employees.

SAFETY

- Observe Montana State law that prohibits alcohol and narcotics (drugs) from the workplace and prohibits employees under the influence of alcohol or narcotics from the worksite.
- Obey state requirement to always wear the seat belt when driving or riding in a vehicle. (Although school busses do not have passenger seat belts, equivalent safety protection is provided.)
- Actively support and participate with the school district to provide an effective and efficient Safety Program.

First Report of Injury or Occupational Disease

If any MCPS District employee is involved in a work related accident, they are required to complete the First Report of Injury or Occupational Disease form. Once completed the form must be turned into the building administrator or immediate supervisor for signature. Once completed and signed by all involved parties, the form must be turned in the Human Resources Dept. *(See form in Appendix, page 54)*

Safety Hazard Report

Supervisors and employees are required to report any safety hazards. Should this need arise, please complete the Safety Hazard Report and return the form to the District Facilities/Risk Manager. *(See form in Appendix, page 55)*

STUDENT: ATTENDANCE

ATTENDANCE PROCEDURES

Education is a cooperative venture to which the student, the teacher and the parent/guardian contribute. Prompt, regular attendance in school is an important factor in determining a student's academic success, including success in meeting state and local requirements for graduation. Students who attend school consistently develop better socially, establish better communication with their teachers, acquire important lifetime habits such as dependability, self-sufficiency, and responsibility and have greater success academically. Missoula County Public Schools recognizes that school attendance is the responsibility of the student and parent/guardian, supported by the teachers and administration. The following procedures are designed to encourage regular and punctual school attendance so that learning can take place. It is intended to be positive and not punitive, and all measures taken will be in the students' best interest. These practices and procedures will assist families and school personnel in making attendance decisions.

A. Student's Responsibility: It is the student's responsibility to:

1. attend all assigned classes and other instructional activities on time every day that school is in session;
2. be aware of and follow the correct procedures when absent from an assigned class or other instructional activity;
3. request any missed assignments due to an absence; and
4. complete assigned work in a timely manner.

B. Parent or Guardian's Responsibility: It is the responsibility of the student's parent/guardian to:

1. ensure the student is attending school;
2. inform the school in the event of a student absence;
3. be aware of and follow the correct procedures for reporting student absence; and
4. work cooperatively with the school and the student to resolve any attendance issues that may arise.

C. Teacher's Responsibility: It is the responsibility of the teacher to:

1. take daily attendance and to maintain accurate attendance records in each assigned class and other instructional activities;
2. be familiar with all procedures governing attendance and to apply these procedures uniformly in classroom assignments and for all assigned students;
3. provide any student who has been absent with any missed assignments upon request;
4. work cooperatively with the student's parent/guardian and the student to resolve any attendance issues that may arise; and
5. work cooperatively with the student's parent/guardian when the student's

attendance record impacts academic performance.

D. Administrator's Responsibility: It is the responsibility of the administrator to:

1. require students to attend all assigned classes and other instructional activities;
2. be familiar with statutes, policies and procedures governing attendance and apply them uniformly to all students;
3. ensure that all teachers properly account for student attendance in a timely manner;
4. maintain accurate records on student attendance and respond to the previous day's absences by determining the status of each;
5. inform the student's parent/guardian of the student's attendance and work cooperatively with the student and parent/guardian to solve attendance problems;
6. work collaboratively with the teaching staff to develop and implement uniformly administered attendance procedures; and
7. work with students and parents/guardians to develop and implement a plan for recovery of credit.

Students are required to attend all assigned classes and/or other instructional activities every day school is in session, unless the student has a valid excuse for absence, in accordance with Section 20-5-103, MCA.

A. Excused Absences: These include family authorized absences and school authorized absences. The following reasons shall be sufficient to constitute excused absences:

1. Family authorized excused absences:
 - a. Personal illness
 - b. Family emergency or death in the family
 - c. Medical or dental treatment
 - d. Other activities as approved by the school
2. School authorized excused absences
 - a. Approved field trips
 - b. Interscholastic competitions and events
 - c. Other activities as approved by the school

B. Unexcused Absences: These are absences which are not authorized by the parent/guardian or the school. The following absences are examples of absences which will not be excused:

1. leaving school premises without authorization from the nurse, the attendance office or the principals' offices;
2. failing to attend class (while remaining on the premises) without advanced permission;
3. family trips/vacations for which no prior arrangement have been made with the school;
4. other absences not authorized by the school or parent/guardian.

STUDENT: ATTENDANCE

Reporting Student Absences

When a student must be absent from school, the parent/guardian is requested to notify the school's attendance office, whenever possible, in advance of the absence. If the school attendance office does not receive advance notice, the school will make a reasonable effort to contact a parent/guardian to verify the student absence. If the school is unable to contact a student's parent/guardian after a reasonable effort has been made, the absence will be recorded as unexcused. Single or multiple absences that are not verified by a parent/guardian, or which have been recorded as unexcused, may be handled as part of the disciplinary process.

Whenever possible, students are to request make-up work in advance of the absence and to complete work according to the timelines established by the individual teacher.

Absences necessitated by student participation in field trips or extra-curricular activities must be excused in advance. The participating student is responsible to secure each teacher's signature on a pre-arranged absence slip and request homework assignments prior to the date of the absence.

Attendance Intervention

Each school will develop an attendance intervention committee. At the beginning of each school year, the attendance intervention committee will confer regarding students who have had attendance issues in the past. This will provide an opportunity for proactive intervention by the school and the family of the student.

Students accruing six (6) or more absences in a semester will be considered at-risk for developing chronic absenteeism. A sixth absence in a semester will result in an attendance letter to the parent and a referral to the attendance intervention committee for review. Unexcused absences may result in a referral to the attendance intervention team prior to the sixth absence. The attendance intervention committee may, at any time, intervene on behalf of a student considered to be at-risk as a result of attendance issues.

A student accruing ten (10) or more absences in a semester will be considered chronically absent. The school principal or designee will contact the student's parent/guardian to confer regarding attendance interventions. High school students accruing excessive absences may have class credit placed on hold until an appropriate attendance intervention plan has been developed and implemented. Chronic absenteeism may result in a referral to Child and Family Services or to the Missoula County Attorney as a child truant from school in accordance with Section 20-5-106, MCA.

STUDENT: DISCIPLINE

EXPULSION PROCEDURE

Expulsion is any removal of a student for more than twenty (20) school days without the provision of educational services. Only the Board of Trustees 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 notify the student's parent of the intent to proceed with an expulsion. The administrator must send a written notice to the Superintendent regarding the recommendation to expel the student, the specific charges against the student, a description of the rule or regulation broken and supporting evidence.

The Superintendent must send written notice to the parents regarding the recommendation to expel the student, the specific charges against the student, a description of the rule or regulation broken, supporting evidence, the date, time and location of the Board hearing, a copy of the Board's procedure, and a description of the student's and parent's rights at the hearing.

INTERROGATION AND ARREST OF STUDENTS

A School Resource Officer (SRO) is assigned to each District urban high school. SRO services include policing, relationship building and education. In providing SRO services, the SRO will have access to students on a regular basis. However, if an SRO is interrogating a student who may have been involved in a criminal activity, a reasonable attempt should be made to notify the parent/legal guardian of the time of the questioning and their option to be present. (Reference PB4411) A parent/legal guardian, legal counselor, or administrator shall be present during such an interrogation of a minor student or students.

Other Missoula City Police Department (MCPD) Missoula County Sheriff Department officers are required to inquire at the individual school office for a building administrator and proceed with his/her cooperation in contacting students.

The parent/legal guardian is to be notified as soon as possible when a minor student is arrested while under the jurisdiction of the school.

At no time shall an administrator allow a non-SRO to take a minor student from the school building with (1) a warrant, (2) a court order, (3) an arrest, or (4) written permission of the parent/legal guardian. A SRO may take a student from the school if such action is related to SRO services and with prior permission of an administrator and parent.

REMOVAL OF STUDENT DURING SCHOOL DAY

Schools must exercise a high order of responsibility for the care of students while in school. The removal of a student during the school day may be authorized in accordance with the following procedures:

1. Law enforcement officers, upon proper identification, may remove a student from school as provided in Policies 4410 and 4411.
2. Any other agencies must have a written administrative court order directing the District to give custody to them. However, employees of the Department of Family Services may take custody of a student under provisions of § 41-3-301, MCA, without a court order. Proper identification is required before the student shall be released.
3. A student shall be released to the custodial parent. When in doubt as to custodial rights, school enrollment records must be relied upon, as the parent (or guardians) have the burden of furnishing schools with accurate, up-to-date information.
4. The school should always check with the custodial parent.
5. Prior written authorization from the custodial parent or guardian is required before releasing a student into someone else's custody, unless an emergency situation justifies a waiver.
6. Police should be called if a visitor becomes disruptive or abusive.

SEARCHES AND SEIZURES

For the safety and supervision of students in the absence of parents, to maintain discipline and order in schools, and to provide for the health, safety and welfare of students and staff, school authorities are authorized to conduct searches of students and their personal effects, as well as School District property. Such authorization includes, but is not limited to, the use of canines for searches of school property, personal property and motor vehicles located on school property.

Students and Their Personal Effects:

An administrator (or his/her designee) may search a student and/or a student's personal effects (i.e., purses, book bags, motor vehicles, etc.) when there is reasonable suspicion that the search will produce evidence the student has violated or is violating either the law or the District's student and conduct rules. The search itself must be conducted in a manner which is reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. When feasible, the search should be conducted outside the view of others, including students, in the presence of an adult witness and by a certificated employee or administrator of the same sex.

STUDENT: DISCIPLINE

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. 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.

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.

STUDENT DISCIPLINE

In accordance with MCPS Policy 3310:

The Board grants authority to a teacher or principal to hold a student 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 instances set forth below:

1. Using, possessing, distributing, purchasing, or selling tobacco products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who may be under the influence of alcohol will not be permitted to attend school functions and will be treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, or selling illegal drugs or controlled substances, look-alike drugs, and drug paraphernalia. 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.
4. Using, possessing, controlling, or transferring a weapon in violation of the "Possession of a Weapon in a School Building" section of this policy.
5. Using, possessing, controlling, or transferring any object that reasonably could be considered or used as a weapon.
6. Disobeying directives from staff members or school officials or disobeying rules and regulations governing student conduct.
7. Using violence, force, noise, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging other students to engage in such conduct.
8. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's property.

9. Engaging in any activity that constitutes an interference with school purposes or an educational function or any other disruptive activity.
10. Unexcused absenteeism. Truancy statutes and Board policy will be utilized for chronic and habitual truants.
11. Hazing or bullying.
12. 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.

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

- On, or near, school grounds before, during, or after school hours or at any other time when 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.
- Travel to and from school or a school activity, function, or event.
- Anywhere 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 Saturdays
- 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 District employee or person 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.

Possession of a Weapon on School Grounds

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

STUDENT: DISCIPLINE

“School building” means all buildings owned or leased by Missoula County Public Schools (MCPS) that are used for instruction or for student activities; “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, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; fake (facsimile) weapons; all knives; blades; clubs; metal knuckles; numchucks; throwing darts; 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 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.

This policy does not apply to law enforcement personnel.

Gun-Free Schools

The Board will expel any student who uses, possesses, controls, or transfers a firearm or any object that can reasonably be considered or looks like a firearm, for a definite period of time of one (1) calendar year. The Board may modify an expulsion period on a case-by-case basis. A building administrator will notify the criminal justice or juvenile delinquency system of any student who brings a firearm to school.

The Board will grant a hearing for any student subject to an expulsion in accordance with § 20-5-202, MCA, and **Board Policy 3300**.

Delegation of Authority

The Board grants authority to any teacher and to any other school personnel to impose on students under their charge any disciplinary measure, other than suspension or expulsion, corporal punishment or in-school suspension, that is appropriate and in accordance with policies and rules on student discipline. The Board authorizes

teachers to remove students from classrooms for disruptive behavior.

STUDENT USE OF ALCOHOL AND TOBACCO

Philosophy:

While primary responsibility for the health and welfare of students rests with the home and family, Missoula County Public Schools is also committed to the health and welfare of all students attending our schools. Part of that commitment includes providing schools, campuses and activities which are free of alcohol, tobacco, inhalants, and other mind altering substances. School personnel and local authorities will be vigilant in observing student behaviors that might indicate use and/or possession of alcohol, tobacco, inhalants, and other mind altering substances (including ‘look alike’ drugs and/or drug paraphernalia). (**See Board Policy 3416** Administration of Medicine for information regarding prescription and over-the-counter medicines on school grounds.)

Missoula County Public Schools also provides prevention education for students and intervenes when student use and/or possession of alcohol, tobacco, inhalants, and other mind altering substances (including ‘look alike’ drugs and/or drug paraphernalia) which may interfere with the student’s success in school.

Students involved in athletics and other school activities are held to a higher standard and are subject to the current student Code of Conduct.

Additional consequences may be assigned by a court if a student breaks the law.

Procedure:

1. **Offense** – Use or possession of tobacco
 - **Range of Consequences**
 - Ticketing by School Resource or Police Officer
 - Referral for counseling
 - Parental contact
 - Detention
 - Participation in tobacco use cessation sessions
 - Suspension (one or more days)
 - Expulsion
2. **Offense** – Possession of, or being under the influence of alcohol, inhalants, and other mind altering substances (including ‘look alike’ drugs and/or drug paraphernalia)
 - **Range of Consequences**
 - Ticketing by School Resource or Police Officer
 - Referral for counseling
 - Parental contact
 - Participation in school approved program
 - Suspension (three or more days)
 - Expulsion

STUDENT: DISCIPLINE

3. **Offense** – Sale or distribution of alcohol, inhalants, and other mind altering substances (including 'look alike' drugs and/or drug paraphernalia)
 - **Range of Consequences**
 - Ticketing by School Resource or Police Officer
 - Referral for counseling
 - Parental contact
 - Participation in school approved program and/or court ordered program
 - Suspension (three or more days)
 - Expulsion

TOBACCO FREE SCHOOLS

The Missoula County Public School District, inclusive of all its buildings and property, shall be tobacco free 24 hours a day, 365 days per year. This includes all days when school is not in session and all events and other activities not associated with, or sponsored by, the school.

Possession or use of tobacco products by students on district property, in district vehicles and at school-sponsored events (whether on or off district property) is prohibited at all times.

Exceptions to this include:

In a classroom or on other school property as part of a lecture or demonstration or educational forum sanctioned by a school administrator or faculty member concerning the risks associated with the use of a tobacco product or involving Native American use of traditional tobacco for ceremonial purposes under the supervision of a faculty member or other responsible adult.

The use of tobacco products by all students on school district property is prohibited. This includes non-school hours and all events sponsored by the school or others.

Advertising of tobacco products is prohibited in school buildings, on school property, at school functions and in all school publications. This includes clothing that advertises tobacco products.

STUDENT: RECORDS

ENROLLMENT AND ATTENDANCE RECORDS

Average Number Belonging:

Average Number Belonging (ANB) is the enrollment measure used for the State Foundation Program calculations as defined in § 20-9-311, MCA. The ANB of one year is based on the attendance records of the preceding year. Funding for Districts is based on ANB, which is based on "aggregate hours" per year and must be accurate. "Aggregate hours" means the hours of pupil instruction for which a school course or program is offered or for which a pupil is enrolled.

For a child to be counted for ANB purposes:

- a) The child must meet the definition of pupil as found in § 20-1-101(11), MCA;
- b) Attending 181 to 359 aggregate hours = One-quarter time enrollment
- c) Attending 360 to 539 aggregate hours = One-half time enrollment
- d) Attending 540 to 719 aggregate hours = Three-quarter time enrollment
- e) Attending 720 aggregate hours or more = Full-time enrollment

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

Enrollment in a program for fewer than 180 aggregate hours of pupil instruction per school year may not be included for ANB purposes.

Homebound Students:

Students who are receiving instructional services, who were in the education program and, due to medical reasons certified by a medical doctor, are unable to be present for pupil instruction, may be counted as enrolled for ANB purposes, if the student:

If a homebound student does not meet the criteria set forth above, the District may request a variance through the Office of Public Instruction, for consideration of the student in the enrollment count for ANB purposes beyond the tenth (10th) day of absence.

Attendance Accounting:

Days present and absent for every student are to be recorded in each building, for the purpose of informing parents of a student's attendance record.

On October 1 and on February 1 (or the next school day if those dates do not fall on a school day), the number of all enrolled students (whether present or absent) by grade level

and class will be recorded on the forms provided by the District. Special education children who are enrolled in special programs sixteen (16) hours or more a week will be listed separately. The Director of Special Education should be contacted to verify this count. Monthly student counts of enrolled children by grade and classroom will be provided by the office.

GUIDELINES FOR UNMARRIED/ DIVORCED PARENTS

Missoula County Public Schools is committed to respecting the rights of parents, regardless of their marital status. MCPS will abide by all court orders it is provided explaining the respective rights of each parent. These guidelines do not apply to married parents.

MCPS adopts the following guidelines regarding the rights of Unmarried/Divorced Parents:

1. MCPS staff shall request a copy of the most recently-adopted parenting plan or court order addressing parenting rights upon:
 - a. Enrollment of the child
 - b. A referral of the child to special education or a request for consent for an initial evaluation of the child
 - c. Annual IEP review for the child
2. Parents have the right to refuse to provide a copy the parenting plan or court order addressing parenting rights.
3. In the event that a court order terminates the right of a parent, MCPS will not disclose any educational information to that individual or include that individual in any meetings regarding the child.
4. MCPS will abide by any court order restricting a parent's access to the child or the child's educational information. In the absence of a court order restricting a parent's access, MCPS will presume that both parents have an equal right of access to the child and to the child's educational information.
5. Provided there is no court order restricting the rights of a parent, MCPS will invite both parents to attend educational meetings regarding the child. MCPS will use reasonable efforts to ensure the attendance of both parents at meetings, including providing for alternate means of attendance.
6. Notification for meetings held pursuant to the Individuals with Disabilities Education Act (IDEA) will be accomplished by using IDEA-compliant notices sent to each parent separately via regular, U.S. mail.
7. Notification for any other meetings will be consistent with the methods used to communicate

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with all other parents.

8. Absent a prior request by one parent to reschedule the meeting, MCPS will hold the meeting as scheduled even if one parent is absent. In the event that one parent requests to reschedule a meeting, MCPS will use reasonable efforts to schedule a timely meeting that is convenient for both parents.
9. MCPS staff have the discretion to agree to hold separate parent-teacher conferences at the request of either parent. Absent extenuating circumstances, separate IEP meetings will not be scheduled.
10. Absent a court order restricting the rights of a parent, both parents have an equal right to participate in meetings regarding their child, including participating as a member of any team convened pursuant to IDEA.
11. If parents refuse to provide a copy of the parenting plan or court order addressing parenting rights, MCPS will presume that the parents share equally in decision-making. This means that only one parent has to consent to the evaluation or placement of the child, or that only one parent is needed to revoke consent for services.
12. If there is no parenting plan or court order addressing parenting rights, MCPS will presume that the parents share equally in decision-making. This means that only one parent has to consent to the evaluation for eligibility for special education services under IDEA or educational placement of the child under the IDEA.
13. If there is a parenting plan or court order requiring joint decision-making regarding educational matters, MCPS will require the consent of both parents before implementing any changes to the child's special education and related services when required by law.
14. In the event that joint decision-making is provided by a parenting plan or court order and the parents do not agree, MCPS will implement changes in the provision of the child's special education and related services in any areas of agreement and will work with the parents to attempt to resolve any other areas of disagreement. If the parents previously agreed to the provision of special education and related services, MCPS will continue to provide special education and related services based upon the prior agreement in any other areas of disagreement. If the request to consent is for the initial provision of services, MCPS will not implement the provision of any special education or related services until consent of both parents has been obtained.
15. If neither parent has specifically refused to consent to changes in the provision of special education and related services, MCPS will make informal attempts to obtain consent from either or both parents (depending on the contents of any parenting plan or court order). After a reasonable time period has passed without response from either parent, MCPS will notify the parents in writing requesting approval and stating that if no response is received within 15 days, MCPS will implement the IEP as proposed pursuant to ARM 10.16.3505(2)(c).
16. Absent a court order restricting the rights of a parent, either parent has the right to challenge a decision by the IEP team in accordance with Montana law and the IDEA. Absent a court order restricting the rights of a parent, either parent may exercise his or her rights as set forth in the Procedural Safeguards.

STUDENT EDUCATIONAL RECORDS

Student Records

A. GENERAL

Effective November 19, 1974, Congress enacted the Family Educational Rights and Privacy Act of 1974 which provides certain requirements governing the protection of the privacy of parents and students under Section 444 of the General Education Provisions Act, as amended.

The District has in the past and continues to receive federal financial assistance. In order to continue receiving such federal financial assistance, the District must comply with the statutes and the regulations promulgated by the U.S. Department of Education. If any program or activity of this District fails to comply with the statutes or regulations, a public hearing will be held by the federal government which could result in the termination of federal funds.

Accordingly, employees of this District are required by this policy to comply with the provisions of:

1. This policy and administrative regulation, as in the case of any rule or regulation adopted by the Board of Trustees of this District;
2. The Family Educational Rights and Privacy Act of 1974, 20 U.S.C.S. § 1232g ("FERPA") and the regulations promulgated there under by the U. S. Department of Education at 34 C.F.R., Part 99 as amended and as such laws and regulations are applicable to this District; and
3. Statutes and regulations of the state of Montana which may apply to student records and information, including but not limited to Montana Code Annotated § 50-16-501, et seq., (the Montana Uniform Health Care Information Act), Montana Code Annotated § 26-1-809 (non-disclosure of privileged communications between student and school counselor, psychologist, nurse or teacher), and

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Montana Code Annotated § 41-3-201 (mandatory reporting of child abuse).

B. DEFINITIONS

1. Directory Information:

Directory information means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to the student's name, address, telephone listing, date and place of birth, major field of study, photographs used in yearbooks and all school related activities, participation in officially recognized activities and sports, weights and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

2. Disciplinary Action or Proceeding means:

The investigation, adjudication, or imposition of sanctions by the District with respect to an infraction or violation of the internal rules of conduct applicable to students of the District.

3. Disclosure means:

To permit access to or the release, transfer, or other communication of personally identifiable information contained in education records to any party, by any means, including oral, written, or electronic means.

4. Education Records

- A. Education Records means those records which are:
 - 1. Directly related to a student; and
 - 2. Maintained by the District, or by a party acting for the District.
- B. The term educational records does not include:
 - a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons which:
 - i. Are in the sole possession of the maker of the record; and
 - ii. Are not accessible or revealed to any other individual except a temporary substitute for the maker of the record.

For the purpose of this definition, a "substitute" means an individual who performs on a temporary basis the duties of the individual who made the record and does not refer to an individual who permanently succeeds the maker of the record in his or her position.

- b. Records relating to an individual who is employed by the District which:
 - i. Are made and maintained in a normal course of business;
 - ii. Relate exclusively to the individual in that individual's capacity as an employee; and
 - iii. Are not available for use for any other purpose.

Records relating to an individual in attendance in the school district who is employed as a result of his or her status as a student are education records and not accepted under this definition of education records.

C. Records relating to an eligible student which are:

- a. Created, made or maintained by a physician, psychiatrist, psychologist or other recognized professional or para-professional acting in his or her professional or para-professional capacity or assisting in a para-professional capacity;
- b. Created, made, maintained, or used only in connection with the provision of treatment to the student; and
- c. Not disclosed to anyone other than individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice.

For the purpose of this definition, "treatment" does not include remedial education activities, or activities which are part of the program of instruction in the school district.

- d. Records that only contain information about an individual after he or she is no longer a student.

5. Eligible Student

Eligible student means a student who has attained 18 years of age.

6. Legitimate Education Interest

Legitimate Education Interest requires an interest in the education welfare of the student within the context of the school's parental responsibility for the development and well-being of the child. This term is to be construed in light of the stated purpose of the policy to prevent abuse and improper disclosure of education records (Source: Section 12.04(7)(b) Educational Law Reporter, Page 14-74).

7. Parent

Parent includes a parent, guardian, or an individual acting as a parent of a student.

8. Personally Identifiable

Personally identifiable means that the data or information includes:

- A. Name of student, the student's parent or other family member;
- B. Address of the student;
- C. A personal identifier, such as the student's social security number, or student number;
- D. A list of personal characteristics which would make the student's identity easily traceable, or
- E. Other information which would make the student's identity easily traceable.

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9. Record Information:

For the purposes of the Section, record means any information recorded in any way, including but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

10. Student:

Student except as otherwise specifically provided in this part, means any individual who is or has been in attendance in the District and regarding whom the District maintains education records.

C. TYPE OF RECORDS

Student records shall be divided into two categories, the cumulative folder and supplementary records.

The cumulative folder may contain all information about a student which is collected and maintained on a routine basis, such as identifying information (name, birth date, sex, year in school, address, telephone number, parent's name, ethnic classification, emergency information [parent's place of employment, family doctor, babysitter, siblings]) attendance records; grades and other student progress reports; results of tests of school achievement; immunization status reports; records of school accomplishments and participation in school activities; verified reports of misconduct, including a record of disciplinary action taken; such other information as shall enable staff to counsel with students and plan appropriate activities; and progress reports related to a student's handicapping condition.

Supplementary records about a student may be collected and maintained in connection with special school concerns about the student, such as current referral form, permission for evaluation, child study team report with accompanying data, individualized education program, and permission for program placement. All such reports included in records shall be dated and signed.

For the purpose of these regulations, working notes of staff are defined as those records about students which are maintained in the sole possession of the writer and are not accessible or revealed to any other person except a substitute for that staff member. Working notes are not considered student records within the purview of these regulations and procedures.

D. PARENT RIGHTS

The District shall give full rights under the Act to either parent, unless the District has been provided with evidence that there is a court order, State statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights. *(See Form in Appendix, page 70)*

E. STUDENT RIGHTS

1. Whenever a student has attained 18 years of age, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student.
2. The Act and this part do not prevent the District from giving students rights in addition to those given to parents.
3. If an individual is or has been in attendance at one component of the District, that attendance does not give the individual rights as a student in other components of the District to which the individual has applied for admission, but has never been in attendance.

F. ANNUAL NOTIFICATION

1. The District shall annually notify parents of students currently in attendance, or eligible students currently in attendance, of their rights under FERPA and the regulations.
2. The notice must inform parents or eligible students that they have the right to:
 - A. Inspect and review the student's education records;
 - B. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
 - C. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and portions of Section L herein authorize disclosure without consent; and
 - D. File with the Department a complaint under Section U herein concerning alleged failures by the District to comply with the requirements of the Act and the regulations.
3. The notice must include all of the following:
 - A. The procedure for exercising the right to inspect and review education records.
 - B. The procedure for requesting amendment of records under Section I herein.
 - C. A specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.
4. The District may provide this notice by any means that are reasonably likely to inform the parents or eligible students of their rights. (This notification shall be included in each school's parent student handbook.)
 - A. The District shall effectively notify parents or eligible students who are disabled.
 - B. The District shall effectively notify parents who have a primary or home language other than English.

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G. INSPECTION OF RECORDS

1. Rights of Inspection and Review of Education Record
 - A. Except as limited under paragraph three of this section, a parent or eligible student must be given the opportunity to inspect and review the student's educational records.
 - B. The District shall comply with a request for access to records within a reasonable period of time, but not more than 45 days after it has received the request.
 - C. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student's education records, the District shall:
 - i. Provide the parent or eligible student with a copy of the records requested; or
 - ii. Make other arrangements for the parent or eligible student to inspect and review the requested records.
 - D. The District shall not destroy any education records if there is an outstanding request to inspect and review the records under this section.
 - E. While the District is not required to give an eligible student access to treatment records under the definition of Education records, the student may have those records reviewed by a physician or other appropriate professional of the student's choice.
2. Fee for Copies of Education Records
 - A. Unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspection and review the student's education records, the District may charge a fee for a copy of an education record which is made for the parent or eligible student. The District may not charge a fee to search for or to retrieve the education records of a student.
 - B. Fees charged for copies of the records are as follows:
 - i. \$.04 per single sheet 8 ½ x 11 or smaller;
 - ii. \$.10 per copy cumulative folder;
 - iii. Actual charges for postage, secretarial time for preparation of records for copying.
3. Limitation on the Right to Inspect and Review Records if the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information about that student.

H. A LIST OF TYPES AND LOCATIONS OF RECORDS, INSPECTION AND REVIEW, AND RESPONSIBLE OFFICIALS

A list of all educational records and their location shall be maintained by the following District officials for their areas of responsibility. (See Section C for type of records maintained by the educational institution.) Parents and eligible students who wish to inspect and review the student's educational records shall request an appointment with the responsible principal/supervisor. The responsible official shall schedule an interview within fifteen (15) days after receiving the request.

Director, Adult Education Building, 310 Curtis
Principal, Big Sky High School, 3100 South Avenue W.
Principal, Chief Charlo School, 5600 Longview
Principal, Cold Springs School, 2625 Briggs
Principal, Franklin School, 1901 S. 10th St. W.
Principal, Hawthorne School, 2835 S. 3rd St. W.
Principal, Hellgate High School, 900 S. Higgins
Principal, Lewis & Clark School, 2901 Park
Principal, Lowell School, 1200 Sherwood
Principal, Meadow Hill School, 4210 Reserve
Principal, Paxson School, 101 Evans
Principal, Porter School, 2510 Central
Principal, Rattlesnake School, 1220 Pineview
Principal, Russell School, 3216 Russell
Principal, Seeley Swan High School, Seeley Lake, MT
Principal, Sentinel High School, 901 South Avenue W.
Principal, Washington School, 645 W. Central

I. REQUEST TO AMEND EDUCATION RECORDS

1. The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate or misleading, or violates the privacy or rights of the student, may request in writing that the school district amends them.
2. The school district shall decide whether to amend the Education records of the student in accordance with the request within a reasonable period of time of receipt of the request.
3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall so inform the parent of the student or the eligible student of the refusal and advise the parent or the eligible student of the right to a hearing under Section J herein.

J. RIGHT TO A HEARING

1. The school district shall on request provide an opportunity for a hearing in order to challenge the content of a student education record to ensure that information in the education record of the student is not inaccurate, misleading, or other-wise in violation of the privacy or the rights of the student. The

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hearing shall be conducted in accordance with the next section.

2. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or the rights of the student, it shall amend the education records of the student accordingly, and so inform the parent of the student or the eligible student in writing.
3. If, as a result of the hearing, the school decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or rights of the student, it shall inform the parent or eligible student of the right to place in the education records of the student the statement commenting upon the contested information in the education records and/or setting forth any reasons for disagreement with the decision of the school district.
4. Any explanation placed in the educational records of the student under paragraph "3" of this section shall:
 - A. Be maintained by the school district as part of the education records of the student as long as the record or contested portion thereof is maintained by the school district.
 - B. If the education record of the student or the contested portion thereof is disclosed by the education agency or institution to any party, the explanation shall also be disclosed to that party.

K. CONDUCT OF THE HEARING

The hearing required to be held shall be conducted according to procedures which shall include at least the following elements:

1. The hearing shall be held in a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.
2. The hearing may be conducted by any party including an official of the school district appointed by the Superintendent. This official shall not have a direct interest in the outcome of the hearing.
3. The parent of the student or the eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised under Section J herein, and may be assisted or represented, by individuals of his/her choice at his/her own expense, including an attorney.
4. The school shall make its decision in writing within a reasonable period of time after the conclusion of the hearing.
5. The decision of the school district shall be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

L. DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION FROM EDUCATION RECORDS

1. Prior Consent for Disclosure Required
 - A. The school district shall obtain the written consent of the parent of the student or eligible student before disclosing personally identifiable information from the education records of a student other than directory information except as provided in this section.
 1. The written consent must:
 - a) Specify the records that may be disclosed;
 - b) State the purpose of the disclosure; and
 - c) Identify the party or class of parties to whom the disclosure may be made.
 - B. When a disclosure is made under paragraph 1 of this section:
 1. If a parent or eligible student so requests, the District shall provide him or her with a copy of the records disclosed; and
 2. If the parent of a student who is not an eligible student so requests, the District shall provide the student with a copy of the records disclosed.
 - C. Consent is not required under this section where the disclosure is to:
 1. The parent of a student who is not an eligible student, or
 2. The student himself or herself.
 - D. The written consent required by paragraphs "1" and "2" of this section must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
 1. Specification of the records to be disclosed,
 2. The purpose or purposes of the disclosure, and
 3. The party or class or parties to whom the disclosure may be made.
 - E. When a disclosure is made pursuant to paragraphs "1" and "2" of this section, the school district upon request shall provide a copy of the record which is disclosed to the parent of the student or the eligible student and student and to the student who is not an eligible student if so requested by the student's parent.
2. Prior Consent for Disclosure Not Required
 - A. The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student if the disclosure meets one or more of the following conditions
 1. The disclosure is to other school officials including teachers within the District who have been determined by their supervisor to have legitimate educational interests;

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2. The disclosure is, subject to Section O below, to the officials of another school or school system in which the student seeks or intends to enroll;
3. The disclosure is, subject to the conditions set forth in Section P below, to authorized representatives of:
 - a) The Comptroller General of the United States;
 - b) The Secretary of the U. S. Department of Education; or
 - c) State and local educational authorities.
4. The disclosure is in connection with financial aid for which the student has applied for which the student has received, if the information is necessary for such purposes as to:
 - a) Determine eligibility for the aid;
 - b) Determine the amount of the aid;
 - c) Determine the conditions for the aid; or
 - d) Enforce the terms and conditions of the aid.

As used in paragraph 4 of this section, financial aid means a payment of funds provided to an individual (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution;

5. The disclosure is to state and local officials or authorities to whom information is specifically:
 - a) Allowed to be reported or disclosed pursuant to state statutes adopted prior to November 19, 1974 if the allowed reporting or disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released; or
 - b) Allowed to be reported or disclosed pursuant to State statute adopted after November 19, 1974, subject to the requirements of Section 99.38 of FERPA.
6. The disclosure is to organizations conducting studies for or on behalf of educational agencies or institutions to:
 - a) Develop, validate, or administer predictive tests;
 - b) Administer student aid programs; or
 - c) Improve instruction.

The District may disclose information under this paragraph only if:

- a) The study is conducted in a manner that does not permit the personal identification of students and their parents by individuals other than representatives of the organization; and
- b) The information is destroyed when no longer needed for the purposes for which the study was conducted.

If the Department of Education determines that a third party outside the District to whom information is disclosed under this paragraph violates the requirement to destroy the information, the District may not allow that third party access to personally identifiable information from education records for at least five years.

For purposes of this paragraph, the term "organizations" includes but is not limited to federal, state, and local agencies and independent organizations.

7. The disclosure is to accrediting organizations in order to carry out their accrediting functions.
8. The disclosure is to parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1954.
9. The disclosure is to comply with the judicial order or lawfully issued subpoena.

The District may disclose information under this paragraph only if the District makes a reasonable effort to notify the parent of the student or the eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with—

- a) A Federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not to be disclosed;
- b) Any other subpoena issued for a law enforcement purpose and the court of other issuing agency has ordered that the existence or the contents of the subpoena not be disclosed.

If the District initiates legal action against a parent or student and has complied with this paragraph regarding notice to the parents or eligible student, it may disclose the student's education records that are relevant to the action to the court without a court order or subpoena.

10. The disclosure is in connection with a health or safety emergency, subject to the conditions set forth in Section Q.
11. The disclosure is information the District has designated as "director information", under the conditions described in Section R below.
12. The disclosure is disclosure is to the parent of a student who is not an eligible student or to the student.

A. This section does not forbid the District to disclose, nor does it require the District to disclose, any personally identifiable information from the education records of a student to a party set forth in paragraphs 1 through 11.

M. RECORD OF DISCLOSURES REQUIRED TO BE MAINTAINED

1. The District shall, for each request and for each disclosure of personally identifiable information from the education records of a student, maintain a record kept with the education records of the student

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as long as the records are maintained which must include:

- A. The parties who have requested or obtained personally identifiable information from the education records of a student; and
 - B. The legitimate interests the parties had in requesting or obtaining the information.
2. If the District discloses personally identifiable information from an education record with the understanding described in Section N, paragraph 3, the record of the disclosure required under this section must include:
- A. The names of the additional parties to which the receiving party may disclose the information on behalf of the District; and
 - B. The legitimate interests under Section L above which each of the additional parties has in requesting or obtaining the information.
3. The record of disclosures may be inspected:
- A. By the parent of the student or the eligible student;
 - B. The school official and his or her assistants who are responsible for the custody of the records; and
 - C. For the purpose of auditing the record keeping procedures of the District by the parties authorized by Section L, paragraphs 2 A 1 and 2 A 3, above.
4. Paragraph "1" of this section does not apply if the request was from or the disclosure was to:
- A. A parent of a student or an eligible student;
 - B. A school official under Section L above;
 - C. A party with the written consent of a parent of a student or an eligible student, when the consent is specific with respect to the party or parties to whom the disclosure is to be made;
 - D. A party seeking directory information; or
 - E. A party seeking or receiving the records as directed by a Federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

N. LIMITATION ON REDISCLOSURE

1. The District may disclose personally identifiable information from the education records of a student only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without consent of the parent of the student or the eligible student.
2. The officers, employees, and agents of a party that receives the information under paragraph 1 above may use the information, but only for the purposes for which the disclosure was made.
3. Paragraph 1 of this section does not prevent the District from disclosing personally identifiable information with the understanding that the party receiving the information may make further disclosures of the information on behalf of the District if:
 - A. The disclosure meets the requirements of Section L above; and
 - B. The District has met the requirements of Section M, paragraph 2 above.
4. Paragraph 1 of this section does not apply to disclosures made pursuant to court orders, or lawfully issued subpoenas under Section L, paragraph 2 A 9 above, to disclosures of directory information under Section L, paragraph 2 A 11 above, or to disclosures to a parent or student under Section L, paragraph 2 A 12 above.
5. Except for the disclosure of directory information under Section L, paragraphs 2 A 9, 2 A 11 and 2 A 12 above, the District shall inform the party to whom disclosure is made of the requirements set forth in this section.
6. If the Department of Education determines that a third party improperly re-disclosed personally identifiable information from education records in violation of FERPA and the regulations there under, the District may not allow that third party access to personally identifiable information from education records for at least five years.

O. CONDITIONS FOR DISCLOSURE TO OFFICIALS OR OTHER SCHOOLS AND SCHOOL SYSTEMS

1. If the District discloses an education record under Section L, paragraph 2 A 2 above, the District shall:
 - A. Make a reasonable attempt to notify the parent of the student or the eligible student of the transfer of the records at the last known address of the parent or eligible student, unless:
 - i. The disclosure is initiated by the parent or eligible student; or
 - ii. The annual notification of the District under Section F above includes a notice that the District forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll.
 - B. Give the parent or eligible student, upon request, a copy of the record that was disclosed; and
 - C. Give the parent or eligible student, upon request, an opportunity for a hearing under Section J above.
2. The District may disclose an education record of a student in attendance at the District to another educational agency or institution if:
 - A. The student is enrolled in or receives services from the other agency or institution; and
 - B. The disclosure meets the requirements of Paragraph 1 of this Section.-

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P. DISCLOSURE TO CERTAIN FEDERAL AND STATE OFFICIALS FOR FEDERAL PROGRAM PURPOSES

1. The officials listed in Section L, paragraph 2 A 3 above may have access to education records in connection with the audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements which relate to those programs.
2. Information that is collected under Paragraph 1 of this Section must:
 - A. Be protected in a manner that does not permit personal identification of individuals by anyone except the officials referred to in Paragraph 1 above; and
 - B. Be destroyed when no longer needed for the purposes listed in Paragraph 1 of this section.
3. Paragraph 2 of this section does not apply if:
 - A. The parent or eligible student has given written consent for the disclosure under Section L, paragraphs 1 A-F; or
 - B. The collection of personally identifiable information is specifically authorized by Federal law.

Q. CONDITIONS FOR DISCLOSURE IN HEALTH AND SAFETY EMERGENCIES

1. The District may disclose personally identifiable information from an education record of a student to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
2. Neither FERPA, its regulations nor this administrative Regulation prevents the District from:
 - A. Including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community;
 - B. Disclosing appropriate information maintained under Paragraph 2(A) of this section to teachers and school officials within the District who the District has determined have legitimate educational interests in the behavior of the student; or
 - C. Disclosing appropriate information maintained under Paragraph 2(A) of this section to teachers and school officials in other schools who have been determined to have legitimate educational interests in the behavior of the student.
3. Paragraphs 1 and 2 of this section shall be strictly construed.

R. CONDITIONS FOR DISCLOSURE OF DIRECTORY INFORMATION

1. The District may disclose directory information if it has given public notice to parents of students in attendance and eligible students in attendance at the District of:
 - A. The types of personally identifiable information that the District has designated as Directory Information in Section 2 above;
 - B. A parent's or eligible student's right to refuse to permit the District to designate any or all of those types of personally identifiable information about the student as directory information; and
 - C. The period of time within which the parent or eligible student has to notify the District in writing that he or she does not want any or all of those types of information about the student designated as directory information.
2. The District may disclose directory information about former students without meeting the conditions of Paragraph 1 of this section.

S. DISCLOSURE OF INFORMATION TO THE JUVENILE JUSTICE SYSTEM

1. If reporting or disclosure allowed by state statute (adopted after November 19, 1974) concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, the District may disclose education records under Section L, paragraph 2 A 5 (b) above.
2. The officials and authorities to whom the records are disclosed shall certify in writing to the District that the information will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student.

T. CONTENTS OF MCPS EDUCATION RECORDS

1. Education records may contain the following information:
 - A. Subject grades
 - B. Immunization record
 - C. Standardized test scores
 - D. Medical evaluations
 - E. Behavior record
 - F. Student description and photograph
 - G. Copy of the I.E.P.
 - H. Speech and language assessments
2. Contents of Special Education Records:

A separate records file is maintained for every handicapped special education student receiving service. Minimum contents of the special education records will be:

 - A. A current referral form
 - B. Permission for evaluation

STUDENT: RECORDS

- C. Child study team report with accompanying evaluation data
 - D. Individualized education program (I.E.P.)
 - E. Permission for program placement
 - F. Other special education records as required
3. Destruction of Special Education Records:

Five years after termination of all special education services, or after the student has completed his or her entire education program, the District will initiate procedures to destroy these records. Notification will be sent to the parents 60 days in advance of the destruction. Parents will be given the record for personal safekeeping if they so elect. An enrollment card will be maintained in perpetuity on which shall be recorded:

- A. Initiation and termination date
- B. Type of service provided
- C. Category of handicap
- D. Date of destruction or release to parent

4. Contents of 504 Records

A separate records file is maintained for every 504 identified student receiving service. Minimum contents of the 504 records will be:

- A. A current referral form
- B. Optional permission for evaluation
- C. Section 504 evaluation report
- D. Intervention and accommodation plan
- E. Other 504 records as required

5. Destruction of 504 Records

Five years after termination of all 504 services, or after student has completed his entire education program, the District will initiate procedures to destroy these records. Notification will be sent to the parents 60 days in advance of the destruction. Parents will be given the record for personal safekeeping if they so elect. An enrollment card will be maintained in perpetuity on which shall be recorded:

- A. Initiation and termination date
- B. Type of service provided
- C. Category of handicap
- D. Date of destruction or release to parent

For destruction of school records generally, see Montana Code Annotated § 20-1-212:

20-1-212. Destruction of records by school officer. (1) Upon the order of the board of trustees, a school officer may destroy records that have met the retention period, as contained in the local government records retention and disposition schedules, and, with written approval of the local government records destruction subcommittee provided for in 2-6-403, any records not referenced in the retention and disposition schedule that are no longer needed by the office.

*Student records must be permanently kept, and employment records must be kept for 10 years after termination.

U. COMPLAINT PROCEDURE

A parent or student may file a written complaint with the Family Policy Compliance Office regarding an alleged violation under FERPA and the regulations there under at the following address:

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

V. DISTRICT'S RESPONSIBILITY TO REPORT CONFLICTS WITH STATE LAW

If the District determines that it cannot comply with FERPA or the regulations there under due to a conflict with state or local law, it will notify the Family Policy Compliance Office within 45 days, giving the text and citation of the conflicting law.

W. TRANSFERS OF STUDENT RECORDS

As required by Montana law, the District adopts the following statutory provisions as its policy on the transfer of student records:

1. Subject to the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C.S. § 1232g, as amended, and its implementing regulations at 34 C.F.R., Part 99, and to the provisions of the Individuals With Disabilities Education Act, 20 U.S.C.S. §§ 1411 through 1420 and its implementing regulations at 34 C.F.R., Part 300, the District adopts a policy that a certified copy of the permanent file, as defined by the board of public education and the file containing special education records of a student will be forwarded by mail or electronically to a local educational agency or accredited school in which the student seeks or intends to enroll within 5 working days after a receipt of a written or electronic request.
2. If records cannot be forwarded within 5 days, the District shall notify the requestor in writing or electronically providing the reasons why the local educational agency or accredited school is unable to comply within the 5 day time frame and the District shall provide the date by which the requested records will be transferred.
3. The District may not refuse to transfer files because a student owes fees or fines.
4. The files that are forwarded must include education records in the permanent file, special education records, and any disciplinary actions taken against the student that are educationally related.
5. The District may release student information to the juvenile justice system to assist the system's ability to effectively serve, prior to adjudication, the student whose records are released under provisions of 20 U.S.C.S. § 1232g(B)(1)(E) of the Family Educational Rights and Privacy Act of 1974, as amended. The official to whom the records are disclosed shall certify in writing to the sending official that the information will not, except as provided by law, be

STUDENT: RECORDS

disclosed to any other party without prior written consent of the parent of the student.

6. Upon request, the District shall transfer by mail or electronically a copy of the permanent file to a nonpublic school or facility provided that such release of records is in compliance with FERPA and this policy.

X. WITHHOLDING TRANSFER OF STUDENT RECORDS

Transfer of education records to another public school district cannot be withheld for nonpayment of education fees, i.e., fees charged for lab, library books, shop, etc. Montana law specifies the following procedure to recover the obligation which is adopted as the policy of the District:

1. The District may withhold the grades, diploma, or transcripts of a pupil who is responsible for the cost of school materials or the loss or damage of school property until the pupil or the pupil's parent or guardian satisfies the obligation.
2. If the District decides to withhold a pupil's grades, diploma or transcripts from the pupil and the pupil's parent or guardian pursuant to subsection 1 above, the District shall:
 - A. Upon receiving notice that the pupil has transferred to another school district in the state, notify the pupil's parent or guardian in writing that the school district to which the pupil has transferred will be requested to withhold the pupil's grades diploma, or transcripts until any obligation has been satisfied;
 - B. Forward appropriate grades or transcripts to the school to which the pupil has transferred;
 - C. At the same time, notify the school district of any financial obligation of the pupil and request the withholding of the pupil's grades, diploma, or transcripts until any obligations are met;
 - D. When the pupil or the pupil's parent or guardian satisfies the obligation, inform the school district to which the pupil has transferred; and
3. Upon receiving notice that a school district has requested the withholding of the grades, diploma, or transcripts of a pupil under this subsection (1), a school district to which the pupil has transferred shall withhold the grades, diploma, or transcripts of the pupil until it receives notice, from the district that initiated the decision, that the decision has been rescinded under the terms of subsection

The Montana Legislature has the authority to enact legislation affecting Montana schools. This act does not apply to school districts outside of the state of Montana.

As required by Montana Code Annotated § 20-5-201(4)(a)(v), the District adopts the following process to appeal the District's decision to request that another school district withhold records:

- A. The student (if age 18 or older) or the student's parent or guardian shall file a

written appeal with the Superintendent stating the specific reasons for the appeal.

- B. Within fifteen (15) days after receipt of the written appeal, the Superintendent shall issue a written decision.
- C. If the student or the student's parent or guardian is dissatisfied with the Superintendent's decision, they may file a written appeal to the Board of Trustees. The student or the student's parent or guardian shall be allowed to present their arguments against the District's position at the next regularly scheduled meeting of the Board of Trustees that is at least fifteen (15) days after the date of the written appeal to the Trustees.
- D. The decision of the Board of Trustees shall be final.

STUDENT: REGISTRATION

ADMISSION TO SCHOOL AND RESIDENCY

Attendance in Montana is controlled by law. If the student resides inside of the District, the student is entitled to attend a school within the District unless that student has been expelled by the Board or is otherwise ineligible. If the student resides outside of the District, attendance is usually within the discretion of the Board of Trustees. Section 20-5-320, MCA, discusses the criteria for discretionary non-resident attendance, and Section 20-5-321, MCA, discusses the criteria for mandatory non-resident attendance.

Under Montana law, a person can have only one residence, and a minor's residence is the residence of his or her parents. If the parents do not reside in the district, the child does not reside in the district. The only way to change the residence of a minor is for the parent to move, or for the court to terminate the parental rights and place the child with another family or individual.

In determining the place of residence the following rules, based on Section 1-1-215, MCA, will be observed:

1. It is the place where one remains when not called elsewhere or labor or other special or temporary purpose, and to which he or she returns in seasons of repose.
2. There can only be one residence.
3. A residence cannot be lost until another is gained.
4. The residence of the parent with whom an unmarried minor child maintains his/her place of abode is the residence of such unmarried minor child.
5. The residence of an unmarried minor who has a parent living cannot be changed by his/her own act.
6. The residence can be changed only by the union of act or intent.

Prior to admission of any student, the District will require proof of residency or qualification for admission under Section 20-5-321, MCA. A student shall be deemed to have complied with residency requirements if he/she meets any of the following criteria:

1. The student's parents/guardians reside within district boundaries.
2. The student is an emancipated minor residing within district boundaries.

MCPS ANNUAL NOTICES TO PARENTS/GUARDIANS

(See forms in Appendix, page 56)

Notice of Non-Discrimination:

Missoula County Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Steve McHugh, MCPS Director of Human Resources and Labor Relations, 215 South Sixth West, Missoula, Montana 59801; phone 406-728-2400, ext. 1038. For further information on notice of non-discrimination, contact the Seattle Office for Civil Rights (which serves the State of Montana) at the US Department of Education, 915 Second Avenue, Room 3310, Seattle, Washington, 98174-1099; call 206-607-1600 or 1-(800)-421-3481.

Directory Information:

The **Family Educational Rights and Privacy Act** (FERPA), a Federal law, requires that Missoula County Public Schools District No. 1, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records.

However, Missoula County Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Missoula County Public Schools to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories—names, addresses and telephone listings—unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [\(U\)](#)

STUDENT: REGISTRATION

If you do not want Missoula County Public Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing (**opt out form provided in school handbooks**)(*See form in Appendix, page 12*) Missoula County Public Schools has designated the following information as directory information:

- Student's Name
- Address
- Telephone listing
- Electronic mail address (if available)
- Photograph
- Date of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Awards and Honors Received

Footnotes:

1. These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908), as amended, and 10 U.S.C. § 503(c), as amended.

Notification of Rights under Family Education Rights and Privacy Act:

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. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School 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 School official 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. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School 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 School 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 School 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 discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *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 Ave. SW
Washington, DC 20202-5901

STUDENT: REGISTRATION

PROTECTION OF PUPIL RIGHTS (PPRA) NOTICE

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas

("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior
5. Critical appraisals of other with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as lawyers, doctors, or ministers.
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use:

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

Missoula County Public Schools District No. 1 has adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Missoula County Public Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Missoula County Public Schools will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Missoula County Public Schools will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave. S.W.
Washington, D.C. 20202-5901

STUDENT: REGISTRATION

ASBESTOS MANAGEMENT PLAN NOTICE:

In the past, asbestos was used extensively in building materials because of its insulating, sound absorbing, and fire retarding capabilities. Virtually any building constructed before the late 1970s contained some asbestos. Intact and undisturbed asbestos materials generally do not pose a health risk. Asbestos materials, however, can become hazardous when, due to damage or deterioration over time, they release fibers. If the fibers are inhaled, they can lead to health problems, since as cancer and asbestosis.

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA) which requires schools to be inspected to identify any asbestos containing building materials. Suspected asbestos-containing building materials were located, sampled (or assumed) and rated according to condition and potential hazard. Every three years, Missoula County Public Schools has conducted a re-inspection to determine whether the condition of the known or assumed asbestos containing building materials (ACBM) has changed and to make recommendations on managing or removing the ACBM. **At the last re-inspection conducted on August 1, 2008, all materials listed in the Management Plan as asbestos containing (or assumed to be asbestos-containing) were inspected and found to be in good condition.**

The law further requires an asbestos management plan to be in place by July 1989. Missoula County Public Schools has developed a plan, as required, which has been continually updated. The plan has several ongoing requirements: publish a notification on management plan availability and the status of asbestos activities; educate and train its employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six months to assure that they remain in good condition.

The following buildings contain no asbestos-containing building materials; therefore, no operations and maintenance programs or future inspections are required: Paxson Elementary and Chief Charlo Elementary. During the past year, asbestos containing building materials have been removed, encapsulated, or enclosed in the following buildings: Sentinel High School, Seeley Lake High School, Hellgate High School, Meadow Hill Middle School, Franklin Elementary, Cold Springs Elementary, Rattlesnake Elementary, Jefferson Center and Dickinson Lifelong Learning Center.

It is the intention of Missoula County Public Schools to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure students and employees a healthy and safe

environment in which to learn and work. You are welcome to review a copy of the asbestos management plan in school district administrative office or administrative office of the school during regular business hours. Burley McWilliams, MCPS Facilities

Manager, is our designed asbestos program coordinator, and all inquiries regarding the asbestos plan and asbestos-related issues should be directed to him at 728-2400 ext. 3041.

STUDENT: REGISTRATION

CARETAKER RELATIVE'S EDUCATIONAL AUTHORIZATION AFFIDAVIT

(See form in Appendix, page 68)

COMPULSORY ATTENDANCE

Parents are responsible for seeing that their children of age seven (7) or older prior to the first day of school, attend school until the later of the following dates:

1. The child's sixteenth (16th) birthday;
2. The date of completion of the work of the eight (8th) grade.

Parents shall enroll the student unless the student is:

1. Provided with supervised correspondence or home study;
2. Excused because of a determination by a district judge that attendance is not in the best interests of the child;
3. Enrolled in a non-public or home school;
4. Enrolled in a school of another district or state under the tuition provisions of this title;
5. Excused by the Board upon a determination that such attendance by a child who has attained the age of sixteen (16) is not in the best interests of the child and the school.

Missoula County Public Schools will continue tuition-free attendance of resident students not reaching 19 years of age by September 10. Students in MCPS are expected to attend and be enrolled as full time students. However, with the approval of the building principal and Superintendent or designee, students may be enrolled less than full-time if the student is enrolled for at least one clock hour per day (including passing periods). This applies to students currently enrolled in MCPS schools as well as home school students and private school students. This provision applies to students in grades K-12. Part-time students must participate in the state wide student assessment which any student in the grades designated for assessment is required to take.

Any student who wishes to receive a diploma from a Missoula County Public School high school, must be enrolled as a full-time student during his/her senior year and meet the same credit requirements as other students in MCPS schools.

A full-time senior student is defined as a student enrolled in a minimum of four (4) classes. Exceptions to this allow for university enrolled high school students, District-directed school-to-work and service learning experiences, as approved by the principal and Superintendent. Any student who has been expelled from another school district will not be allowed to attend or enroll in MCPS during the term of expulsion from the expelling school district.

DUAL ENROLLMENT

All students who live within the MCPS attendance boundaries can attend public school which includes students that attend private school or home school.

In accordance with MCPS Board Policy 3120 students may dual enroll:

"With approval of the building principal and Superintendent/designee, students may be enrolled less than full-time if the student is enrolled for at least one clock hour per day (including passing periods). This applies to students enrolled in MCPS schools as well as home school students and private school students. This provision applies to students in grades K-12. Part-time students must participate in the state-wide student assessment which any student in the grades designated for assessment is required to take."

To qualify for dual enrollment a student **must** reside within the elementary/secondary district boundaries of Missoula County Public Schools. Students who live within the MCPS attendance boundaries may be dual enrolled with no additional expense to families.

Enrolling:

- **The deadline to dual enroll is one calendar week prior to the start of each semester.**
- Parents shall contact the building principal and make an appointment. (Student must also be present.)
- Parents shall provide student's current transcript and health history/immunization records.
- Parents shall complete enrollment application provided.

Additional Requirements:

- Courses are open to dual enrollees on a "space available" basis only; students must enroll in a minimum of **two** classes.
- Dual enrollees will be registered students in the MCPS high schools; therefore, daily attendance in dual enrollment classes will be taken.
- Transportation to and from the private school and the public school or home will be the responsibility of parents and/or students.
- Montana High School Association athletic/activity eligibility will remain at the base school. Dual enrolled students will **not** be eligible in the public high schools.

STUDENT: REGISTRATION

ENTRANCE, PLACEMENT AND TRANSFER

In accordance with MCPS Board Policy 3110:

No pupil may be enrolled in kindergarten or first grade, whose fifth (5th) or sixth (6th) birthday does not occur on or before the tenth (10th) day of September of the school year in which the child registers to enter school. A student who meets the six-(6)-years-old requirement, but who has not completed a kindergarten program, will be tested and placed at the discretion of the administration. The district will not assign or admit any child who has reached his/her nineteenth (19th) birthday on or prior to September 10th of the year in which the child is to enroll.

Exceptions:

1. A child who has successfully completed one year of kindergarten may, at the discretion of the Trustees, enter the first grade irrespective of the child's birth date or the cutoff date of the district where the child attended kindergarten.
2. For a mentally advanced child whose birth date is after September 10, consideration for kindergarten entry may be given provided:
 - a. The request for early admission is submitted by April 15 preceding the year of admission unless the parents of the child become residents of the District after April 15.
 - b. A conference is to be held by the principal and kindergarten teacher of the enrolling school with the parent(s)/guardian(s).
 - c. The child's parent(s)/guardian(s) submit documentation by May 15 to include but not limited to the results of:
 - ✓ An individual mental measurement test
 - ✓ A readiness test
 - ✓ A physician's statement attesting to the child's physical, emotional and social readiness
 - ✓ Any recommendations and supporting evidence from the child's preschool teacher(s)
 - ✓ The recommendations of the kindergarten teacher and principal of the school in which the child would be enrolled
 - d. That an early admission be reviewed after six (6) weeks. A decision based on the kindergarten teacher's recommendation to withdraw a child from the kindergarten program rests solely with the District.

School Entrance:

1. The District requires that a child's parents, legal guardian, or legal custodial present to the school, within (40) days of enrollment, proof of identity of the child.
2. In accordance with the Montana Immunization Law, a student will not be admitted who has not been immunized against diphtheria, pertussis,

tetanus, poliomyelitis, rubella, mumps, and measles (except that pertussis vaccination is not required for person seven (7) years or older). If the student qualifies for conditional attendance or an exemption is filed as defined by Montana law, immunization may not be required.

Elementary K-8 Transfer Enrollment

Transfer Student From Out of District

In accordance with MCPS Board Policy 3110:

1. Students transferring **into** the District will be admitted and placed on a probationary basis for a period of two (2) weeks.
2. Should any doubt exist with teacher and/or principal as to grade and level of placement of the student shall be subject to an educational assessment to determine appropriate grade level and placement.

Parents of a student transferring **into** the MCPS District shall be responsible to provide the following documentation to complete the transfer enrollment.

- Birth Certificate
- Previous School Transcript
- Medical History/Immunization Records
- Guardianship Documentation (If not parent.)

Transfer Student within District

Students transferring **within** the MCPS District must have a completed "**Request for Exception Attendance Area**" form completed and on file. Parents may obtain the form from the school office.

1. Parent must complete the form.
2. The "Receiving School Principal" must approve the transfer and sign the form first to ensure the receiving school has the capacity to accept additional enrollees.
3. The "Home School Principal" must review and approve the transfer after the "Receiving School Principal" has approved the transfer.
4. Once the principals have approved and signed the transfer form, the Executive Regional Director must sign and give final approval for the transfer prior to the student attending the new school.

Secondary Grades (9-12) Transfer Enrollment

Transfer Student From Out of District

In accordance with MCPS Board Policy 3110:

1. Credit Transfer – Resident students seeking to transfer to a District school will be admitted and placed pursuant to the terms of this policy. The District will request the student's records from the prior school district prior to making any final decision on placement.
2. High school student shall be placed according to the number of credits earned in their previous accredited school districts, subject to Montana

STUDENT: REGISTRATION

Accreditation Rules and Standards and local alternate procedures for earning credit.

The parent or guardian of a student transferring **into** the MCPS District will be required to meet with a designated school official and provide the following documentation in order to complete the transfer enrollment.

- Birth Certificate
- Previous School Transcript
- Withdrawal Grades (Needed if transferring within the semester.)
- Medical History/Immunization Records
- Guardianship Documentation (If not parent.)

A designated school official will review the previous school transcripts and complete a credit interpretation. The completed credit interpretation will be given to the school's records clerk for completion of the student's enrollment file.

After meeting with the designated school official, the parent or guardian and student must also make an appointment with the high school counselor to complete a class schedule that best suits the student's needs and requirements.

Out of District Transfer Student Activity Eligibility

In accordance with the Montana High School Association, students transferring **into** the MCPS District upon a corresponding change of residence with a parent or legal guardian will be eligible to participate in Varsity competition if the following occurs:

- Student resides with the parent or guardian that moved into the District.
- If the student resides with a legal guardian, the legal guardianship was established at least one calendar year prior to the transfer.
- The student has been enrolled and in attendance no later than (15) days after the beginning of the semester.
- Student has met the academic requirements set forth by the Montana High School Association.

If the transfer is a result of student moving from one parent's household to another parent's or legal guardian's household, the student will only be eligible upon verification by the Montana High School Association office that the student has not previously transferred. **(Student can only transfer Parent-to-Parent or Legal Guardian once within their high school career to remain eligible.)**

For questions, please contact:
Montana High School Association
1 South Dakota Ave.
Helena, MT 59601
(406) 442-6010
www.mhsa.org

Transfer Student Within District

The parent or guardian of a student transferring **within** the MCPS District must have a completed **"Request for Exception Attendance Area"** form completed and on file.

Parents may obtain the form from the high school office.

1. Parent must complete the form.
2. The "Receiving School Principal" must approve the transfer and sign the form first to ensure the receiving school has the capacity to accept additional enrollees.
3. The "Home School Principal" must review and approve the transfer after the "Receiving School Principal" has approved the transfer.

Once the principals have approved and signed the transfer form, the Executive Regional Director must sign and give final approval for the transfer prior to the student attending the new school

In District Transfer Student Activity Eligibility

Students transferring within the District will be ineligible for Varsity competition 90 P.I. days from the date of enrollment.

Note: Students transferring within the MCPS District that have a Code of Conduct violation, will be subject to the same disciplinary action at the "Receiving School".

For questions, please contact:
Montana High School Association
1 South Dakota Ave.
Helena, MT 59601
(406) 442-6010
www.mhsa.org

FAMILIES IN TRANSITION (FIT) PROGRAM

The McKinney-Vento Homeless Assistance Act affords eligible students the rights to immediate enrollment, transportation/busing, automatic enrollment in the free/reduced lunch program, automatic enrollment in Title I services (regardless if in a Title I school), all school-based services of which they qualify, participate in all programs and activities offered to students and families and challenge enrollment/school-choice decisions.

MCPS McKinney-Vento Program

Missoula County Public Schools employs a Families-in-Transition (FIT) liaison to advocate for families and to assist them in coordinating academic support for their students. The FIT liaison works closely with Family Resource Center or FIT coordinators at each building in the district to assure eligible families receive needed support. The FIT liaison assists families with immediate school enrollment for eligible students (regardless if missing immunization or academic records), arranges for

STUDENT: REGISTRATION

busing or transportation assistance, and refers students for Title I services for those in grades K-8.

For more information or assistance with determining eligibility, contact the MCPS FIT Liaison at the Administration Building, 215 South Sixth Street West, Missoula, MT 59801, 406-728-2400 ext. 1080

Eligibility for FIT Services According to the McKinney-Vento Act

The term “homeless children and youth” refers to individuals who lack a fixed, regular and adequate nighttime residence. Under the law, a child may qualify as homeless if he or she is:

- Living in an emergency shelter, domestic violence shelter, or transitional housing. Examples in Missoula might include: Carole Graham, Mountain Home Montana, YWCA Gateway Program, YWCA Pathways Shelter, Family Promise, Missoula Youth Homes, etc.;
- Living in a motel, hotel, trailer park, or campground due to economic hardship;
- Abandoned in a hospital;
- Awaiting foster care placement;
- Living in a car, park, public place, bus or train station, abandoned building, or other structure not meant for housing;
- Doubled-up with relatives or friends due to a loss of housing, economic hardship, or a similar reason;
- NOT living with a parent or legal guardian; is an unaccompanied youth living in a situation that meets one of the definitions listed above or due to extreme conflict, unsafe or unsupportive living conditions.

FOREIGN EXCHANGE STUDENTS

Admission Requirements: Foreign exchange students must be sixteen (16) to eighteen (18) years of age or younger at the time of enrollment.

1. Foreign exchange students must reside with a legal resident of the District. Limited exceptions may be granted at the discretion of the Board.
2. Foreign exchange students must have sufficient knowledge of the English language to enable effective communication and to use instructional materials and textbooks printed in English.
 - a) An English proficiency test of the District’s own choosing may be administered and will supersede all other tests.
 - b) If an organization places a student who, upon arrival is deemed by the District to be deficient in English language proficiency,

the organization will do one of the following:

- Terminate the student’s placement.
- Provide, and pay for, tutoring help until the student reaches proficiency, as determined by the District.

Academic Standards and Graduation:

1. Foreign exchange students will be expected to meet all appropriate standards required of any student enrolled in the District.
2. Foreign exchange students will not graduate from or receive a diploma from the High School, but they may participate in the ceremonies and receive a certificate of attendance.

Student Opportunities/Responsibilities:

1. Foreign exchange students will be expected to enroll in the following academic classes while attending Missoula County Public High Schools:
 - a) One (1) English Class;
 - b) One (1) United States History Class or One (1) Government Class;
 - c) Maintain enrollment in at least five (5) classes.
2. Foreign Exchange students are eligible to participate in the High School Activities Program. Guidelines for participation are set by District policy and by the Montana High School Association, as follows:
 - a) **RECOGNITION:** The student must be a participant of an “official Foreign Exchange Program” as defined in the publication from the National Association of Secondary School Principals, entitled, “Advisory List of International Educational Travel and Exchange Programs”.
 - b) **GRADUATION:** The student cannot have graduated or received a diploma in his/her own country.
3. Foreign exchange students are expected to pay all yearbook fees, lab fees, prom tickets, yearbook costs, athletic fees, cap and gown fees, lunch prices, and all other school incurred expenses that are expected of other students enrolled in the High School.
4. Foreign exchange students must maintain passing grades in all classes, follow rules and regulations of District student policies, and show satisfactory discipline and attendance. Failure to comply with these expectations shall result in dismissal of the student from the District’s Foreign Exchange Program.

STUDENT: REGISTRATION

FOREIGN STUDENT ENROLLMENT NOT AFFILIATED WITH FOREIGN EXCHANGE PROGRAM

In accordance with MCPS Board Policy 3145: "Individual foreign students sponsored by a relative or friend may attend the District for a period not to exceed 12 months, with Board approval and in accordance with federal requirements."

Foreign students not affiliated with any Foreign Exchange Program must obtain an F-1 student visa to be considered for enrollment in an MCPS school.

Foreign Students (F-1) in Public Schools:

1. Foreign students may come to the U.S. to live with U.S. citizen relatives while attending public school. Students are limited to twelve months study in secondary school.
 - Students may not study in an elementary school
 - Students may not study in a publicly funded adult education program.
2. F-1 secondary school students are required to pay the full cost of education by repaying the school system for the full, unsubsidized per capita cost of providing the education.
 - The student visa is not issued until the foreign consulate has proof that payment has been made in advance of issuing the visa. Therefore, once the payment has been received by the District, a letter of notification will be provided to the foreign student or his/her representative for proof to provide to the appropriate official.
 - In accordance with the law, tuition or reimbursement expenses **cannot** be waived.

Note: "The student's status as a resident of the school district and the fact that the U.S. citizen has paid local property/school taxes is irrelevant and does not fulfill the cost reimbursement requirement of the Immigration and Nationality Act (INA) 214 (m). Therefore, the full tuition costs must be paid to the school district."

Source:

http://travel.state.gov/visa/temp/types/types_1269.html

NON-RESIDENT STUDENTS - TUITION

Students living outside of Missoula County Public Schools' elementary or secondary boundaries may be considered for attendance as provided by law. Non-residents will be required to submit a Student Attendance Agreement to the District Business Office in accordance with time lines established by law which state the parent or guardian must apply to the District for attendance prior to enrolling the student. Tuition will be charged as authorized by law. When the resident District is not mandated to pay

the tuition according to law or chooses not to do so, the parent or guardian must agree to pay the tuition.

Out-of-district resident students will be admitted according to the following guidelines:

- on a year-by-year basis and provided that all previously-owed charges are paid;
- as space is available, both in terms of pupil/teacher ratios and facilities;
- except as provide by law, parent/guardian/student is responsible for transportation;
- an intake meeting is held to establish expectations for attendance, behavior and academic performance and a written agreement is established as to the responsibilities of the student/parent/guardian and the school;
- a tuition payment agreement is in place;
- the student
 - is in good standing with the most recently attended school, in terms of academics, conduct, and attendance;
 - has correctly completed the nonresident student application process; and
 - presents no other educationally related detriment to the students of the District.

The Superintendent is authorized to approve admission for an out of district student, and the Board must ratify that decision at the next regular meeting of the Board.

Every student who attends the District as a nonresident student must re-apply for admission by June 15. Admission for one school year does not imply or guarantee admission in subsequent years.

Students placed in the District under a mandatory placement, as defined by Section 20-5-321, MCA, will be approved for attendance; however, tuition will be charged to the District of residence.

In cases where an out-of-District parent or guardian owns property in the District and elects to enroll a student in Missoula County Public Schools, tuition will be reduced pursuant to state law, for taxes paid by the parent or guardian in support of the appropriate District during the previous year.

TECHNOLOGY

ACCEPTABLE USE OF TECHNOLOGY AGREEMENT

Internet access and interconnected computer systems are available to the District's students. Electronic networks, including the Internet, are essential to the District's instructional program for promoting education excellence by facilitating resource sharing, innovation, and communication.

Missoula County Public Schools District #1 believes that all students should have access to technology when they act in a responsible, efficient, courteous and legal manner.

Any student utilizing this technology must have a signed Acceptable Use of Technology Agreement on file. Temporary access may be granted each student at the time of enrollment; however, each student and his/her parent(s)/legal guardian(s) will be required to sign and return an Agreement within 5 school days to assure continued access to the District's computer system and/or Internet Service.

Currently, the Acceptable Use of Technology Agreement will be signed by students. *(See forms in Appendix, page 71)*

NETWORK ACCOUNTS

STAFF

Each employee and key partner* providing service to students of Missoula County Public Schools will be issued an account on our Window Active Directory – granting the employee or partner access to the District's network and the Internet. Each employee or partner will also be issued an email account on the District's Exchange Server at the main domain.

Accounts will only be provided to individuals who complete a Network Service Request Form.

The District also provides an account within our GoogleApps for Education system for all certified teaching staff, all students and all administrators. The District will provide accounts with Google Apps for Education to classified employees who need to collaborate with certified teaching staff or students on a biannual basis as requested by the school's principal or principal's designee.

Staff Level	Active Directory Account	Exchange Email Account	Google Apps for Education Account
Administrators	X	X	X
Certified Teaching Staff	X	X	X
Classified Staff	X	X	As requested by principal
Students	X	X	X

Staff accounts will be monitored and archived in accordance with board policy. Staff use of all accounts must comply with **Board Policies 3612 and 5450**.

Any account that is inactive for a period of more than 140 days (3.5 months) will be automatically deactivated.

This is a protective measure to support normal and effective functions of the District network for the majority of active user.

Staff who are terminated or resign from the District will have a maximum of 7 days to retrieve content from their District mapped drives and email accounts before these accounts are deactivated.

STUDENTS

Student accounts on the Google Apps for Education system will follow the parameters identified in the chart below. Student accounts will be monitored and archived by a content monitoring service in accordance with The Children's Internet Protection Act, The Children's Online Privacy Protection Act and the Protecting Children in the 21st Century Act.

Grade Level	Google Apps for Education	Google email account activated
9-12	X	X
6-8	X	X
K-5	X	

*Key Partners are staff from outside agencies that provide service within Missoula County Public Schools such as members of CSCT teams or Flagship Coordinators. All accounts will be monitored and archived in accordance with board policy. Key Partners use of all accounts and the network must comply with Board Policy 3612 and 5450.

TECHNOLOGY SERVICE & PURCHASING

Service:

For service on computer or network issues, please submit the service request to the Information Systems Center in any of the following three ways:

1. ServiceDesk software – ServiceDesk is web based and can be accessed from any of the District computers. The service ticket will be assigned to a technician. (Access from outside the District is available at ServiceDesk.mcpsmt.org:8080. A District login and ServiceDesk login will be required.
2. E-Mail the [Helpdesk](#) with a description of the problem. The ISC helpdesk will then generate a Helpdesk ticket and assign it to a technician.
3. Call the District Helpdesk (extension 7777) and describe the ticket to the attendant or leave the description in a voice-mail message. A Helpdesk ticket will be generated and assigned to a technician.

TECHNOLOGY

Technology Purchasing:

To purchase technology equipment and software, requests must be submitted through the Helpdesk web page where the request forms are located.

NOTE: Supply items do not require a request prior to purchase. Supply items include printer ink and toner cartridges, CD/DVD recordable disks, flash drives, headphones, microphones, audio cables, replacement batteries, etc.

- **Hardware Requests** – Hardware requests to be submitted include larger items that require district level approval before purchasing. Such items include additional computers or replacement computer related equipment not covered by the district replacement plan, ceiling mounted projectors, Interactive white boards, document cameras and student response systems. In general, if it connects to a computer, submit a request for purchase.
 - **Submit Requests** – Request forms are found on the Helpdesk web page at <http://helpdesk:8080//HomePage.do>
 - Use the **New Request** dropdown list and select **Purchase Request-Hardware**
 - Complete one form for each type of item requested. Click the Add Request button to submit each request. You should receive an e-mail verifying the request submission.
- **Software Requests** – Software requests include any computer software or subscriptions to web sites. Software will be reviewed for ties to current district curriculum and reviewed for compatibility with existing hardware. Minor upgrades to software should be submitted to the Helpdesk **but** major upgrades or version changes need to be submitted for review and hardware compatibility checks. Web subscriptions will be evaluated for ties to current

curriculum and impact on available bandwidth with full class usage.

- **Submit Requests** – Request forms are found the Helpdesk web page at <http://helpdesk:8080//HomePage.do>
 - Use the **New Request** dropdown list and select **Purchase Request-Software**
 - Complete one form for each type of item requested. Click the Add Request button to submit each request. You should receive an e-mail verifying the request submission.

TITLE I AND SPECIAL EDUCATION

SECTION 504 OF THE REHABILITATION ACT OF 1973 ("SECTION 504")

(1) Impartial Due Process Hearing. If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagrees with a decision of the District with respect to: (1) the identification of the child as qualifying for Section 504; (2) the District's evaluation of the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards. The student shall remain in his/her current placement until the matter has been resolved through the process set forth herein.

- a) The District shall provide written notice to the parent or legal guardian of a Section 504 student, prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services.
- b) Upon request, the parent or legal guardian of the student shall be allowed to examine all relevant records relating to the child's education and the District's identification evaluation, and/or placement decision.
- c) The parent or legal guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian is in disagreement with the District.
- d) Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three (3) business days.
- e) Within ten (10) days of receipt of a written request for an impartial due process hearing, the District shall select and appoint an impartial hearing officer who has no professional or personal interest in the matter. In that regard, the District may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent or any other person who would conduct the hearing in an impartial and fair manner.
- f) Once the District has selected an impartial hearing officer, the District shall provide the parent or legal guardian and all other interested parties with notice of the person selected.
- g) Within five (5) days of the District's selection of a hearing officer, a pre-hearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard, and stipulate to undisputed facts to narrow the contested factual issues.
- h) The hearing officer shall, in writing, notify all parties of the date, time, and location of the due process hearing.

- i) Any time prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators.
- j) At the hearing, the District and the parent or legal guardian may be represented by counsel.
- k) The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriate equipment or a court reporter. The District shall be allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted; however, witnesses will not be subject to cross-examination, and the Montana Rules of Evidence will not apply. The hearing officer shall make all decisions relating to the relevancy of the evidence intended to be presented by the parties. Once all evidence has been received, the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions, and decision.
- l) Within twenty (20) days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties.
- m) Appeals may be taken as provided by law. The parent or legal guardian may contact the Office of Civil Rights, 1224 Speer Blvd., Suite 310, Denver, CO 80204-3582; (303) 844-5695 or (303) 844-5696. 2) Uniform Grievance Procedure. If a parent or legal/guardian of the student alleges that the District and/or any employee of the District has engaged in discrimination or harassment of the student, the parent or legal guardian will be required to proceed through the District's Uniform Grievance Procedure.

SPECIAL EDUCATION PROCEDURES

Child Find:

The District shall be responsible for the coordination and management of locating, identifying, and evaluation all disabled children ages zero (-0-) through twenty-one (21). District staff will design the District's Child Find plan in compliance with all state and federal requirements and with assistance from special education personnel who are delegated responsibility for implementing the plan.

The District's plan will contain procedures for identifying suspected disabled students in private schools, students who are home schooled, homeless children, as well as students who are wards of the state or in public facilities located within the geographic boundaries of the District. These procedures shall include screening and

TITLE I AND SPECIAL EDUCATION

development criteria for further assessment. The plan must include locating, identifying, and evaluating highly mobile children with disabilities and children who are suspected of being a child with a disability

and in need of special education, even though the child is and has been advancing from grade to grade. The District's Child Find Plan must set for the following:

1. Procedures used to annually inform the public of all child find activities, for children zero through twenty one;
2. Identity of the special education coordinator;
3. Procedures used for collecting, maintaining, and reporting data on child identification;
4. Procedures for Child Find Activities (including audio logical, health, speech/language, and visual screening and review of data or records for students who have been or are being considered for retention, delayed admittance, long-term suspension or expulsion or waiver of learner outcomes) in each of the following age groups:
 - a. **Infants and Toddlers** (Birth through Age 2) Procedures for referral of infants and toddlers to the appropriate early intervention agency, or procedures for conducting child find.
 - b. **Preschool** (Ages 3 through 5) Part C Transition planning conferences; frequency and location of screenings; coordination with other agencies; follow-up procedures for referral and evaluation; and procedures for responding to individual referrals.
 - c. **In-School** (Ages 6 through 18) Referral procedures; including teacher assistance teams, parent referrals, and referrals from other sources; and follow-up procedures for referral and evaluation,
 - d. **Post-School** (Ages 19 through 21) Individuals who have not graduated from high school with a regular diploma who were not previously identified. The Special Education Director shall coordinate these efforts with other agencies.
 - e. **Private Schools** (This includes home schools) Child find procedures addressing the provisions of A.R.M. 10.16.3125(1); follow-up procedures for referral and evaluation.
 - f. **Homeless Children** Procedures used to identify the role and responsibility of other public or private agencies.

Procedures for Evaluation and Determination of Eligibility:

Procedures for evaluation and determination of eligibility for special education and related services are conducted in accordance with the procedures and requirements of 34 C.F.R. 300.328 and the following state administrative rules:

- | | |
|-----------------|---|
| 10.16.3320 | Request for Initial Evaluation |
| 10.16.3007-3022 | Identification of Children with Disabilities |
| 10.16.3321 | Comprehensive Educational Evaluation Process: |

Procedural Safeguards and Parental Notification:

The District implements the procedural safeguard procedures as identified in 34 C.F.R. 300.500-300.529 and provides a copy of the brochure "Parental Rights In Special Education to the parent of a reasonable time before the District:

1. Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of free appropriate education to the child; or
2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of free appropriate public education to the child.

Pre-referral and referral for special education consideration may be initiated from any source, including school personnel. To initiate the process, an official referral form must be completed and signed by the person making the referral. The District shall accommodate a parent who cannot speak English and therefore cannot complete the District referral form. Recognizing that the referral form is a legal document. District personnel with knowledge of the referral shall bring the referral promptly to the attention of the Evaluation Team.

The District shall give written notice to the parent of its recommendation to evaluate or not to evaluate the student. The parent will be fully informed concerning the reasons for which the consent to evaluate is sought. Written parental consent will be obtained before conduction the initial evaluation for before reevaluating the student.

The recommendation to conduct an initial evaluation or reevaluation shall be presented to the parents in their native language or other mode of communication appropriate to the parent. An explanation of all the procedural safeguards shall be made available to the parents when their consent for evaluation is sought. These safeguards will include a statement of the parents' rights relative to granting the consent.

Administrative Representative on Evaluation Team:

The Superintendent has designated in writing the building principal as the administrative representative for each Evaluation Team in the District. The administrative representative shall be an individual employed by the trustees in a recognized administrative capacity.

Individualized Education Programs:

The District develops, implements, reviews, and revises individualized education programs (IEP) in accordance with the requirements and procedures of 34 C.F.R. 300.320-300.328 and A.R.M. 10.16.3340.

TITLE I AND SPECIAL EDUCATION

Least Restrictive Environment:

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Educational placement decisions are made in accordance with A.R.M. 10.16.3340 and the requirements of 34 C.F.R.300.114-300.118, and a continuum of alternate placements is available as required in 34 C.F.R. 300.115.

Children in Private Schools/Out of District Placement:

The District implements services to children enrolled in private schools by their parents in accord with the requirements and procedures in 34 C.F.R. 300.129-300.144 and A.R.M. 10.16.3122. If a child with a disability is placed in or referred to a private school or facility by the District, the District will provide special education and related services in accordance with the requirements and procedures of 34 C.F.R. 300.325 and A.R.M. 10.16.3122.

Impartial Due Process Hearing:

The District shall conduct the impartial hearing in compliance with the Montana Administrative Rules on matters pertaining to special education controversies.

Special Education Records and Confidentiality of Personally Identifiable Information:

A. Confidentiality of Information

The District follows the provisions under the Family Educational Rights and Privacy Act and implements the procedures in 34 C.F.R. 300.610-300.627, 20-1-213, MCA, and A.R.M. 10.16.350.

B. Access Rights

Parents of disabled students and students eighteen (18) years or older, or their representative, may review any educational records which are designated as student records collected, maintained, and used by the District. Review shall normally occur within five (5) school days and in no case longer than fifteen (15) days. Parents shall have the right to an explanation or interpretation of information contained in the record. Non-custodial parents shall have the same right of access as custodial parents, unless there is a legally binding document specifically removing that right.

C. List of Types and Locations of Information

A list of the records maintained on disabled students shall be available in the District office. Disabled student records shall be located in the case manager's case file, where they are

available for review by authorized District personnel, parents, and adult students. Special education teachers will maintain an IEP file in their classrooms. These records will be maintained under the direct supervision of the teacher and will be located in a locked file cabinet. A record-of-access sheet in each special education file will specify the District personnel who have a legitimate interest in viewing these records.

D. Safeguards

The District will identify in writing the employees who have access to personally identifiable information, and provide training on an annual basis to those staff members.

E. Destruction of Information

The District will inform parents five (5) years after the termination of special education services that personally identifiable information is no longer needed for program purposes. The parent will be advised that such information may be important to establish eligibility for certain adult benefits. At the parent's request, the record information shall either be destroyed or made available to the parent or to the student if eighteen (18) years or older. Reasonable effort shall be made to provide the parent with notification sixty (60) days prior to taking any action on destruction of records. Unless consent has been received from the parent to destroy the record, confidential information will be retained for five (5) years beyond legal school age.

F. Children's Rights

Privacy rights shall be transferred from the parent to an adult student at the time the student attains eighteen (18) years of age, unless some form of legal guardianship has been designated due to the severity of the disabling condition.

TITLE I AND SPECIAL EDUCATION

APPOINTMENT OF SURROGATE PARENTS

Assignment of a surrogate parent shall occur whenever the parents or legal guardian of a student with a disability identified for services under the Individuals with Disabilities Education Act (IDEA) cannot be identified or, after reasonable efforts, the location of the parents cannot be discovered or if the student is a ward of the state (and the parents' rights have been permanently terminated). A surrogate parent is not required where the student has a foster parent, the student's natural parent's authority to make educational decisions on behalf of the student has been extinguished under state law, and the foster parent is willing to make the decisions as a parent and has no interest that would conflict with the student's interests.

Within 10 days of determining that an IDEA-eligible student is in need of a surrogate parent, the Superintendent or designee shall nominate a surrogate parent by providing a nomination to the youth court. The Superintendent or designee shall be governed by the following in nominating an individual to serve as a surrogate parent:

1. The individual is an adult who:
 - a. Is not an employee of the District or any other local educational agency providing educational services to the student; or
 - b. Is not an employee of the Montana Office of Public Instruction, any other state educational agency providing educational services to the student, or any state agency responsible for the care of the student (An employee of DPHHS, a home responsible for the student, or social worker of the student cannot be nominated).
2. The individual does not have a vested interest that will conflict with that individual's representation and protection of the student.
3. Whenever practicable, the individual should be knowledgeable about the educational system, special education requirements, and the legal rights of the student in relation to the educational system.
4. Whenever practicable, individual should be familiar with the cultural or language background of the student.
5. The individual is willing to represent the student in all decision making processes concerning the student's education by becoming thoroughly acquainted with the student's history and education files, complying with state and federal

confidentiality laws, using discretion in the necessary sharing of the student's information to the appropriate people to further the interests of the student, becoming familiar with the student's evaluations and placement, approving or disapproving the evaluation and placement of the student, reviewing the student's special education program in relation to other available programs, initiating procedural safeguards, and seeking legal assistance when in the best interests of the student.

The Superintendent or designee must submit the nomination for appointment, with necessary supporting documents, to the youth court for the appointment of the surrogate parent. The Superintendent or designee shall take all reasonable action to ensure that the youth court makes a decision on the nomination within 20 days of filing the nomination and supporting documents. If the youth court denies the appointment, the Superintendent or designee shall nominate another individual to serve as a surrogate parent in accordance with these procedures.

If the youth court fails to act within 20 days of the filing of the nomination and supporting documents, the individual nominated is the surrogate parent.

The Superintendent or designee shall ensure that the appointed surrogate parent is reimbursed by the District for all reasonable and necessary expenses incurred in the pursuit of the surrogate parent's duties.

The Superintendent or designee must petition a court for the termination of the surrogate parent's appointment when the student's parents are identified, the whereabouts of the parents are discovered, the student is no longer a ward of the state, or the surrogate parent wishes to discontinue his or her appointment.

TITLE I AND SPECIAL EDUCATION

TITLE I

To assure that parents will be involved in the educational process for their children in any District Title I program, the following activities will be completed:

1. Letters will be sent to parents informing them that their child has been selected for the District Title I reading/language arts and/or mathematics program.
2. Parents will be informed about their child's educational program, and the instructional plan will be discussed with them.
3. Parents will be invited to be involved in the planning, review, and improvement of their child's learning through the development of a school-parent compact.
4. A Title I classroom will participate in its school's Open House for the purpose of getting acquainted and sharing information.
5. Formal and informal communication will be employed in the parent-school partnership, as agreed upon in the school-parent compact.
6. Conferences and phone calls will be made throughout the school year to explain the child's progress. Parents may comment, and suggestions may be made if student improvement is needed. Teachers will also call parents when positive comments and praise are appropriate.
7. Parents will be invited to observe their children's work and visit the Title I room during the year.
8. Parents will be given opportunities to assist in the reader/ listener program or to help in the Title I room by making materials, explaining directions and helping a child one-on-one with some learning tasks provided by the teacher.
9. When requested or as a need arises, Title I related workshops will be offered for parents and classroom teachers of K-8 Title I students.
10. A survey questionnaire will be sent to parents and teachers in the spring of the year, requesting evaluation input of the Title I program in which their child is involved.

TITLE I DISTRICT-SCHOOL PARENTAL INVOLVEMENT COMPACT

Part I. District Expectations

The Missoula County Public School District agrees to implement the following statutory requirements:

- The District will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The District will incorporate this District-parental involvement compact into its District policy manual.
- In carrying out the Title I parental involvement requirements, to the extent practicable, the District will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the District plan for Title I is not satisfactory to the parents of participating children, the District will submit any parent comments with the plan when the District submits the plan to the Office of Public Instruction.
- The District will be governed by the following statutory definition of parental involvement, and expects that its schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- a. that parents play an integral role in assisting their child's learning;
- b. that parents are encouraged to be actively involved in their child's education at school;
- c. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- d. the carrying out of other activities, such as those described in section 1118 of the ESEA.

TITLE I AND SPECIAL EDUCATION

Part II. District-Parental Involvement Compact Actions

1. The Missoula County Public School District will take the actions to involve parents in the joint development of its District-parental involvement plan.
2. The School District will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of the school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
3. The School District will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.
4. The School District will provide the necessary coordination, technical assistance, and other support to assist its schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance
5. The School District will build the schools' and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community. In order to improve student academic achievement, the District shall engage in the following activities specifically described below:
 - a. The District will provide assistance to parents of children served by the schools in understanding topics such as the state's academic achievement standards by undertaking the actions.
 - b. The District will provide materials and training to help parents work with their children to improve their children's academic achievement.
 - c. The District will educate its teachers and other staff in how to reach out to, communicate with, and work with parents as equal partners; in the value and utility of contributions of parents; and in how to implement and coordinate parent programs and build ties between parents and schools.
 - d. The District will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other public and private educational programs that encourage and support parents in more fully participating in the education of their children.
 - e. The District will take the actions to ensure that Title I information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.
6. The School District will annually evaluate the content and effectiveness of its Title I policy and this District-parental involvement compact. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The District will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement policies.
7. The School District will encourage parents to participate in the process of school review and improvement.
8. If the District's Title I program is not satisfactory to the parents of participating children, the School District shall submit any parent comments on the plan when the school makes the plan available to the state educational agency.

TRANSPORTATION

TRANSPORTATION

proposed transportation plan shall be presented to the Facilities/Risk Manager for final approval.

In accordance with MCPS Board Policy 8100: The District may provide transportation to and from school for a student who:

- Resides three (3) or more miles, over the shortest practical route, from the nearest public elementary or public high school.
- Is a student with a disability, whose IEP identifies transportation as a related service; or
- Has another compelling and legally sufficient reason to receive transportation services.

The District may elect to reimburse the parent or guardian of a student for individually transporting any eligible student.

The District may provide transportation by school bus or other vehicle through individual transportation such as paying a parent or guardian for individually transporting the student. The Board may pay board and room reimbursements, provide supervised correspondence study, or provide supervised home study. The Board may authorize children attending an approved private school to ride a school bus, provided that space is available and a fee to cover the per-seat cost for such transportation is collected. The District may transport and charge for an ineligible public school student, provided the parent or guardian pays a proportionate share of transportation services. Fees collected for transportation of ineligible students shall be deposited in the transportation fund. The District reserves the right to discontinue a route due to inclement weather and poor road conditions. Parents have the right to appeal a transportation decision with the Board of Trustees. Transportation issues that cannot be resolved by the Trustees may be appealed to the county transportation committee.

Homeless students shall be transported in according with McKinney Homeless Assistance Act and state law.

School Bus Route Changes:

Unavailable Bus Route: In the event a bus route is not available to a student due to a residence address located outside the regularly scheduled bus routes, the parent or guardian may request an alternate bus route be added. In this event, the parent or guardian must make an appointment with the school principal for which the student attends. An alternative bus route plan must be developed and submitted to the Facilities/Risk Manager for final approval.

Special Assistance Bus Route Change:

In the event a bus route is not available for a student requiring special assistance and the student has an IEP or 504 in place, the parent or guardian may request for special accommodations. In this event, the parent or guardian must make an appointment with the school principal for which the student attends. If the principal agrees there is a need for special accommodations, a

UNIFORM GRIEVANCE PROCEDURE

TITLE IX GRIEVANCE PROCEDURES ADMINISTRATION REGULATION

The Missoula County Public Schools (MCPS) has adopted internal grievance procedures providing for prompt and equitable resolution of complaints alleging any action prohibited by Title IX of the Education Amendments of 1972 ACT (Title IX). Title IX prohibits discrimination on the basis of sex in education programs or activities operated by public school districts. Sexual harassment is a form of sex discrimination. MCPS does not discriminate on the basis of sex in its education programs and activities.

All references to sex discrimination throughout these procedures include gender-based harassment and sexual harassment. Gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct or a sexual nature. Sexual harassment can occur whenever an individual makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

- In the case of a student, denies or limits the provisions of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or in the case of an employee denies or limits the employment, recruitment, consideration, or selection or treatment, or that makes such conduct a condition of the employee's employment status; OR

Has the purpose or effect of:

- Substantially interfering with a student's educational environment or employee's work environment;
- Creating an intimidating, hostile, or offensive educational or work environment; depriving a student of educational aid, benefits, services, or treatment; or depriving an employee of the benefits of or deprives that employee of employment opportunities; or
- Making submission to or rejection of such conduct the basis for academic decisions affecting a student or employment decisions affecting an employee.

Sexual harassment includes sexual violence. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol or is unable to give consent due to an intellectual or other disability. Sexually violent acts include rape, sexual assault, sexual battery, and sexual coercion.

Title IX Coordinator:

Inquiries concerning the application of the Title IX may be referred to the District's Title IX Coordinator:

David Rott
Executive Director of Human Resources and Labor Relations
215 South 6th Street West
Missoula, MT 59801
(406)728-2400, ext. 1038
drott@mcps.k12.mt.us

Inquiries may also be referred to the Office of Civil Rights, United States Department of Education.

Filing a Complaint:

An individual believing that he or she has been the victim of sex discrimination should file a complaint with the Building Level Principal or Title IX Coordinator within 30 days of the incident(s) giving rise to the allegations. If the individual wishes to invoke the formal complaint procedures (see formal complaint procedures section), the complaint should be made in writing. An individual wishing to invoke the informal resolution process may make a complaint in writing or verbally.

An individual wishing to make a complaint will be provided with a copy of these procedures.

Informal Resolution:

An individual alleging sex discrimination by an employee, student, or third party may access an informal mechanism to attempt to resolve the situation. The individual making the complaint is not required to invoke any informal mechanisms to resolve the situation. The decision to invoke the informal resolution process is voluntary.

If the individual wishes to attempt to work out the problem directly with the alleged perpetrator, a school representative will be available to assist. The individual may also request mediation with a designated mediator present to assist the individual and alleged perpetrator reach a resolution.

The individual has the right to end the informal resolution process at any time. If the individual wishes to end the informal process prior to reaching a resolution or is not satisfied with the resolution reached, the individual has the right to commence a formal complaint at any time.

The informal process, including mediation, will not be available to individuals alleging sexual assault.

Formal Complaints:

An individual may make a formal complaint of sex discrimination in accordance with the procedures described above. The complaint should be in writing and should specify the allegations which the individual believes constitute sex discrimination. The individual has the right to contact law enforcement to determine if criminal activity occurred.

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Investigation

The District shall conduct an adequate, reliable, and impartial investigation into the allegations. Even if no formal complaint has been filed, the District may still conduct an investigation to determine whether sex discrimination has occurred when it has knowledge of allegations of sex discrimination. Any investigation by the District shall be in addition to any criminal investigation that may occur. Determinations resulting from the investigation shall be made on a preponderance of the evidence standard (i.e., it is more likely than not that sex discrimination occurred).

Parties (the alleged victim and alleged perpetrator(s)) will have an equal opportunity to present relevant witnesses and other evidence. The investigation shall allow for both the alleged victim and alleged perpetrator to provide information separately. If written statements are provided, each party shall have the opportunity to review such statements, subject to the disclosure of such information under the Family Educational Rights Privacy Act (FERPA) and Montana law.

Either party may have a representative or lawyer present during the investigations; however, the representative or lawyer is not allowed to speak for a party or ask questions during any investigatory interviews. The representative or lawyer may request clarification of any questions, but may not answer, advise his or her client how to answer, or ask any substantive questions.

Notice of Outcome

Both the alleged victim and alleged perpetrator shall be notified in writing regarding the outcome of the investigation. Subject to FERPA and Montana law, an alleged victim may be notified about sanctions imposed on another individual found to have engaged in harassment when that sanction directly relates to the individual. This may include an order that the harasser stay away from the victim.

Time Frames

The District shall complete the investigation within 60 days of receipt of the complaint or knowledge of allegations of sex discrimination. With the consent of the parties and the Superintendent, the investigation may be extended for an additional 15 days in extenuating circumstances. The investigator shall contact both parties once it appears that the investigation will require a longer period of time. The Notice of the Outcome of the investigation will be sent within that 60-day period, unless extended as described herein.

Appeals

Any party who is not satisfied with the findings from the investigation may appeal to the Executive Regional Director as designated by the Notice of Outcome. The appeal must be made within ten (10) days of receipt of the Notice of Outcome. Within three (3) days of receipt of any appeal by either party, the Executive Regional Director shall notify the non-appealing party regarding the appeal.

Within five (5) days of receipt of notice of any appeal, the non-appealing party may present argument opposing the appeal in writing. Within twenty (20) days of receipt of the initial appeal, the Executive Regional Director shall issue a written decision to both parties affirming or rejecting the investigation findings.

Remedies:

The District shall take all reasonable and necessary measures to prevent the recurrence of any harassment and to correct its discriminatory effects on the individual and others. Any individual participating in a sex discrimination investigation shall notify the Title IX Coordinator if he or she believes that he or she is being retaliating against for participating in the investigation. The District prohibits retaliation against individuals making complaints under these procedures and participating in any investigation that may ensue.

Complaint Procedures for Administrators:

When a complaint or a report of discrimination or sexual harassment is received, it shall be given immediate attention. Described below are informal and formal methods of responding to discrimination and sexual harassment complaints.

- A. **Informal Process:** Informal resolutions of student/employee discrimination and sexual harassment complaints should be addressed at the school site. The informal process shall be bypassed if the complainant names a Principal as a respondent or the complaint alleges school-wide discriminatory practices. In those circumstances, the complainant may initiate a formal complaint and file directly with the Title IX Coordinator.
- B. **Formal Process:** Formal resolutions of student/employee discrimination and sexual harassment complaints will be addressed by the Title IX Coordinator and/or Building Level Principal.
- C. **The following steps may be followed to reach complaint resolutions:**
 1. Any written or oral report of discrimination or sexual harassment is to be considered a discrimination/sexual harassment complaint and must be addressed.
 2. The Building Level Principal will provide the complainant with a written acknowledgment of receipt of the complaint within five days which:
 - a) Advises and assures the complainant the confidentiality of the facts will be observed to the fullest extent possible.
 - b) Advises and assures the complainant that the District prohibits retaliation against anyone who files a complaint or participates in a complaint investigation.

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- c) Advises the complainant that he/she should feel free to call or send any additional information relevant to the complaint.
 - d) Informs the complainant that a written report of findings will be provided to the complainant at the conclusion of the investigation. Specific corrective actions with regard to employees or students are to be kept confidential.
 - 3. The Building Level Principal will provide the respondent with a similar letter giving notice of the complaint and an outline of the process, including the confidentiality requirements and no retaliation requirements.
 - 4. The investigator will conduct an impartial investigation and work to resolve the matter by recommending/taking appropriate action, which may include the use of disciplinary or other remedial measures. A written Notice of Outcome should be provided to the complainant and the respondent which reiterates the confidentiality and non-retaliation provisions, as well as advises either party of his or her right to appeal the investigator's recommendations/actions.
 - 5. Any party who is not satisfied with the findings from the investigation may appeal to the Executive Regional Director as designed by the Notice of Outcome. The appeal must be made with ten (10) days of receipt of the Notice of Outcome. Within three (3) days of receipt of any appeal by either party, the Executive Regional Director shall notify the non-appealing party regarding the appeal. Within five (5) days of receipt of notice of any appeal, the non-appealing party may present argument opposing the appeal in writing. Within twenty (20) days of receipt of the initial appeal, regardless of whether the non-appealing party has submitted any opposition to the appeal, the Executive Regional Director shall issue a written decision to both parties affirming or rejecting the investigation findings and recommendations.
- D. **How does the investigation work?**
- Assure the target of the discrimination or sexual harassment that the District takes allegations of discrimination and sexual harassment seriously, will not tolerate such treatment, and has strong policies against discrimination and sexual harassment.
 - Obtain specific information relevant to the complaint such as where, when, and the frequency with which the incident(s) occurred, as well as the identities of the alleged perpetrator(s) and any witnesses. If age appropriate, request that the complainant provide a written statement.
 - Provide the target of the discrimination/harassment with assurance regarding confidentiality and non-retaliation.
 - Assure the target of the discrimination/harassment that he/she will not be required to confront the accused person and that steps will be taken to monitor that the alleged harassing behavior does not continue. Provide the individual with the names of school personnel who can help if the situation/incident continues, escalates, or occurs again.
 - Interview the accused person(s) and provide assurances regarding confidentiality and non-retaliation. If age appropriate, request that the accused person(s) provide a written statement.
 - Interview any witnesses identified by the target of the discrimination/harassment and the accused person(s) and provide assurances regarding confidentiality and non-retaliation. If age appropriate, request that any witnesses provide a written statement.
 - **If the complaint alleges sex discrimination,** carefully consider all available information in determining whether the conduct described in the complaint violates the District's non-discrimination policy. The following three questions should be asked:
 1. Was the student/employee treated differently in a way that interfered with or limited the ability of the student/employee to participate in or benefit from a District program of activity?
 2. Was the different treatment based on sex, sexual orientation, or gender?
 3. Did the context or circumstances of the incident(s) provide a legitimate and non-discriminatory basis for the different treatment pursuant to District policy?
- When based on the evidence obtained as part of the investigation, the answers to questions #1 and #2 are "yes" and the answer to question #3 is "no", the incident/situation may be considered sex discrimination. However, conduct that does not rise to the level of sex discrimination may still be considered inappropriate behavior and may require that corrective actions be taken.
- **If the complaint alleges sexual harassment,** carefully consider all available information in determining whether the conduct described in the

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complaint violates the District's sexual harassment policy. The following five questions you be asked:

1. Was the conduct of sexual nature?
2. Was the conduct unwelcome?
3. Did the conduct create a hostile environment for the alleged target of the harassment?
4. Was the conduct severe, persistent, or pervasive?
5. Did the conduct limit the individual's ability to participate in or benefit from an educational program, district program, or activity?

When based on the evidence obtained as part of the investigation, the answers to questions #1 - #5 are "yes", the conduct may be considered sexual harassment. However, conduct that does not rise to the level of sexual harassment may still be considered inappropriate behavior and may require that corrective actions be taken.

E. **What if there is harassment or discrimination?** Appropriate administrative steps in response to discrimination and/or sexual harassment might include action to end the harassment, monitor that it does not reoccur, and address any hostile environment that may have been created for the student(s)/employees who had been the target(s) of the conduct. Response might also involve the initiation of disciplinary proceedings.

- Inform the complainant in general terms that corrective actions have been or will be required to resolve the complaint. Specific corrective actions with regard to employees or students are to be kept confidential, except that Title IX says you can tell the complainant of remedial action that directly affects the complainant, i.e., student has been moved.
- Unless prohibited by FERPA, parents/guardians of the complainant shall be informed of the filing, as well as the resolution of any complaint of discrimination/sexual harassment. As appropriate, parents/guardians should be kept informed of the status of the investigation and resolution of the complaint. Care must be taken to protect the identity of the accused person(s) and any witnesses.
- If a student has been a target of harassment based on sexual orientation or gender identity, consult with the student to determine an appropriate way to inform the student's parents or guardians of the harassing conduct. Student sexual orientation and/or gender identity cannot be divulged without permission of the student.

- Monitor with the target of the harassment that the harassment has ceased.

Forms:

(See forms in Appendix, page 78-85)

1. Sample Acknowledgment of Receipt of Complaint (page 78)
2. Sample Notice of Receipt of Complaint (page 79)
3. Sample Notice of Outcome of Complainant (page 80)
4. Notice of Outcome to the Respondent (page 81)
5. MCPS Title XI Sex Discrimination/Sexual Harassment Complaint Form (page 82)
6. MCPS Incident Report Form - Complaint/Investigation Record (Page 83)
7. Complaint/Investigation Record-Discrimination/Harassment and/or Hate-Motivated Incident/Crime (Page 85)

UNIFORM GRIEVANCE PROCEDURE COMMUNITY

(See Board Policy 1700)

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

Provisions governing the grievance procedures employees should follow may be found in negotiated agreements and/or in employee handbooks.

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

Informal:

An individual having 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 not involved in the alleged harassment.

Level 1: Principal

If the complaint is not resolved informally, the grievant may file a signed and dated written grievance stating the nature of the grievance and the remedy requested. The written grievance must be filed with the principal within thirty (30) days of the event or incident or from the date the grievant could reasonably become aware of such occurrence.

UNIFORM GRIEVANCE PROCEDURE

If the complaint alleges violation of Board policy or procedure, the principal will investigate and attempt to resolve the complaint. If either party is dissatisfied with the principal's decision, the grievance may be advanced to Level 2 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 will turn the complaint over to the appropriate Central Office Administrator who will investigate the complaint. The Central Office Administrator will complete the investigation and respond to the parties within thirty (30) days after receipt of a written grievance. The Central Office may hire an outside investigator if necessary.

If the grievant is not satisfied with the recommendations from Level 1, he may make a written appeal to the Superintendent, within fifteen (15) days of receiving the recommendations.

Level 2: Superintendent

On receipt of a request for review, the Superintendent shall schedule a meeting between the parties. The parties will be afforded opportunity to either dispute or concur with the Level 1 report. The Superintendent will decide the matter within ten (10) days of the meeting and will notify the parties in writing of the decision. If the Superintendent agrees with the Level 1 report, the recommendation will be implemented. If the Superintendent rejects the Level 1 report, the matter may either be referred to an outside investigator for further review or be resolved by the Superintendent.

If the grievant is dissatisfied with the Superintendent's decision, 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. Because the Board is the policy-making body of the District, any appeal 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 3: The Board

On receipt of a written appeal of a decision of the Superintendent, and assuming the appeal alleges a failure to follow Board policy, the matter will be placed on the agenda of the Board for consideration not later than its next regularly scheduled meeting. A decision shall be made and reported in writing to all parties as soon as possible. The decision of the Board will be final, unless appealed within the period provided by law.

Level 4: County Superintendent

If a matter 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 of the Board's decision, pursuant to the Rules of School Controversy.

UNIFORM GRIEVANCE PROCEDURE PERSONNEL

All individuals should use this grievance procedure if they believe that the Board, its employees or agents have violated their rights guaranteed by the State or federal constitution, State or federal statute, or Board policy. (*See Board Policy 1700*)

The right of a person to prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If the grievance relates to an issue covered in a collective bargaining agreement, the complainant must use the grievance procedure in the collective bargaining agreement.

Provisions governing the grievance procedures employees should follow may be found in negotiated agreements and/or in employee handbooks.

As used in this policy the term "days" means business days.

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: Supervisor

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the supervisor within twenty (20) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.

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

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the supervisor shall turn the complaint over

UNIFORM GRIEVANCE PROCEDURE

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 twenty (20) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Superintendent agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Superintendent rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

Level 3: Superintendent

Upon receipt of the request for review, the Superintendent or designee shall schedule a meeting between the parties and the supervisor. The parties shall be afforded the opportunity to either dispute or concur with the supervisor's report. The Superintendent shall decide the matter within ten (10) days of the meeting and shall notify the parties in writing of the decision. If the Superintendent agrees with the recommendation of the supervisor, the recommendation will be implemented. If the Superintendent rejects the recommendation of the supervisor, the matter may either be referred to an outside investigator for further review or resolved by the Superintendent. If either party is not satisfied with the decision of the Superintendent, the Board is the next avenue for appeal. A written appeal must be submitted to the Board within fifteen (15) days of receiving the Superintendent's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Superintendent to the Board bears the burden of proving a failure to follow Board policy.

Level 4: The Board

Upon receipt of a written appeal of the decision of the Superintendent, and assuming the 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.

UNIFORM GRIEVANCE PROCEDURE STUDENTS

(See Board Policy 1700)

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

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

Level 1: Informal

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

Level 2: Principal

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the principal within thirty (30) calendar days of the alleged violation of her or her rights guaranteed by the State or Federal constitutions, State or Federal statutes, or Board policy, or from the date the grievant could reasonably become aware of such occurrence.

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

Level 3: Superintendent

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

VOLUNTEERS

principal, the recommendation will be implemented. If the Superintendent rejects the recommendation of the principal, the matter may either be referred to an outside investigator for further review or resolved by the Superintendent.

If either party is not satisfied with the decision of the Superintendent, the Board is the next avenue for the 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, any appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Superintendent to the Board bears the burden of proving a failure to follow Board policy.

Level 4: The Board

Upon receipt of a written appeal of the decision of the Superintendent, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration no later than the 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.

(See form in Appendix, page 87)

VOLUNTEERS PROCEDURES

All schools welcome volunteers from the community. This may include parents, grandparents, college students and other individuals. In addition, agencies such as Flagship, Big Brothers Big Sisters, Missoula Aging Services, University of Montana and many others regularly place volunteers in the District.

MCPS requires that volunteers who have unsupervised access to MCPS PreK-12 students go through a criminal background check (see Policy 5122) and be approved for this level of work with students. Unsupervised access means that the appointed volunteer will have contact with students while not in the presence of an MCPS employee or other individual that has gone through a fingerprint check (flagship coordinators go through a fingerprint check, so they can supervise volunteers for example). If a volunteer is always working with student while in the presence of an employee, then the volunteer does not need a background check.

The cost for a check is \$6.00. Volunteers are asked to pay this fee; if there is a financial hardship, the District will pay the fee so that the volunteer is not excluded from service. In addition, each volunteer must register so that they are included in the District's volunteer management database. All MCPS staff can access the volunteer database by obtaining a login from the district receptionist, Brittany Gross. Access to the database allows MCPS staff to view volunteers' status for supervised/unsupervised access to students.

The District will work with agencies that provide volunteers to schools to ensure the background check procedure is implemented. Some of these agencies already do background checks and the District will facilitate an agreement so that the volunteer does not have to go through duplicate checks.

Here is the process for volunteers to register in the District and go through a criminal background check (if applicable):

1. Volunteers should complete a **Volunteer Registration form**. This is available either online, as a downloadable PDF, or from any MCPS school or the Central Administration Building. Volunteers may submit a completed form online or directly to the office of the school where they plan to volunteer. If they plan to volunteer at multiple schools, they only need to turn in one copy of these forms. All materials should be sent to the district receptionist, Britany Gross, in the Superintendent's Office at the Administration Building.
2. Volunteers should also complete a **Confidentiality Agreement** and submit it to the office of the school where they plan to volunteer. The form helps volunteers understand that they

VOLUNTEERS

should not share information about students to others.

3. Volunteers working unsupervised with students must complete a **Background Check Form***. This form can be completed online, mailed or hand-delivered to the district receptionist, Brittany Gross, in the Superintendent's Office at the Administration Building.
4. If you are interested in becoming a volunteer /applied learning professional and have not previously registered as a volunteer with MCPS, you must complete the comprehensive **Applied Learning Professional application**. Information collected, allows MCPS to match professionals with students seeking an applied learning experience. An Applied Learning Professional is anyone with specific job experiences and skill sets willing to mentor, job shadow, or provide an internship for an MCPS high school student. Providing an applied learning experience outside the normal classroom setting.
5. To better understand the policies, procedures and available resources for MCPS volunteers, download the **Volunteer Handbook** or pick up a copy at any school.

(See forms in Appendix, page 16-21)

More information is available on the volunteer program webpage, which is accessible on the District's website.

All newly appointed employees, hired employees, or volunteers must submit and pass a criminal based background check prior to beginning their assignment in any MCPS building. In addition, a fingerprint criminal background investigation is also required.

In accordance with revised Board Policy 5122 any finalist recommended for hire to a paid position or appointed as a volunteer with the District involving unsupervised access to students in schools, as determined by the Superintendent, shall be required to submit to a name-based and/or fingerprint criminal background investigation conducted by an appropriate entity prior to consideration of the recommendation for employment of the Board or appointment by the administration. Any offer of employment or appointment shall be contingent upon the results of the name-based and/or fingerprint criminal background check, which must be acceptable to the Board and/or the administration in its sole discretion. Unsupervised access to students means that the finalist recommended for hire or the appointed volunteer will have contact with students while not in the presence of an individual who has passed a fingerprint criminal background investigation.

The following applicants for employment, as a condition of employment, shall be required as a condition of any offer of employment to authorize, in writing, a name-based and/or fingerprint criminal background investigation to determine if he or she has been convicted of certain criminal or drug offenses:

- a certified teacher seeking full or part-time employment within the District;
- education support personnel seeking full or part-time employment within the District;
- an employee of a person or firm holding a contract with the District if the employee is assigned to the District and is given unsupervised access to students;
- substitutes (both classified and certified)
- a volunteer who is given unsupervised access to students.

Any requirement of an applicant to submit to a fingerprint background check shall be in compliance with applicable federal regulations. If an applicant has any prior record of arrest or conviction by any local, state, or federal law enforcement agency for any offense other than a minor traffic violation, the facts must be reviewed by the Superintendent or his/her designee, who shall decide whether the applicant shall be declared eligible for appointment or employment. Arrests resolved without conviction shall not be considered in the hiring process unless the charges are pending.



Forward Thinking. High Achieving.

Anaphylaxis Management and Prevention Administrative Procedures and Toolkit

Missoula County Public Schools: Administrative Procedures and Toolkit

Anaphylaxis Management and Prevention Plan

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1. INTRODUCTION: ALLERGIES AND ANAPHYLAXIS

What is an allergy?

An allergy occurs when a person's immune system reacts to a substance that is harmless for most people. These usually harmless substances are called allergens. Common allergens include dust mites, pollens, animals, insects, foods, medications and latex. In an "IgE mediated" allergy, the immune system over reacts and produces substances (antibodies) that "fight" the intruder (allergen). Those antibodies cause the body to release chemicals, including histamine, causing an allergic reaction.

What are symptoms of an allergic reaction?

An allergic reaction can range from very mild to life threatening. Seasonal allergies, often called hay fever, may cause a runny nose or itchy eyes. Life threatening reactions are called anaphylaxis (pronounced an-a-fi-LAK-sis). Anaphylaxis can occur from stinging or biting insects, medication, foods or latex. Allergy to foods are increasing; the American Academy of Asthma, Allergy and Immunology (AAAAI, 2014) report that it is currently estimated that 8-9% of school age children have at least one food allergy.

Symptoms of anaphylaxis can include the following:

Mouth: Itchy, swelling of tongue and/or lips

Throat: Itchy, tightness/closure, hoarseness, trouble breathing/swallowing

Skin: Itchy, hives, redness, swelling, red watery eyes

Gut: Nausea, vomiting, cramps, diarrhea

Lung: Short of breath, wheeze, repetitive cough

Heart: Pale or blue skin color, dizzy/faint, weak pulse

Neurological: Sense of "impending doom," irritability, change in alertness, mood change, confusion

Other: Itchy, red, watery eyes

What foods can cause anaphylaxis?

The Food Allergy Research and Education Organization (FARE, 2014) reports that “although nearly any food can cause an allergic reaction, 90 percent of all food-allergic reactions are caused by one of eight foods in the United States. These foods are: **peanuts, tree nuts, milk, egg, wheat, soy, fish and shellfish**” In school age children, Portnoy and Shroba (2014) state that “the most common foods that cause reaction in school age children include milk, egg, soy, wheat and peanut.”

How are Life Threatening Allergies treated?

While some people “grow out” of certain allergies, many do not. Some allergies may be treated by giving “de-sensitizing shots” which over time decrease the allergic reaction to that allergen. However, sensitizing shots are not currently available for many kinds of allergies.

It is important to prevent allergic reactions by avoiding the allergen. Because this is often more difficult than it may seem, it is important that anaphylaxis, if it occurs, is recognized and treated quickly. Epinephrine is the “first-line” medication used to treat anaphylaxis.

What is food intolerance?

Food intolerance doesn’t involve an immune system response and is typically caused by a lack of a digestive enzyme. An example of this is lactose intolerance. The symptoms of food intolerances are not life threatening but cause physical symptoms such as bloating, abdominal pain or headaches. (National School Board Association, Safe at School and Ready to Learn, 2012)

Procedures and Toolkit Purpose:

This toolkit is part of Missoula County Public Schools administrative procedures. It is developed to support the following goals of allergy management:

1. To maintain the health and protect the safety of children who have life threatening allergies in ways that are developmentally appropriate, promote self-advocacy and competence in self-care and provide appropriate educational opportunities.
2. To ensure that interventions and accommodations outlined in individual health care plans and accommodation plans are based on medically accurate information and evidence based practices.
3. To define a formal process for identifying, managing and ensuring continuity of care for students with life-threatening allergies across all transitions. (PK-12)

2. ANAPHYLAXIS MANAGEMENT AND PREVENTION PLAN

A. Identification of students with food allergies:

1. The district will elicit, collect and review health information provided by the parent/guardian for each student upon school enrollment and periodically thereafter. Information will include what the allergen is, symptoms of previous reactions and history of epinephrine prescription.

2. The district will communicate with the parents/guardians of students with a Life Threatening Allergy (LTA) history to:

- a. Provide district procedures and discuss potential Section 504 Accommodation Plan eligibility.
- b. Provide **Anaphylaxis Action Plan** and **Food Substitution Medical Statement** (if applicable) for healthcare provider completion.
- c. Clarify and obtain additional health information including parental consent for the **Authorization for Release of Information** from the student's health care provider.

3. The district will request annual parental permission for medication administration and maintain records when obtained.

4. The district will sufficiently maintain and update student health records to identify life threatening allergies. (LTA).

B. Individual Written Plans

1. The district will utilize a standard **Anaphylaxis Action Plan**.

- a. The **Anaphylaxis Action Plan** will be consistent with national standards of anaphylaxis treatment. The district will use either a form provided by a recognized professional source or a district developed form. The district may develop an **Anaphylaxis Action Plan** by incorporating national standards, state laws, district needs and in consultation with local medical professionals.
- b. The **Anaphylaxis Action Plan** will serve as the Emergency Care Plan.
- c. The **Anaphylaxis Action Plan** will be individualized and completed by the health care provider annually.

2. The district may maintain stock epinephrine at each school site as per district policy. See Policy 3416 Administration of Medication. If the district is maintaining stock epinephrine the **Stock Epinephrine Protocol** is in effect for all students if there is not a current **Anaphylaxis Action Plan** for an individual student.

3. The district will follow Section 504 procedures. See Policy 2162P Section 504 of the Rehabilitation Act of 1973. For students with a Life Threatening Allergy this entails:

- a. Requesting parental permission for Section 504 evaluation.
- b. Completing the evaluation when parental permission is obtained. Information used for an evaluation may include information from the parent, student, health care provider and/or health care records.
- c. Meeting to determine eligibility. A team of knowledgeable people will determine if the student is eligible. If the student is determined to be eligible and there are medically needed accommodations, a 504 plan will be developed.
- d. The 504 plan may list the needed accommodations or refer to the Individual Healthcare Plan (IHP) that incorporates a listing of the accommodations.

4. The district will follow applicable special education procedures for those students with an Individual Education Plan (IEP) and a life threatening allergy by specifying needed accommodations in the Individual Education Plan (IEP) or Individualized Healthcare Plan (IHP). (See Policy 2161 Special Education and Accommodations.)

5. The Registered (School) Nurse will develop an Individualized Healthcare Plan (IHP) for students who have a life threatening allergy when the parent/guardian has consented to an evaluation and when the student has been determined to be eligible for an accommodation plan.

- a. Components of an Individualized Healthcare Plan (IHP) for life threatening allergies may include or be based on student identification information, allergens, summary of pertinent medical history, **Food Substitution Medical Statement**, day to day management of the allergy, developmental levels, and self-care and self-advocacy ability and goals. Addendums include the **Anaphylaxis Action Plan** and may include a transportation plan and any other related items as needed.
 - b. The Individualized Healthcare Plan (IHP) may incorporate a listing of the medically needed accommodations. Alternatively, accommodations may be listed directly in the Section 504 plan form or Individual Education Plan (IEP).
 - c. The Individualized Healthcare Plan (IHP) is attached to the Section 504 plan or Individual Education Plan (IEP).
6. The district will designate individuals in each school who are responsible for establishing and monitoring successful implementation of the **Anaphylaxis Action Plan**, Individual Healthcare Plan (IHP) and Section 504 Plan as applicable.
7. The district will utilize an **Anaphylaxis Reporting Form** for all known incidences of anaphylaxis with or without epinephrine administration.
8. Revision of plans will be considered when any degree of allergic reaction occurs in school for a student with life threatening allergy.

C. Medication: Storage, Access and Administration specific to life threatening allergies

Also see Policy 3416 Administration of Medication and Administrative Procedures

1. The district will receive and retain annual treatment orders from licensed healthcare providers for students with life threatening allergies.
 - a. The treatment order must be in the format of an **Anaphylaxis Action Plan** and will specify what medications are used for what allergic symptoms.
 - b. Any staff member may activate the individual **Anaphylaxis Action Plan** or the **Stock Epinephrine Protocol** for suspected anaphylaxis as per state law and district policy. Principals will direct all staff to complete annual anaphylaxis training.
2. Emergency medications will be stored in the school office health area unless otherwise specified in one or more of the plans (**Anaphylaxis Action Plan**, Individual Healthcare Plan (IHP), Individual Education Plan (IEP) or Section 504 plans).
 - a. Parents will be asked to provide two epinephrine auto injectors.
 - b. The medications will be secure but accessible during usual school hours by storing in an unlocked but supervised area that is not readily accessed by students or non-staff.
 - c. The district will monitor expiration dates and notify parent if the medication is expired.
 - i. In the event of anaphylaxis, expired student specific epinephrine should only be administered if the stock epinephrine is unavailable and if the medication appears clear in medication window if available.
 - d. **Anaphylaxis Action Plans** and parent supplied student specific medication will be taken with on off campus activities.
 - i. Immediate treatment of anaphylaxis with epinephrine will not be possible on off campus activities if the parent has not supplied the school with medication and the student does not carry their own medication. **Staff will call 911 for all anaphylaxis.**

- e. Students who participate in school sponsored activities after usual school hours will be encouraged to carry their medications with them as per state law and/or accommodation plans.
 - i. Alternative medication placement or access will be determined on a case by case basis.
- 3. The district will allow students to carry and/or self-administer allergy medication in accordance with state law and district policy. See Policy 3416 Administration of Medication and MCA 20-5-420. Self-administration or possession of asthma, severe allergy, or anaphylaxis medication.
 - a. Students, who have healthcare provider and parental permission to carry with intent to self-medicate, will be initially assessed by the school nurse for developmental appropriateness and knowledge of the treatment plan (*Anaphylaxis Action Plan*).
 - i. The outcome of this assessment will be communicated to the parent.
 - ii. Significant concerns will be communicated to the healthcare provider.
 - b. Parents will be encouraged to provide a secondary supply of medications to the school. That supply of medication is typically kept in the school office health area.
- 4. 911 will be called immediately in all cases of epinephrine administration.
 - a. Parent/guardian notification will occur after epinephrine administration.
 - b. Documentation of medication administration will be placed into student file (electronic or written).
- 5. The district may maintain stock epinephrine at each school site as per district policy. See Policy 3416 Administration of Medication. If the district is maintaining stock epinephrine, then:
 - a. The district will coordinate "standing orders" named "*Stock Epinephrine Protocol*" with local healthcare provider(s) who have expertise in anaphylaxis treatment.
 - b. Stock epinephrine (2 auto injectors) will not be taken off the school campus unless the entire student population is also taken to the same location.
 - c. Stock epinephrine is not intended to replace individual student prescribed epinephrine that the parent/guardians are expected to supply.

D. Healthy School Environments: comprehensive and coordinated approach

1. Classroom and Academic Environment

- a. The following measures will be taken to reduce allergens in all schools.
 - i. Peanut butter and any nut butter or spreads may not be used in projects that are manipulated i.e. touched by any students. An example of a manipulated project is making bird seed hangers with peanut butter.
 - ii. All students will be asked to wash their hands after projects that involve manipulation (touching) of any food substance. Examples may include flour based "plaster" projects.
 - iii. Schools will discourage the use of foods as an incentive or reward.
 - iv. Staff will not distribute candy or other food including at holidays to ANY student unless they are the classroom teacher for that student or if a student's medical plan allows. This does not include food served by school food programs or food sold for fundraising that students purchase for themselves.
- b. 504 accommodation/Individual Education Plan (IEP) teams may implement accommodations to further reduce allergens in the school setting for an individual student when a need is determined. The team considers environmental, developmental and medical needs to make this determination.

- i. Parents/Guardians will be encouraged to sign an *Authorization for Release of Information* to allow the school to receive records and/or communicate with the student's health care provider. This facilitates the evaluation of accommodation needs.
- ii. School settings include the student's classroom(s), cafeteria, recess, field trip, bus and extracurricular activities.
- iii. The following addendums should be utilized when applicable: *Accommodation Template*, *Classroom Restriction of Allergen Letter Template*, and *Allergen Sensitive Zone Signs*.
- c. The district will promote the school community's knowledge of life threatening allergies by use of informational posters, letters, newsletters, web postings or curriculum incorporation.
- d. The district will communicate rules and expectations about bullying related to food allergies, including appropriate conduct, consequences and related disciplinary actions. (See Policy 3225 Harassment, Intimidation, and Bullying Prevention)
- e. Principals will direct all staff to complete annual anaphylaxis training.
 - i. Classroom teachers will be encouraged to complete additional training in basic prevention and risk reduction procedures including food handling to prevent cross contact, reading product labels and identifying hidden allergens. (30 minute on line food allergy training with completion quiz and certificate)
- f. Schools will encourage all students to wash hands before and after food is eaten.
- g. Supervising staff for recesses will have access to *Anaphylaxis Action Plans*.

2. Food service and cafeteria:

- a. The district will ensure a process of reviewing menu items to identify potential allergens and make appropriate accommodations as outlined in *Food Substitution Medical Statement* received from a healthcare provider for meals served to students with life threatening allergies.
- b. The district will ensure that procedures are in place to identify students with life threatening food allergies in the cafeteria setting. Photos may be posted in area visible to food service staff but not to students.
- c. The district will make available specific areas/tables that are allergen sensitive by utilizing the *Allergen Sensitive Table Procedures* when needed by in an accommodation plan.
- d. Food service will encourage hand washing before and after meals.
- e. Food service will enforce a no sharing of food rule or sharing utensil rule for all students.
- f. Food service will be aware of "food bullying". Prompt and effective response action is required. Food service staff will report to school administrator or designees. (See Policy 3225 Harassment, Intimidation, and Bullying Prevention)
- g. Food Service staff will complete annual training in prevention of cross contact of allergens, reading labels for the presence of allergens, how to identify hidden allergens, how to deal with food related bullying, anaphylaxis recognition and implementing emergency procedures.
- h. Cafeterias will have a phone or two way radio devices to call for assistance in the case of an emergency.

3. Buses

- a. Transport company staff will enforce a no-eating policy for the daily transport back and forth

between school and home. Exceptions will be made for other students with accommodation need (example: medical necessity for diabetes)

b. All school buses will have two way communication devices.

c. Bus drivers will be trained in allergy awareness, basic prevention/risk reduction procedures, recognition of allergic reaction, treatment of an allergic reaction when medication is available and implementation of bus emergency response procedures.

4. Extracurricular activities, before- and after-school activities, field trips, and community use of facilities

a. Field trips:

i. The district will ensure the Anaphylaxis Management and Prevention procedures and any student specific accommodations plans are in effect for field trips.

ii. Student specific medication and *Anaphylaxis Action Plans* will be taken with on off campus activities.

iii. Staff will be encouraged to bring a cell phone with on field trips

iv. Staff will consider allergies and student specific accommodations when planning off campus activities.

v. Staff will discourage trading of food and sharing of utensils.

vi. Staff will encourage hand washing practices before and after eating.

vii. The district will encourage and permit but not require parents of students with allergies to attend field trips/activities.

a. Before and After School Activities:

b. The district shall provide anaphylaxis training for entities receiving substantial assistance from the school district.

E. Communication and Confidentiality

1. The district will comply with state and federal privacy and confidentiality laws in all communications.

2. The district will ensure notification to staff directly responsible for students with a Life Threatening Allergy of that student's individual *Anaphylaxis Action Plan*.

3. The district will inform parents of students with life threatening allergies of the district procedures and of their due process rights. (Section 504)

4. The district will enhance general awareness of life threatening allergies with signs, newsletter or web postings.

5. The district will inform staff of their responsibilities in implementing these procedures.

F. Emergency Response

Response to an emergency is one of four parts of emergency management. The other areas are prevention/mitigation, preparedness and recovery which are addressed in other sections of these procedures. This section is about the response required to an anaphylaxis emergency. (Also see Policy 3431 Emergency Treatment)

1. Individual emergency care plans (*Anaphylaxis Action Plans*) outline recognition of the emergency and what action is required. For students without a known life threatening allergy or for students who do not have a

current *Anaphylaxis Action Plan*, the *Stock Epinephrine Protocol* will be used if in effect.

2. As per the above plans, school policy and state law **emergency services (911) will be called for all suspected anaphylaxis and for all instances of epinephrine administration**. It is expected that transport of the student to the hospital will occur. If parents are present, they will be encouraged to allow the student's transport to the hospital.

3. The following actions need to occur in an anaphylaxis emergency:

- a. Recognition of potential anaphylaxis.
- b. Retrieval of the Individual *Anaphylaxis Action Plan* and student specific epinephrine. If either isn't available, school stock epinephrine and/or *Stock Epinephrine Protocol* will be used. If none are available (example on a field trip if no Individual student plan and medication then proceed to calling 911)
- c. Administration of epinephrine. Note time.
- d. Calling 911. This should be either a simultaneous step with "b" above or immediately after epinephrine administration. Tell 911 operator that this is an episode of anaphylaxis
- e. Monitoring of the student. Stay with the student. Remain calm. Reassure the student. Have the student lay down. Turn student onto their side if nausea or vomiting are present. If difficulty breathing, student may need to sit (if tolerated) for improved lung expansion.
- f. Contacting the student's parent/guardian.
- g. Managing "crowd control". Reassure and attend to other students as applicable.
- h. Meeting EMS at the school entrance.
- i. Accompanying student to emergency care facility unless parent is present.
- j. Notifying school administration.
- k. Notifying the school nurse who will facilitate:
 - Completion of *Anaphylaxis Reporting Form*.
 - Review of event for "debrief" to provide feedback to staff and identify areas for improvement.
 - Documentation in student record.
 - Discussion of incident with parent and if needed, the school team and health care provider to evaluate need for additional prevention strategies.

G. Professional Development and Training for School Personnel

1. The district will provide annual anaphylaxis training to district personnel who have student supervisory responsibility.
2. The district will provide additional skill instruction and practice for those specifically assigned to administer epinephrine or who are likely to be present during an allergic reaction.
3. The district will encourage continuing professional education in allergies and anaphylaxis to the health services staff.
4. The district will encourage staff to complete additional training in basic prevention and risk reduction procedures including food handling to prevent cross contact, reading product labels and identifying hidden allergens. (30 minute on line food allergy training with completion quiz and certificate)

H. Awareness Education for Students

1. The district will foster allergy awareness for all students. Awareness may emphasize:

- a. Support for classmates with chronic health conditions, such as food allergy, to maximize inclusion and minimize harassment, discrimination, isolation, and endangerment.
- b. Bullying prevention, including reporting any harassment, hazing (e.g., forced consumption of the known allergen), or bullying to appropriate school personnel. The school's response to bullying should be made clear at the outset, should be enforced, and should be both therapeutic and punitive, when appropriate.
- c. Knowledge of potential allergens and the signs, symptoms, and potential of a life-threatening reaction.
- d. Differences between life-threatening food allergy and food intolerance.
- e. Actions needed to respond to emergency situations that might result from a life-threatening food allergy reaction.
- f. Developmentally-appropriate self-management of food allergy.
- g. Importance of following district procedures or specific directions regarding hand washing, food-sharing, allergen-safe zones, and student conduct.

2. Students who have healthcare provider and parental permission to carry with intent to self-medicate will be assessed by the school nurse for developmental appropriateness and knowledge of the treatment plan (*Anaphylaxis Action Plan*.)

I. Awareness Education and Resources for Parents/Guardians

The district will promote parent/guardian knowledge and understanding of the special needs of students with allergies and of school procedures.

1. Parent/caregiver (of students with allergies) education and resources will foster:

- a. Trusting and collaborative relationships among district/school personnel, families, and community members, particularly licensed healthcare providers.
- b. Clear communication channels between parents/caregivers and the school system.
- c. Recognition and respect for the needs of both individuals and the larger student population.
- d. Parental/caregiver responsibility for educating their children about the seriousness of food allergies and how to be supportive of fellow students with food allergies.
- e. Realistic expectations and commitments about how food allergies can be managed in school settings.
- f. Knowledge of district/school policies, procedures, and plans for managing students with chronic health conditions (including food allergy and addressing their safety through all-hazard response plans and no bullying policies).

2. The district will inform all Parents/guardians on the following:

- a. Signs, symptoms, and risks associated with food allergy and life-threatening reactions (anaphylaxis).
- b. District/school policies, procedures, and plans for managing students with food allergies.
- c. Parental responsibility to provide pertinent medical information/materials and medications for their child.

- d. Access to informational resources on food allergy from credible sources
- e. Restrictions to reduce the presence of foods and non-food items (e.g., arts and craft materials) in classrooms that have a student who has a food allergy.

J. Monitoring and Evaluation

Anaphylaxis procedures will be reviewed annually and updated if needed to:

1. Collect and review data on when and where medication was used and the impact on the affected individual(s).
2. Identify risks and modify policy or procedures if needed.
3. Align with current science on food and other allergies.
4. Comply with current state and federal legislation, recommendations, and/or procedures.

Glossary of Terms

Allergen: (St. Louis Children's Hospital) A substance that triggers an allergic reaction. (Food Allergy Managements and Education Program, FAME, 2014)

Allergen Sensitive Zone: An identified area that the school community is informed that a particular allergen is not allowed.

Anaphylaxis: (American Academy of Asthma, Allergy and Immunology, AAAAI) Anaphylaxis is a rare but severe allergic reaction. It occurs suddenly, can worsen quickly and can be deadly. Anaphylaxis happens after being exposed to a triggering agent. The agent leads to the release of normal body chemicals such as histamine that cause allergy symptoms. (Anaphylaxis Overview, 2014)

Anaphylaxis Action Plan: A plan that outlines anaphylaxis symptoms and the emergency treatment to be provided. This serves as an Emergency Care Plan specific to anaphylaxis and is completed by the healthcare provider.

Bus Transport Plan: An emergency care plan developed by the school nurse as part of an Individualized Healthcare Plan that outlines what is a health emergency for a specific student and how to respond in the bus environment. For LTA, the transport plan would incorporate or be attached to the Anaphylaxis Action Plan. Accommodations specific to transportation are incorporated into the transport plan.

Celiac Disease: (AAAAI) Celiac disease, a digestive condition, is an inherited autoimmune disorder that can damage the small intestine. Individuals with Celiac disease experience an immune reaction when eating gluten containing products such as wheat, barley, rye and sometimes oats. Gluten can also be found in medicines, vitamins and lip balms. The immune reaction from gluten occurs in the small intestine damaging the villi and causing abdominal pain, bloating or diarrhea. The villi help the body absorb nutrients from food so as the condition progresses, malnourishment occurs. Diagnosing Celiac disease involves the measurement of several blood tests and may also require a small intestine biopsy through an endoscopy procedure. (Gluten

Intolerance 2014, Celiac Disease, 2014) Symptoms are controlled with a gluten-free diet.

Cross Contact/Cross Contamination: (St. Louis Children's Hospital) Occurs when the proteins from various foods mix, rendering „safe“ foods “unsafe.” This can occur in the cooking process by using contaminated utensils, pans, frying oils, grills, etc. (FAME, 2014)

Epinephrine: Epinephrine, also called adrenaline, is the primary and initial treatment for anaphylaxis. It is injectable and supplied for out of the hospital settings in a device called an auto-injector. Brand names include EpiPen® and Auvi-Q®.

Food allergy: (National School Boards Association, NSBA) Food allergy occurs when the immune system: 1) identifies a food protein as dangerous and creates antibodies against it; and 2) protects against the danger by releasing substances, such as histamine, tryptase, and other mediators, into our blood when that food is eaten. The release of these substances results in the symptoms of a food allergy reaction. (Safe at School and Ready to Learn, 2012)

Food bullying: (NSBA) Physically, verbally, or emotionally abusive behavior toward a person known to have a food allergy (e.g., smearing peanut butter on the face of a child who is allergic to peanuts). The bullying of children with food allergies takes on greater urgency due to the life-threatening nature of the condition. (Safe at School and Ready to Learn, 2012)

Food intolerance: (NSBA) An adverse reaction to food that does not involve the immune system and is not life-threatening. Lactose intolerance due to trouble digesting milk sugar lactose is a common example. Symptoms might include abdominal cramps, bloating, and diarrhea. (Safe at School and Ready to Learn, 2012)

Gluten Intolerance: (AAAAI) Gluten is a protein found primarily in wheat, barley and rye. If a person has gluten intolerance, this protein can cause digestive problems such as gassiness, abdominal pain or diarrhea. Gluten intolerance is sometimes confused with Celiac disease, or thought of as a food allergy. While avoiding particular foods is a treatment strategy for all three, these are not the same conditions. Food intolerances such as gluten involve the digestive system. With a food allergy, the immune system overreacts to a particular food causing symptoms that are potentially serious or even life threatening. Celiac disease is an inherited autoimmune disorder that can damage the small intestine. (Gluten Intolerance, 2014)

Individual Healthcare Plan: A written plan that addresses how the student's health needs are met in the academic setting. It is developed by the registered nurse using the nursing process and incorporates healthcare provider orders for medications or treatments if applicable.

Life Threatening Allergy (LTA): Commonly understood as the medical diagnosis of having the potential for an anaphylactic allergic reaction for which an epinephrine auto-injector is then prescribed to have available in the event of anaphylaxis.

Oral food challenge (OFC): (FARE) A highly accurate diagnostic test for food allergy performed by an experienced allergist at a medical facility where the appropriate medications and equipment are available.

They can be double blind (the gold standard for diagnosing food allergies), single blind or open. (Oral Food Challenge, 2014)

Prick Skin Test: (St. Louis Children's Hospital) A skin test in which an extract of the food is placed on the skin of the lower arm. The provider will then scratch this portion of the skin with a needle and look for swelling or redness, which would be a sign of a local allergic reaction. Skin tests are simple and relatively safe when performed in a physician's office. (FAME, 2014)

RAST (Radioallergosorbent Test): (St. Louis Children's Hospital) Measures the presence of food-specific IgE in the blood. (FAME, 2014)

Section 504: (NSBA) Part of the federal Rehabilitation Act of 1973, Section 504 prohibits discrimination based on disability in any program or activity receiving Federal financial assistance. An "individual with a disability" protected under Section 504 may include persons with food allergies. Under the Section 504 regulations, schools are required to evaluate students to determine if they are protected under the law and to provide any accommodations that may be necessary for the student to participate in the educational program. Often, schools develop "Section 504 plans" or Individual Healthcare Plans to describe how the food allergy will be accommodated. (Safe at School and Ready to Learn, 2012)

Stock Epinephrine Protocol: Stock epinephrine refers to a supply of epinephrine that the school may have available to be used in any person suspected of experiencing anaphylaxis. Protocol is the written procedures to identify anaphylaxis and to provide treatment. (See MCA 20-5-421. Emergency use of epinephrine in school setting)

Resources

1. AllergyHome.org. *Food Allergy School Staff Training Full Length Module*. Retrieved at <http://www.allergyhome.org/schools/food-allergy-school-staff-training-full-length-module/> on October 31, 2014
2. AllergyHome.org. *How to read an ingredient label*. Retrieved from <http://www.allergyhome.org/how-to-read-a-ingredient-label-for-food-allergies/> on October 31, 2014.
3. American Academy of Allergy, Asthma and Immunology. Allergy Statistics. Retrieved from <http://www.aaaai.org/about-the-aaaai/newsroom/allergy-statistics.aspx> on August 30, 2014
4. American Academy of Allergy, Asthma and Immunology. Allergies. Retrieved from <http://www.aaaai.org/conditions-and-treatments/allergies.aspx> on September 7, 2014
5. American Academy of Allergy, Asthma and Immunology. Anaphylaxis Overview. Retrieved from <http://www.aaaai.org/allergist/allergies/Anaphylaxis/Pages/default.aspx> on October 20, 2014.
6. American Academy of Allergy, Asthma and Immunology. Celiac Disease. Retrieved from <http://www.aaaai.org/conditions-and-treatments/conditions-dictionary/celiac-disease.aspx> on November 7, 2014.
7. American Academy of Allergy, Asthma and Immunology. Gluten Intolerance. Retrieved from <http://www.aaaai.org/conditions-and-treatments/conditions-dictionary/gluten-intolerance.aspx> on

November 7, 2014.

8. Cedar Fall School District. 2014. Allergy Sensitive Environment Card.
9. Centers for Disease Control and prevention. *Voluntary Procedures for Managing Food Allergies in Schools and Early Care and Education Programs*. Washington, DC: US Department of Health and Human Services; 2013.
10. Food Allergy Research and Education. Food Allergies. Retrieved from <http://www.foodallergy.org/allergens> on September 7, 2014
11. Food Allergy Research and Education. Oral Food Challenge. Retrieved from <http://www.foodallergy.org/diagnosis-and-testing/oral-food-challenge?> On November 3, 2014.
12. National Association of School Nurses. *Sample epinephrine reporting form*. Retrieved from <http://www.nasn.org/ToolsResources/FoodAllergyandAnaphylaxis> on December 8, 2014.
13. National School Boards Association. *Safe at school and ready to Learn: A Comprehensive Policy Guide for Protecting Students with Life Threatening Allergies*. Alexandria, VA. 2012.
14. Portnoy JM, Shroba J. (October 2014) Managing food allergies in schools. *Current Allergy and Asthma Reports*. 14(10):467. doi: 10.1007/s11882-014-0467-z.. Published on line August 2014.
15. St. Louis Children's Hospital. (2014) Food Allergy Management and Education Manual and Toolkit. Retrieved from <http://www.stlouischildrens.org/health-resources/advocacy-outreach/food-allergy-management-and-education/food-allergy-management-and> Retrieved October 31, 2014

Accommodations Template: Potential Accommodations

School staff and parent or legal guardians may consider this list when developing a Section 504 Accommodation Plan, Individualized Healthcare Plan and/or Individual Education Plan. Plan(s) are written when a student is eligible and accommodations determined to be medically needed for a life threatening allergy.

- This list is not intended to be all-inclusive; some students may not require all accommodations or may require an accommodation not listed.
- All plans must be Individualized for the particular student depending upon factors such as medical history and documented medical need, developmental level, ability for self-care and self-advocacy and unique school environment.
- Plans should incorporate the promotion and teaching of student self-advocacy and self-care that is developmentally appropriate and that evolves as the child matures. It is expected that younger students may require additional safeguards to maintain a safe environment that an older student may self-manage. Accommodations are implemented in all school settings unless otherwise stated: student's classroom(s), cafeteria, recess, field trip, bus and school sponsored extracurricular activities.

Possible Accommodation	Responsible Person(s)
Staff will limit classroom rewards to non-food items	Individual Teachers and Principal
Staff will ensure that classroom projects that are touched by students do not contain _____ (the food this student is allergic to).	Individual teachers
The teacher will ask this student to retrieve his/her emergency medications from the office prior to off-campus activities.	Individual teachers
The staff will limit food distribution to this student to food provided by the parent for all meals, snacks and celebrations.	Cafeteria staff, individual teachers, principal
The staff will give this student an alternate "safe snack" provided by the parent if there is any question that classroom snacks potentially have student's allergen in them.	Individual teachers
The staff will strive to verify that foods brought into the classroom don't have _____ (the specified allergens) in the ingredients and only allow those foods to be eaten by any students within the classroom.	Individual teachers
The classroom teacher will encourage this student to ask an adult each time "Is this food safe for me?" prior to eating any food in the classroom.	Individual teachers
School staff working with the student will assist the student to avoid his/her allergens by reading available labels. (<i>Alternative: Will assist student to check label, will verify with student that label was read, will remind student to read as per developmental level</i>)	Individual teachers

The school will post a sign at class doorway to inform staff, students and parents to not bring foods with _____ food allergen into the classroom.	Individual teachers in consult with school nurse
The school will send a standard letter to classmate's parents asking them to not send/bring _____ allergen containing foods to be eaten in the classroom.	Individual teachers in consult with school nurse
The school will ask classmates in the primary classroom to wash hands with soap & water on arrival to school and after lunch. All teachers of this student will wash hands as above.	Individual teachers
The school will ask the student with food allergy to <i>(Alternative: reminded to, encouraged to or allowed to as per developmental level)</i> wash their hands prior to eating.	Individual teachers
The school will clean the primary classroom including desks, tables and common surfaces after any extracurricular use prior to the next school day.	Principal, custodial staff
The school will ask the student to sit at allergen sensitive cafeteria table that is maintained per established procedures.	Principal, cafeteria staff , primary classroom teacher for off campus activities

Guidelines for Implementing Allergen Sensitive Cafeteria Tables

Objectives:

1. To provide a safe environment for student(s) who a life threatening food allergy, typically to peanuts or tree nuts. These allergens are of particular concern as peanut/nut products are often in the form of a butter which can be spread to other areas. Very young students may be at increased risk of sharing food and may require allergen sensitive tables for other allergens.
2. To provide for a normalized social meal environment while reinforcing and teaching appropriate lifelong safety measures for students with food allergies.

When to provide:

1. When a 504 team has determined this accommodation is needed.
 - a. These guidelines are written primarily for the K-5 school environment.
 - b. If needed for older students, the 504 team should discuss how this may be implemented in that particular school environment.



Implementation:

1. Train all lunch room staff to implement and maintain allergen sensitive tables.
2. Provide the lunch hostess and lunch aides' cafeteria related 504 accommodations.
3. Provide anaphylaxis training including recognition and actions needed to that staff that are responsible for lunchtime supervision of students.
4. Provide a designated area for food that lunch room staff bring in for themselves. This area should be well away from napkins, towels or anything students use.
5. Designate an allergen sensitive table to be used daily for students with applicable allergies as specified in accommodation plans.
6. Consider placing the table in closer proximity to the lunch hostess as this may provide increased supervision and consistent implementation. However, students needing allergen sensitive tables should sit with or near grade level peers. Individual school differences need to be taken into account.
7. Enforce a "No Food Sharing" rule for ALL students. (Allergic or not). Sharing food increases the risk of allergic reactions. Not sharing food may be the single most important lifelong habit to keep allergic students safe throughout their lifetime.
8. Clearly mark the table to decrease cross contamination risk. Note: Due to health sanitation rules, signs should not be taped to the top of the table. Examples to use include:
 - a. Red tape or paint on the legs of the table (Preferred option)
 - b. Permanent peanut/nut restriction notice painted on table top which is visible when table is folded for storage.
 - c. Table top identification such as a stand up sign placed on table when table is in meal use.
9. Seat a similar number of students at the peanut/nut restricted table as are at the other tables whenever possible. Individual school differences need to be taken into account.

10. Only allow students with hot lunch but no peanut butter and jelly sandwiches and students with peanut/nut allergies to sit at peanut/nut restricted table.

11. Exclude both peanuts and tree nuts for the entire peanut/nut restricted table. Exceptions to this may be made on a site specific basis when needed and possible per accommodation process.

Possible exceptions could be:

- a. There is only one peanut or nut allergic student who requires a peanut/nut restricted table in the school. That child is allergic to either peanuts or tree nuts but not both. The student brings in a product that they are not allergic to such as almond butter, peanut butter etc. Their parent has taken on responsibility for ensuring that student's meal is safe without peanut/nut products. However, for safety reasons, only students with hot lunch (without peanut butter and jelly sandwiches) will be allowed to sit at the peanut/nut restricted table.
- b. The 504 team for an individual student has determined that the entire table is not required to be peanut/nut restricted for that child and there is only one peanut or nut allergic child who requires the use the peanut/nut restricted table.

12. Procedure for cleaning peanut/nut restricted table:

- a. Wash hands with soap and water or change into clean unused gloves before cleaning the peanut/nut restricted aware table.
- b. Use a separate clearly marked bucket (i.e. red bucket for peanut/nut restricted table, brown bucket for all other tables) with either a bleach solution or "quat solution". Use a separate cloth and allow the table to air dry when using quat solution.
- c. Do the following if there is more than one table with restrictions and those restrictions are different (example: a 4th grade table is peanut only restricted by a 1st grade table is peanut/tree nut)
 - i. Use different clearly marked buckets and different cleaning clothes for each type of allergen restricted table.
 - ii. Besides clearly marking, it may be easier if buckets looked different as well i.e. different color or size.
 - iii. Develop a system to reduce the chance of using the wrong bucket or cloth on a restricted table or mixing up of cloths.
- d. Wash the peanut/nut restricted table before and after meal use.

13. Do these measures to prevent cross-contamination (cross-contact) in the lunch room environment.

- a. Use only fresh washed hands or fresh gloves to touch the restricted tables.
- b. Use only freshly washed hands or fresh gloves to assist children to open packages at the restricted table.
- c. Scissors or knives used to open packages at the restricted table need to be handled and cleaned separately than ones used to open items at the non-restricted tables.

14. Take measures to maintain peanut/nut or other allergen restriction for unusual circumstances.

Examples may include:

- a. Lunch in in the classroom because the usual lunch space isn't available. Involve the classroom teacher. Discourage peanut, nut other restricted allergen if applicable in packed lunches that day. If other classmates have that allergen in their lunch that day, seat them in alternative location for that meal.

- b. Lunch occurs while on an off campus event. If lunch is provided by the school, request non-peanut/nut lunches (or other allergen if applicable). Discourage peanut/nut products in packed lunches for that day and if other classmates have peanut/nut products in their lunch, seat them away from student with allergy for that meal. Note: Seating should still allow socialization with classmates for all students.**
- c. Lunch is outdoors and not at tables. Involve the teacher and lunch staff to ensure that student with allergy is in student group without peanut/nut products similar to how peanut/nut restricted table is normally implemented.**

DAIRY SENSITIVE ZONE



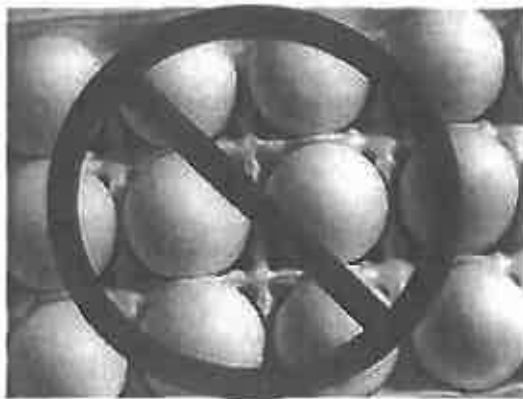
**PLEASE DO THE FOLLOWING TO KEEP ALL STUDENTS IN
OUR SCHOOL COMMUNITY SAFE:**

- Bring in only foods WITHOUT DAIRY.
- Wash your hands before you come into this room IF you recently touched or ate food with any dairy products in it.
- Only give children in this classroom **ANY** food **AFTER** checking first with the teacher.



**Thanks for
keeping us safe!!!**

EGG SENSITIVE ZONE



**PLEASE DO THE FOLLOWING TO KEEP ALL STUDENTS IN
OUR SCHOOL COMMUNITY SAFE:**

- Bring in only foods WITHOUT EGG in the ingredients.
- Wash your hands before you come into this room IF you recently touched or ate food with any eggs in it.
- Only give children in this classroom ANY food AFTER checking first with the teacher.



**Thanks for
keeping us safe!!!**

PEANUT AND TREE NUT SENSITIVE ZONE



Tree nuts are nuts such as
almonds, cashews,
hazelnuts, pecans,
pistachios and walnuts

**PLEASE DO THE FOLLOWING TO KEEP ALL STUDENTS IN
OUR SCHOOL COMMUNITY SAFE:**

- Bring in only foods WITHOUT TREE NUTS OR PEANUTS.
- Wash your hands before you come into this room IF you recently touched or ate food with any tree nuts or peanuts in it.
- Only give children in this classroom ANY food AFTER checking first with the teacher.



Thanks for
keeping us safe!!!

PEANUT SENSITIVE ZONE



**PLEASE DO THE FOLLOWING TO KEEP ALL STUDENTS IN
OUR SCHOOL COMMUNITY SAFE:**

- Bring in only foods WITHOUT PEANUTS.
- Wash your hands before you come into this room IF you recently touched or ate food with any peanuts in it.
 - Only give children in this classroom ANY food AFTER checking first with the teacher.



**Thanks for
keeping us safe!!!**

TREE NUT SENSITIVE ZONE



Tree Nuts are nuts such
as almonds, cashews,
hazelnuts, pecans,
pistachios and walnuts

**PLEASE DO THE FOLLOWING TO KEEP ALL STUDENTS IN
OUR SCHOOL COMMUNITY SAFE:**

- Bring in only foods WITHOUT TREE NUTS.
- Wash your hands before you come into this room IF you recently touched or ate food with any tree nuts in it.
 - Only give children in this classroom ANY food AFTER checking first with the teacher.



Thanks for
keeping us safe!!!

Anaphylaxis Action Plan: Individual Student

Name: _____ Grade: _____ Date of Birth: _____

Weight: _____ lbs. Asthma ☐ Yes (greater risk of severe reaction) ☐ No

ALLERGY TO: _____

Health Care Professional Initial

If initiated, give epinephrine immediately if the allergen was definitely eaten or student stung as applicable to above allergy even if there are no symptoms present then call 911.

Health Care Professional Initial

If initiated, give epinephrine immediately if the allergen was likely eaten or stung as applicable to above allergy even if there are only mild symptoms present then call 911.

For a suspected or active allergy reaction:

FOR ANY OF THE FOLLOWING SEVERE SYMPTOMS



LUNG

Short of breath, wheeze, repetitive cough, chest tightness, blue skin and/or lip color



HEART

Pale, blue, faint, weak pulse, dizzy, or confused



THROAT

Tightness, hoarse, trouble breathing or swallowing



MOUTH

Swelling of tongue, lips or back of throat



SKIN

Widespread redness or hives, or eye swelling



GUT

Repetitive vomiting, severe diarrhea, or abdominal cramps



OTHER

Feeling of doom, confusion or loss of consciousness

OR A combo of mild or severe symptoms from different body areas.

Note: Do not depend on antihistamine or inhalers (bronchodilators) to treat a severe reaction. Use Epinephrine

1. INJECT EPINEPHRINE IMMEDIATELY!!!

2. CALL 911. Request ambulance with epinephrine.

3. Give additional medications as noted below

- ☐ Antihistamine
☐ Inhaler (bronchodilator)

4. Monitor student. Note time Epi was given. Lay student flat with legs elevated. If difficulty breathing or vomiting sit or turn on side.
5. Give second dose of epinephrine in 5 minutes or more after the 1st does if symptoms do not improve or reoccur.
6. Call parent and school nurse (see back for contact numbers)
7. Student should be transported to the ER even if symptoms resolve and remain in ER for 4+ hours because symptoms may return.

See back page for injection technique

Note: when in doubt, give epinephrine MILD SYMPTOMS



NOSE

Itchy/runny nose, sneezing



MOUTH

Itchy mouth



GUT

Mild nausea/discomfort



SKIN

Few hives, mild itch

1. Give antihistamines if ordered below
2. Stay with student
3. Contact parent and school nurse (see back page)
4. Monitor student closely for changes.

IF SYMPTOMS WORSEN, GIVE EPINEPHRINE

MEDICATIONS/DOSES

Epinephrine Brand: ☐ Epipen® ☐ Auvi-Q®
Other: _____

Epinephrine Dose: ☐ 0.15 mg IM ☐ 0.3 mg IM

Antihistamine Brand or generic

Antihistamine Dose

Other (bronchodilator inhaler/dose)

☐ Student may carry medication AND self-medicate without supervision. As the medical provider, I confirm that this student has been instructed in the proper use of this medication and is able to self-administer this medication on their own without school personnel supervision.

Health Care Provider Signature

DATE

Health Care Provider PRINTED NAME

Phone Number

Parent/Guardian Signature

Date

PARENT: SEE BACK OF FORM TO COMPLETE

Form adapted May 2014 from Food Allergy Action Plan 8/13,
www.foodallergy.org, Food Allergy Research and Education (FARE)

NOTICE TO PARENT/GAURDIAN

The school district may have 'stock' epinephrine according to Section 20-5-420, MCA and School Board Policy 3416.

Epinephrine supplied by the district, where and when available, is NOT intended to take the place of parent supplied epinephrine or student carried epinephrine. Epinephrine, supplied by parent and given to the school or carried by the student, should be available for off campus activities or after school activities. This is the responsibility of the parent/ guardian.

Signature /Date

Parent/Guardian Contact Information:

1st:

Name Phone

2nd:

Name Phone

3rd:

Name Phone

School Nurse Contacts (School will add)

1st

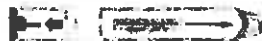
Name/Phone

2nd

Name/Phone

EPIPEN® And Epipen Jr Auto-Injector Directions

First, remove the Epipen Auto-injector from the plastic carrying case.



Pull off the blue safety release cap

Hold orange tip near outer thigh (always apply to thigh)



Swing and firmly push orange tip against outer thigh. Hold on thigh for ~ 10 seconds. Remove the Epipen auto-injector and massage the area for 10 more seconds.

For students who carry and/or self-administer

medications: Authorization by parent, individual who has executed a caretaker relative educational or medical authorization affidavit, or guardian:

See generally Mont. Code Ann. § 20-5-420

As the parent, individual who has executed a caretaker relative educational or medical authorization affidavit, or guardian of the above named student, I confirm this student has been instructed by his/her healthcare provider on the proper use of this/these medication(s). He/she has demonstrated to me he/she understands the proper use of this medication. He/she is physically, mentally, and behaviorally capable to assume this responsibility. He/she has my permission to self-medicate as listed above, if needed. If he/she has used epinephrine during school hours, he/she understands the need to alert the school nurse or other adult at the school who will provide follow-up care, including making a 9-1-1 emergency call.

- I acknowledge the school district or nonpublic school and its employees and agents are not liable as a result of any injury arising from the self-administration of medication by the student, and I indemnify and hold them harmless for such injury, unless the claim is based on an act or omission that is the result of gross negligence, willful and wanton conduct, or an intentional tort.
- I agree to work with the school in establishing a plan for use and storage of any backup medication. This will include a predetermined location to keep backup medication to which the student has access in the event of an asthma, severe allergy, or anaphylaxis emergency.
- I understand in the event the medication dosage is altered, a new "self-administration form" must be completed, or the health care provider may rewrite the order on his/her prescription pad and I, the parent/caretaker relative/guardian, will sign the new form and assure the new order is attached.
- I understand it is my responsibility to pick up any unused medication at the end of the school year, and any medication not picked up may be disposed of.
- I authorize the school administration to release this information to appropriate school personnel and classroom teachers.

Parent/Caretaker/Guardian SIGNATURE

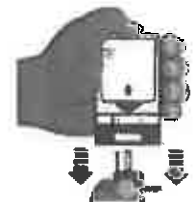
DATE

Auvi-Q™ (Epinephrine Injection USP) Directions

Remove the outer case of Auvi-Q. This will automatically activate the voice instructions.



Pull off RED safety guard.



Place black end against outer thigh, then press firmly and hold for 5 seconds.

Report of Anaphylaxis Occurrence

Demographics and Health History

School: _____ Age: _____ Type of Person: Student ☐ Staff ☐ Visitor ☐ Gender: M ☐ F ☐
 Student ID # _____ Grade: _____ Date of incident: _____
 History of allergy: Yes ☐ No ☐ Unknown ☐ If known, specify allergen(s): _____
 Was allergy action plan available? Yes ☐ No ☐ Unknown ☐ History of anaphylaxis: Yes ☐ No ☐ Unknown ☐
 Previous epinephrine use: Yes ☐ No ☐ Unknown ☐ Diagnosis/History of asthma: Yes ☐ No ☐ Unknown ☐

School Plans and Medical Orders

Does student have a 504, IEP or IHP plans that address the allergy? Yes ☐ No ☐ Unknown ☐
 Does the student have a student specific medical order or anaphylaxis plan for epinephrine? Yes ☐ No ☐ Unknown ☐
 Was order/anaphylaxis plan available to staff? Yes ☐ No ☐ Unknown ☐
 Was epinephrine available? Yes ☐ No ☐ Unknown ☐ Expiration date of epinephrine _____ Unknown ☐
 If available, was it prescribed for Student ☐ Staff ☐ Another student ☐ Stock ☐

Incident Reporting

Location where symptoms initially developed:

Classroom ☐ Cafeteria ☐ Health Office ☐ Playground ☐ Bus ☐ Other ☐ specify _____

If known, specify trigger that precipitated this allergic episode:

Food ☐ Insect Sting ☐ Exercise ☐ Medication ☐ Latex ☐ Other ☐ _____ Unknown ☐

If food was a trigger, please specify which food _____

Please check: Ingested ☐ Touched ☐ Inhaled ☐ Other ☐ specify _____

Did reaction begin prior to school? Yes ☐ No ☐ Unknown ☐

How did exposure occur?

14. Symptoms: (Check all that occurred)

Respiratory

- ☐ Cough
- ☐ Difficulty breathing
- ☐ Hoarse voice
- ☐ Nasal congestion/rhinorrhea
- ☐ Swollen (throat, tongue)
- ☐ Shortness of Breath
- ☐ Stridor
- ☐ Tightness (chest, throat)
- ☐ Wheezing

GI

- ☐ Abdominal discomfort
- ☐ Diarrhea
- ☐ Difficulty swallowing
- ☐ Oral Pruritis
- ☐ Nausea
- ☐ Vomiting

Skin

- ☐ Angioedema
- ☐ Flushing
- ☐ General pruritis
- ☐ General rash
- ☐ Hives
- ☐ Lip swelling
- ☐ Localized rash
- ☐ Pale

Cardiac/Vascular

- ☐ Chest discomfort
- ☐ Cyanosis
- ☐ Dizziness
- ☐ Faint/Weak pulse
- ☐ Headache
- ☐ Hypotension
- ☐ Tachycardia

Other

- ☐ Diaphoresis
- ☐ Irritability
- ☐ Loss of consciousness
- ☐ Metallic taste
- ☐ Red eyes
- ☐ Sneezing
- ☐ Uterine cramping

Vital signs: Time: _____ BP _____/_____ Temp _____ Pulse _____ Respiration _____

Location where epinephrine administered: Health Office ☐ Other ☐ specify _____

Location of epinephrine storage: Health Office ☐ Other ☐ specify _____

Epinephrine administered by: RN ☐ LPN ☐ Self ☐ Other ☐ EMS ☐

If epinephrine was self-administered by a student at school or a school-sponsored function, was the student formally trained?

Yes ☐ If known, date of training _____ No ☐

Did the student follow school protocols to notify school personnel and activate EMS? Yes ☐ No ☐ NA ☐

If epinephrine was administered by other, specify who and if staff, what job position: _____
Was this person formally trained? Yes ☐ Date of training _____ No ☐ Don't know ☐

Time of exposure: _____ Time of initial symptoms: _____ Time of Epinephrine administration: _____
Time elapsed between onset of symptoms and communication of symptoms: _____ minutes
Time elapsed between communication of symptoms and administration of epinephrine: _____ minutes
Parent notified of epinephrine administration: (time) _____

Was a second epi-dose required? Yes ☐ No ☐ Unknown ☐
If yes, was that dose administered at the school prior to arrival of EMS? Yes ☐ No ☐ Unknown ☐
Approximate time between the first and second dose _____
Biphasic reaction: Yes ☐ No ☐ Don't know ☐

Disposition

EMS notified at: (time) _____
Transferred to ER: Yes ☐ No ☐ Unknown ☐
If yes, transferred via ambulance ☐ Parent/Guardian ☐ Other ☐ Discharged after _____ hours
Parent: At school ☐ Will come to school ☐ Will meet student at hospital ☐ Other: _____
If parent was at school, did they refuse EMS call? Yes ☐ No ☐ Unknown ☐
Hospitalized: Yes ☐ If yes, discharged after _____ days No ☐ Name of hospital: _____
Student/Staff/Visitor outcome: _____

If first occurrence of allergic reaction:

- a. Was the individual prescribed an Epi Pen in the ER? Yes ☐ No ☐ Don't know ☐
b. If yes, who provided Epi Pen training? ER ☐ PCP ☐ School Nurse ☐ Other ☐ _____ Don't know ☐
c. Did the ER refer the individual to PCP and/or allergist for follow-up? Yes ☐ No ☐ Don't know ☐

School Follow-up

Did a debriefing meeting occur? Yes ☐ When: _____ No ☐ Did family notify prescribing MD? Yes ☐ No ☐ Unknown ☐
Recommendation for changes:
Protocol change ☐ Accommodation change ☐ Educational change ☐ Information sharing ☐ None ☐
Comments (include names of school staff, parent, others who attend debriefing): _____

Form completed by: _____ / _____ / _____
Signature Printed name Date

MISSOULA COUNTY PUBLIC SCHOOLS #1

Missoula Elementary District

Missoula High School District

215 S. 6th Street West, Missoula, Montana 59801 -- (406) 728-2400

AUTHORIZATION FOR RELEASE OF INFORMATION

Patient Last Name First Name MI Date of Birth

Patient Address (PO Box/Street Social Security Number

City State Zip Daytime Telephone Number

I authorize Missoula County Public Schools to: _____ **RELEASE** _____ **RECEIVE**
the following information:

All medical records

Only medical records from _____
(Specific health care provider)

Educational

Special Education Records

Transcripts

Psychological (including testing data)

Other _____

Information to be released from: _____

Address: PO Box/Street _____
City _____ State _____ Zip _____
Fax Number: _____ Telephone number _____

Send information to: _____

Address: PO Box/Street _____
City _____ State _____ Zip _____

Fax Information _____ Yes _____ No **Fax Number:** _____ (maximum 15 pages)

Purpose of Disclosure: _____

The medical record includes all health care information, whether oral or recorded in any form or medium that identifies the patient or can readily be associated with the patient and relates to the patient's care. This includes all health care information in your/our possession, whether generated by you/us or any other source, as well as health care information associated with drug/alcohol abuse, mental or psychiatric care, abortion, and HIV status and/or diagnosis of AIDS and/or other sexually transmitted diseases including hepatitis.

Provision of educational services and treatment are not contingent upon receipt of requested information. The records released to Missoula County Public Schools become part of the student's file. A parent, guardian or the student (upon reaching the age of 18) has the right to view and/or receive a copy of the contents of the file.

I understand that this authorization may be revoked by me at any time, provided I do so in writing and submit it to MCPS up to the extent that the disclosure has not already been made. I also understand that my protected information may be redisclosed by the recipient and no longer be protected under federal law. Information received by MCPS will be subject under FERPA regulations.

Signature of parent/guardian/self (if 18 or over) Date Expiration Date (12 months unless
otherwise specified)

AVOID FOOD ALLERGEN CROSS CONTACT WITH FOOD ALLERGENS



Food Allergen Cross Contact Basics

Cross contact is the presence of unintended food allergen. It is a common cause of allergic reactions. Allergens can withstand heating and drying. Contact with tiny amounts of allergens is enough to cause a serious allergic reaction. If a mistake is made, then discard the item and start over.

Routine training for all staff about sources of cross contact and prevention is essential.

Remember: Saliva, whether from a person or a pet, is another source of cross contact. No sharing of food, utensils, water bottles, musical instruments that go in the mouth, lipstick or other objects.

Who Needs to Know About Allergen Cross Contact?

Anyone who is responsible for cleaning surfaces and objects that may come into contact with students or staff.

Anyone responsible for meal and snack distribution and preparation.

Kitchen slicers, deep fryers, buffets, splatter from food, garnishing, sanitizing dip buckets, high chairs, table tops, hands, utensils, dishware, cups, water bottles, sponges and dishrags, pot holders, aprons are common sources of cross contact.



Cleaning to Prevent Cross Contact with Food Allergen

Preventing cross contact with cleaning is important.

Establish a cleaning protocol to avoid cross contact.

Use soap and water or commercial hand wipes to clean allergens from hands. (Hand sanitizers are not effective!).

Use soap and water, commercial cleaners or commercial wipes to clean table tops and non-porous surfaces of allergen.

Using disposable wipes or rags is preferable when cleaning surfaces



Think About the Abilities of the Children

Each child has different developmental capabilities. There are different issues of cross contact with various age groups.

Younger age groups explore with their hands and their mouths. They are also less capable of self-managing and not as good at cleaning hands or surfaces.

Older children can effectively wash their hands before they eat, read labels and should know not to share. Keep in mind that children with developmental delays may not have the same management skills as their peers.

Special Thanks to Our Reviewer: Beth Folland, MS RD, Team Nutrition Specialist, Indiana Department of Education, Office of School and Community Nutrition.

*Created by Michael Pliskner, MD, MSSC & Grennan Sims, RD, LD
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AVOID FOOD ALLERGEN LABEL READING ESSENTIALS



Allergen Label Reading Basics

Read (and evaluate) ingredient labels for every food each time it is used. Product formulations may change at any time without notification.

Get more information from manufacturer or supervisor for unclear ingredient labels

If any doubt of allergen safety, then do not offer the item in question.

Keep all food ingredient labels onsite for at least 24 hours following meal service.



For more information visit: Schools.AllergyHome.org

Know how to read a food ingredient label to avoid allergen exposure and to prevent a life-threatening reaction.

Everyone responsible for meal and snack preparation needs to know how to read ingredient labels.

Understanding Food Allergen Labeling Laws:

What FALCPA* does and does not cover.

FDA requires all packaged food list the eight major food allergens in plain (clear and understandable) language.

Major 8 Allergens: Milk, Egg, Fish, Crustacean Shellfish, Peanuts, Tree Nuts, Wheat, and Soy

These allergens account for over 90 percent of all food allergies in the U.S.

These allergens must be stated if found in flavorings, colorings or other additives.

Current labeling laws only apply to foods regulated by the FDA. It does not apply to most fresh meats/poultry and certain egg products.

Food allergens labeling laws only apply to the major eight and does not apply to:

- Most fresh meats/poultry
- Certain egg products
- Sesame and other seeds
- Molluscan shellfish (oysters, clams, mussels and scallops)
- Gluten containing grains other than wheat (barley, rye and oats).

Advisory Labels and Cautionary Statements

- Advisory statements are written in numerous formats and under no federal or state regulation
- "May contain"; "Produced in a facility that"; "Manufactured on shared equipment with," etc.
- Avoid products with advisory labeling for the allergen in question

*Food Allergy Labeling Consumer Protection Act
<http://www.fda.gov>

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Grennan Sims, RD, LD
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Looking at Ingredient Labels

Labels can list the 8 major food allergens in one of two ways:

1) Following Name of the Ingredient

Ingredients:

Sugar, Peanuts (Roasted), Corn Syrup,
Palm Kernel and Coconut Oil (Partially
Hydrogenated), Nonfat Milk, High
Fructose Corn Syrup, Cocoa, Less Than
1% Glycerin, Dextrose, Whey (From Milk),
Salt, Artificial & Natural Flavors, Soy
Lecithin, Soybean Oil, Caramegones, TBHQ,
and Citric Acid, TBHQ and Citric Acid (to
Preserve Freshness), Lactic Acid Esters

OR

2) Next to a Contains Statement



Note: Just because a product does not include a "contains" statement, that does not mean the allergen in question is not in the product.

Celiac Disease and Gluten Sensitivity

You may be caring for students with celiac disease or non-celiac gluten sensitivity. Celiac disease is a genetic autoimmune disease. Non-celiac gluten sensitivity is a condition that occurs in individuals who are unable to tolerate gluten and experience symptoms similar to those associated with celiac disease. Gluten is a protein found wheat, rye, and barley and their derivatives. Even though oats are inherently gluten-free, they are likely to be contaminated unless they are certified gluten-free. A small percentage of people with celiac disease do react to pure, uncontaminated oats. Accidental gluten exposure can cause severe gastrointestinal symptoms, brain fog, muscular pain and potentially long term health concerns.



SCHOOL NUTRITION SERVICES
LABEL READING ESSENTIALS

Hidden Ingredients

Hidden ingredients are not an obvious part of a food. A person eating the food may have no idea that it contains an allergen.

Label reading is key to avoiding accidental ingestion of hidden ingredients!

If you can't read it, then don't eat (or serve) it!

Common Sources of Hidden Ingredients



Milk: Breads, caramel, hot dogs and deli meat, non-dairy creamers, cheese alternatives, canned tuna, guacamole, chocolate, butter substitutes, sauces...



Eggs: Mayonnaise, meringue, egg substitutes, cake mixes, frosting, pasta, salad dressing, meatballs, sauces, ice cream, glaze on soft pretzels...



Peanuts/Tree Nuts: Artificial and mixed nuts, desserts, ethnic cuisine, ice cream, barbeque and other sauces, marzipan, nougat, pesto, energy bars, granola, cereal, chocolate candies...



Fish/Shellfish: Worcestershire sauce, Caesar salad dressing, imitation crab products, Asian cuisine...



Wheat: All grain based products, processed foods, food starch, soy and other sauces...



Soy: Processed foods, breads, soups, sauces, canned meats, peanut butter, cereals, crackers...

Special Thanks to Our Reviewer: Beth Foland, MS RD, Team Nutrition Specialist, Indiana Department of Education, Office of School and Community Nutrition.



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Parent/Guardian and Student Anaphylaxis Checklist



- ☐ Review Missoula County Public Schools Administrative Procedures: Anaphylaxis Prevention and Management Plan.

Plans

- ☐ Give the school a completed *Anaphylaxis Action Plan* every year. Do this one week prior to school re-starting in the fall to allow preparation time for the school.
- ☐ Provide a small photo with the plan.
- ☐ Ask the school to "evaluate for Section 504 Eligibility" if your child does not already have a Section 504 accommodation or Individual Education Plan (IEP).
 - ☐ Sign for your initial permission on the "*Parent Permission for Evaluation*" to allow the school to proceed and to meet with you.
 - ☐ Consider signing the *Authorization for the Release of Information*. This allows the school to communicate with your child's healthcare provider to better understand your child's needs.
 - ☐ Consider meeting in the spring if your child is new to the district in the fall. Share your concerns with the school team and what your child's abilities are. Consider what your child may need for safety.
 - ☐ Return forms to the school even if you sign to "decline" and do not want to pursue an accommodation plan.
- ☐ Provide the school with a completed *Food Substitution Medical Statement* if your child has any food allergies and will eat any food provided by school food services.
 - ☐ Provide an updated form for any changes in what foods your child is allergic to.
- ☐ Attend a 504 accommodation plan review meeting every year to make sure it still "fits" your child's needs as they grow older.

Emergency Preparedness

- ☐ Provide the school with unexpired epinephrine auto injectors (EpiPen, Auvi-Q, etc). It is recommended to have 2 devices at school.
- ☐ Provide backup epinephrine to keep in the school office even if your child carries their own epinephrine.

Maintenance and Prevention

- ☐ Introduce yourself to your child's teachers, school secretary, bus drivers and anyone else who receives information from the school and that may have contact with your child.
 - ☐ Reinforce what is written in accommodation plans and the *Anaphylaxis Action Plan*; providing different information increases confusion for staff and risk to your child.
- ☐ Notify school if your child participates in school sponsored after school activities such as Flagship or school sports.
- ☐ Tell the school right away if your phone numbers or address changes.

- ☐ Teach your child how to be safe and how to live well with a serious allergy. See student skills below.
 - If food allergic, what foods are safe and unsafe and how to read a label (when old enough).
 - Ways to avoid unsafe foods (or other allergens).
 - Symptoms of an allergic reaction/ how to know they are having a reaction.
 - How and when to tell an adult they may be having an allergy related problem.
 - Practice how to follow their Anaphylaxis Action Plan and medication administration when age appropriate.
- ☐ Encourage your child to wear medical alert jewelry starting at a young age
- ☐ If a reaction does happen at school, talk with school staff, your child and doctor (healthcare provider) about how the anaphylaxis plan was carried out and help problem solve prevention methods.
- ☐ Tell the school right away if your child tells you that they have been teased or bullied about their allergy.

Student Anaphylaxis Skill Checklist

Note: Skills of self-care and self-advocacy are reached over time. Expectations need to fit the developmental ability of the student

- ☐ Do the things needed to avoid your allergen
 - For food allergies this may include:
 - Not trading food with others or accepting food.
 - Not eating food with unknown ingredients.
 - Not eating food when you know or think an allergen is in food.
 - Washing hands before you eat.
 - Avoiding touching your eyes, nose and mouth with unwashed hands.
- ☐ Tell an adult right away if you know or think you ate food you are allergic to (or had other contact with allergen such as a bee sting)
- ☐ Tell an adult right away if you are having any symptoms of an allergic reaction
- ☐ Tell an adult if you do not feel safe (because of a place or what is happening)
- ☐ If you carry your own medication and know how to give it:
 - Always have the medications with you.
 - Tell an adult right away if you used any medicine.
 - Keep medicine in a safe place (not in a car because extreme heat or cold will make the medicine not work).
 - Do not share your medicine.
- ☐ Help other people learn about your allergy and how to best help you.
- ☐ Wear medical alert identification.



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Principal/Administrator Anaphylaxis Checklist



- ☐ Review Administrative Procedures: Anaphylaxis Prevention and Management Plan
- ☐ Be aware of current and enrolling students who have a life threatening allergy (LTA)

Plans

- ☐ Involve RN School Nurse in process of identification, Section 504 referrals, determination and planning meetings.
- ☐ Utilize Section 504 Procedures Checklist: (inserted below)

<p><input type="checkbox"/> <u>A situation is recognized that calls for consideration or a referral.</u></p> <ol style="list-style-type: none"> 1. Meeting Invitation is sent to parent 2. Section 504 Referral is completed by MCPS <p><input type="checkbox"/> <u>Parent is notified of referral and 504 meeting.</u></p> <ol style="list-style-type: none"> 1. Meeting Invitation is sent to parents. 2. Parent/Student Rights is sent to the parent with this notice. 3. The Student Record Review is completed by school staff. <p><input type="checkbox"/> <u>A meeting is held to discuss referral and determine need for additional evaluation.</u></p> <ol style="list-style-type: none"> 1. Notes of the meeting are kept; parents may have a copy if requested. 2. Review Parent/Student Rights w/parents. 3. If it is determined that further evaluation is needed, the parent is asked to give permission. [Permission for Section 504 Evaluation]. <p><input type="checkbox"/> <u>When evaluation is completed (within a reasonable time but no more than 60 school days), a Meeting Invitation is sent to the parent.</u></p> <ol style="list-style-type: none"> 1. The meeting is held to discuss the evaluation results and determine 504 eligibility. 2. The 504 Eligibility Determination form is completed and documents the team decision. 3. Parent/Student Rights are provided again. 4. Notes of the meeting are kept. 5. If the student is determined to be ineligible for 504 protections, the parent is notified. 6. If the student is eligible under Section 504, the group determines whether a 504 Accommodation Plan is necessary. If it is necessary, the 504 Accommodation Plan is developed at the meeting; implementation begins immediately. 7. The 504 Accommodation Plan is placed in the building level file, with all other 504 documentation. A copy is kept in the Student Cumulative folder. 	<ol style="list-style-type: none"> 8. Copies of 504 Eligibility Determination (regardless of eligibility) and 504 Accommodation Plan (if written) are given to the parent. <p><input type="checkbox"/> <u>The 504 Accommodation Plan or need for a 504 Accommodation Plan is reviewed at least annually.</u></p> <ol style="list-style-type: none"> 1. A Meeting Invitation is sent to parents. 2. Notes of the meeting are kept. 3. A new 504 Accommodation Plan is developed, if necessary, or, following a reevaluation, the Notes indicate that the services continue or student is no longer eligible. 4. A copy of Parent/Student Rights and other forms are given to the parent. <p><input type="checkbox"/> <u>A re-evaluation is conducted at least every three years or whenever there is a question of continued eligibility or a change in placement.</u></p> <ol style="list-style-type: none"> 1. Permission for Section 504 Evaluation is sent to the parent 2. Notice of Conference is sent to the parent and a meeting is held. 3. 504 Eligibility Determination completed. 4. A new 504 Accommodation Plan is developed if appropriate. 5. A copy of those forms and Parent/Student Rights is given to the parent. <p><input type="checkbox"/> <u>The transition of 504 students is the responsibility of the building coordinator.</u></p> <ol style="list-style-type: none"> 1. Conference between 504 coordinators is documented 2. All 504 Plans are forwarded to receiving building. <p><input type="checkbox"/> <u>When a student with a current 504 Accommodation Plan graduates or ages out, the emancipated student or parent will be given a copy of Summary of Performance Upon Completing School.</u></p> <ol style="list-style-type: none"> 1. Copies are placed in the 504 file and sent to the District 504 Coordinator.
--	--

- ☐ Monitor cafeteria compliance with accommodation plans and allergen sensitive tables
- ☐ Provide applicable staff copies of accommodation plans and *Anaphylaxis Action Plans* and instruct them to place into their substitute folders. Applicable staffs include staff that have interaction and/or responsibility for student and may include: teacher(s), specials teachers, collaborative staff, counselor, food service, school nurse, school secretary, coaches or advisors for after-hours school activities, Flagship and CSCT staff.

Emergency Preparedness

- ☐ Be aware of where *Stock Epinephrine Protocol* and medication is located as well as student specific emergency medication and *Anaphylaxis Action Plans*
- ☐ Ensure the following:
 - ☐ All staff complete annual Anaphylaxis training
 - ☐ Emergency medications are taken with on controlled school evacuations
 - ☐ On-site team response to medical emergencies in the school. Consider use of building crisis team members and office staff. Consider annual drill to promote both student and staff preparedness. Involve school nurse.
 - ☐ Trained staff are available when school nurse is not present
 - ☐ Emergency medications and *Anaphylaxis Action Plans* are available when students participate in school sponsored activities outside of the school day or school campus.

Maintenance and Prevention

- ☐ Utilize *Allergen Sensitive Zone Posters* and *Classroom Restriction of Allergen Letter* templates and involve the school nurse for any needed edits.
- ☐ Provide the custodians with *Avoid Food Allergens; Cross Contact with Food Allergens Handout* if accommodation plans specify allergen sensitive zones.
- ☐ Remind staff that projects may not involve touching any peanut or nut butters or spreads by ANY students regardless of any known allergies. (Example: Bird feeder with peanut butter)
- ☐ Remind staff to ask all students to wash their hands immediately after projects involving touching any other food/edible ingredients (example: Plaster using flour)
- ☐ Communicate rules and expectations about bullying related to food allergies, including appropriate conduct, consequences and related disciplinary actions.
- ☐ Verify that recess staffs have access to two-way communication and at a minimum, have reviewed student emergency information.
- ☐ Place parent information provided by District Nurse re: allergies into student handbook.
- ☐ Participate in debriefing with the school nurse and staff who were involved after any incidences of anaphylaxis.
- ☐ Discuss student needs with school nurse and parent after any incidences of anaphylaxis.
- ☐ Direct all staff (including crossing guards) and parent groups to not distribute candy or other food including for "holidays" such as Valentine Day and Halloween unless they are the assigned teacher for that student or student's medical plan allows.



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Teacher Anaphylaxis Checklist



- ☐ Annually Review Administrative Procedures: Anaphylaxis Prevention and Management Plan
- ☐ Run a Health Alert list at the start of every school year/semester

Plans

- ☐ Complete a Section 504 referral form if you are aware newly enrolling or diagnosed student with a life threatening allergy (LTA) or whose parent/guardian has informally asked you to provide accommodations.
- ☐ Participate in Section 504 eligibility determination and accommodation planning meetings.
- ☐ Maintain copies of Section 504 Plans, Individual Education Plans (IEP), Individualized Healthcare Plans (IHP) and/or *Anaphylaxis Action Plans* in a readily accessible, identifiable but confidential substitute folder.
- ☐ Comply with accommodations of Section 504 plans/ Individual Education Plans (IEP). Notify administrator if informally asked to alter current accommodation plan.
- ☐ Complete additional applicable training if needed to implement accommodations.
 - ☐ Watch short "How to Read Food Labels Tutorial"
 - ☐ Review and keep handout available "Avoid Food Allergen and Label Reading Essentials"
- ☐ Utilize *Allergen Sensitive Zone Posters* and *Classroom Restriction of Allergen Template Letter* if accommodation plans specify allergen sensitive zones.
 - ☐ Consult with school nurse to edit as needed add additional ingredient information for specific allergen. (Example: Whey and casein are milk products).

Emergency Preparedness

- ☐ Complete annual anaphylaxis training and practice of Epinephrine auto injector use with school nurse.
- ☐ Inform staff in close proximity of your classroom re: which student has a life threatening allergy and where the plan and medication is located. Encourage those staff to introduce themselves to any substitute teachers that may be in your classroom.
- ☐ Inform team teachers of student with life threatening allergy and where plans and medications are kept. (Example: Walk to Read, Kindergarten Buddies).
- ☐ Know where *Stock Epinephrine Protocol* and medication is located as well as student specific emergency medication and *Anaphylaxis Action Plans*.
- ☐ Take emergency medications on school evacuations when medication is kept in classroom and it is safe to retrieve.
- ☐ Take emergency medications and *Anaphylaxis Action Plans* on all off campus activities when the school has possession of the medication.

Maintenance and Prevention

- ☐ Promote hand washing after eating for all students if you have a student with a food related LTA.
- ☐ Promote hand washing prior to eating by food allergic student. (Follow 504 accommodation for additional requirements)

- ☐ Consider needs when planning off campus activities to maintain student specific accommodations. (Example: A visit to a bakery or Dairy Queen may be inappropriate.)
 - ☐ If lunches are being provided for students, consider how the student with allergy receives a lunch without the allergen. Consider requesting that all lunches do not have the allergen if possible for non-routine circumstances).
 - ☐ Adapt accommodation of allergen sensitive cafeteria tables to off campus activities for applicable students. See *Allergen Sensitive Table Guidelines*.
 - ☐ For food distributed on or brought with on off campus activities, consider how the student with allergy will NOT be given food with their allergen in it.
- ☐ Do not use any peanut or nut butters or spreads in projects that involve touching by ANY and ALL students even if there are no known allergies. (Example: bird seed feeder using peanut butter).
- ☐ Do not use the allergen of student with a life threatening allergy who is in that classroom in any classroom projects including manipulatives.(Example: Peanut M&M's for math lessons)
- ☐ When doing a project involving students touching ANY food, ask all students to wash their hands immediately afterwards. (Example: plaster made with flour).
- ☐ Do not provide any candy or other food to any student including for holidays (Valentine's Day, Halloween, etc.) unless you are the assigned teacher for the student (s) or that student's medical plan allows.
- ☐ Respond to and notify building administrator of any bullying related to food allergies.
- ☐ Consider completing additional training on allergies (30 minute on line food allergy training with completion quiz and certificate).
- ☐ Report any incidences of anaphylaxis or other allergic reactions in the student with a LTA. Participate in the debriefing and re-assessment of student needs after any incidences of anaphylaxis.



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Substitute Teacher Anaphylaxis Checklist



- ☐ Review Administrative Procedures: Anaphylaxis Prevention and Management Plan

Plans

- ☐ Review copies of Section 504 Plans, Individual Education Plans (IEP), Individualized Healthcare Plans (IHP) and/or *Anaphylaxis Action Plans* that are in substitute folder.
- ☐ Comply with accommodations in the above plans. See principal for questions.
- ☐ If plan indicates student with life threatening allergy may eat food others supply (example: class snacks that other parents bring in) and that the teacher reads labels to ensure safety, do NOT take on that responsibility without prior training. Options include notifying principal, saving snack for day regular teacher is back or having student with allergy eat their "safe snack" if that is present.

Emergency Preparedness

- ☐ Complete annual anaphylaxis training and practice Epinephrine auto injector use with school nurse.
- ☐ For suspected emergent health issues or questions re: actions to be taken, immediately see or call nearby teacher, school secretary, principal or school nurse for assistance. Treat anaphylaxis immediately.
- ☐ Be aware of where *Stock Epinephrine Protocol* and medication is located as well as student specific emergency medication and *Anaphylaxis Action Plans*.
- ☐ Ensure emergency medications are taken on school evacuations if medication is kept in classroom and it is safe to retrieve them.
- ☐ Ensure emergency medications and *Anaphylaxis Action Plan* is taken on all off campus activities when the school has possession of the medication. (Off campus activities are generally cancelled when substitute teacher is present in place of usual classroom teacher)

Maintenance and Prevention

- ☐ Do not bring any food to provide to students as a "reward or welcoming agent."
- ☐ Do not provide any candy or other food to any student including for holidays (Valentine's Day, Halloween, etc.) unless that student's medical plan allows.
- ☐ Promote hand washing after eating for all students if you have a student with a food related LTA.
- ☐ Promote hand washing prior to eating by food allergic student. (Follow 504 accommodations for additional requirements)
- ☐ Do not use any peanut or nut butters or spreads in projects that involve touching by ANY and ALL students even if there are no known allergies. (Example: bird seed feeder using peanut butter).
- ☐ Do not use the allergen of student with a life threatening allergy who is in that classroom in any classroom projects including manipulatives. (Example: Peanut M&M's for math lessons)
- ☐ When doing a project involving students touching ANY food, ask all students to wash their hands immediately afterwards. (Example: plaster made with flour).
- ☐ Enforce a no sharing food rule.
- ☐ Consider completing additional training on allergies (30 minute on line food allergy training with

- completion quiz and certificate)
- ☐ Report any incidences of anaphylaxis or other allergic reactions in the student with a LTA.
Participate in the debriefing and re-assessment of student needs occurs after any incidences of anaphylaxis
 - ☐ Respond to and notify building administrator of any bullying related to food allergies.
 - ☐ Consider completing additional training on allergies (30 minute on line food allergy training with completion quiz and certificate).
 - ☐ Report any incidences of anaphylaxis or other allergic reactions in the student with a LTA.
Participate in the debriefing.



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Recess Duty by Teachers Anaphylaxis Checklist



- ☐ Review Administrative Procedures: Anaphylaxis Prevention and Management Plan

Plans:

- ☐ Review current copies of *Anaphylaxis Action Plans* and accommodation plans as applicable that are stored in office for recess duties.
- ☐ Review periodically to ensure understanding and awareness of new students or changes in plans.
- ☐ Complete annual anaphylaxis and epinephrine auto-injector device training.

Emergency Preparedness:

- ☐ Ensure you know location of:
 - ☐ *Stock epinephrine protocol* and medication.
 - ☐ Individual student medication at office and/or if kept with student or in cafeteria.
- ☐ Take working 2- way communication device outside with you and be familiar with use.

Maintenance and Prevention:

- ☐ Be alert for bullying related to food allergies, intervene promptly and report to the principal.
- ☐ Do not provide any candy or other food to any student including for holidays (Valentine's Day, Halloween, etc.) unless you are the teacher for the student(s) unless that student's medical plan allows.
- ☐ Be alert and intervene for food distribution or sharing.



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Counselor Anaphylaxis Checklist



- ☐ Review Administrative Procedures: Anaphylaxis Prevention and Management Plan

Plans

- ☐ Complete a Section 504 referral form if you are aware newly enrolling or diagnosed student with a life threatening allergy(LTA) or whose parent/guardian have asked for accommodations
- ☐ Participate in Section 504 eligibility determination and accommodation planning meetings.
- ☐ Comply with accommodations of Section 504 plans/ IEP plans.
- ☐ Notify administrator if informally asked by parent or teacher to alter current accommodation plan.

Emergency Preparedness

- ☐ Complete annual anaphylaxis training and practice epinephrine auto injector use with school nurse.
- ☐ Know where *Stock Epinephrine Protocol* and medication is located as well as student specific emergency medication and *Anaphylaxis Action Plans*

Maintenance and Prevention

- ☐ Maintain a personal list of current students who have a life threatening allergy (LTA). Consult the school nurse if assistance needed.
- ☐ Keep up to date with current literature related to associated risk of depression, anxiety and risk of being bullied for students who have a life threatening allergy (LTA).
- ☐ Provide classroom education and acceptance of allergies.
- ☐ Respond to and notify building administrator of any bullying related to food allergies.
- ☐ Do not use any peanut or nut butters or spreads in projects that involve touching by ANY and ALL students even if there are no known allergies. (Example: bird seed feeder using peanut butter).
- ☐ Do not use the allergen of student with a life threatening allergy who is in that classroom in any classroom projects including manipulatives. (Example: Peanut M&M's for math lessons)
- ☐ When doing a project involving students touching ANY food, ask all students to wash their hands immediately afterwards. (Example: plaster made with flour).
- ☐ Consider completing additional training on allergies (30 minute on line food allergy training with completion quiz and certificate).
- ☐ Report any incidences of anaphylaxis or other allergic reactions in the student with a LTA. Participate in the debriefing and re-assessment of student needs after any incidences of anaphylaxis.
- ☐ Do not provide any candy or other food to any student including for holidays (Valentine's Day, Halloween, etc.) unless that student's medical plan allows.



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Food Service Anaphylaxis Checklist



- ☐ Review Administrative Procedures: Anaphylaxis Prevention and Management Plan

Food Service Supervisor

- ☐ Coordinate annual anaphylaxis, label reading, food allergy bullying awareness and prevention of cross contact of allergens training for food services staff.
- ☐ Verify that allergy sensitive tables are managed as specified in *Allergen Sensitive Table Guidelines*.
- ☐ Develop an information process to inform each school of student's food allergies.
- ☐ Communicate with each school regarding current student's *Food Substitution Medical Statements*.
- ☐ Make menus available to parents and students.
- ☐ Keep ingredient lists for available foods 24 hours or longer after serving.
- ☐ Review food products for hidden peanut or nut ingredients.

Lunch Hostess

Plans:

- ☐ Ensure applicable cafeteria accommodations are in place for students.
 - ☐ Maintain current copies of *Anaphylaxis Action Plans*, *Food Substitution Medical Statements* and accommodation plans in confidential but readily accessible known place for cafeteria staff
 - ☐ Direct all lunch staff to review upon receipt and periodically.
 - ☐ Establish allergen sensitive tables as required by accommodation plans and as specified in *Allergen Sensitive Table Guidelines*.

Emergency Preparedness:

- ☐ Complete anaphylaxis and epinephrine auto-injector device training annually.
- ☐ Verify that cafeteria staff know :
 - ☐ *Stock epinephrine protocol* and medication location.
 - ☐ Individual student medication location.
 - ☐ How to call Emergency Services (911) and how to notify main office of emergencies.

Maintenance and Prevention:

- ☐ Maintain food allergy alerts for point of sale computer notification.
- ☐ Consider posting photos of students with life threatening allergy (LTA) to foods in area only visible to cafeteria staffs.
- ☐ Limit only source of cafeteria supplied peanut butter or tree nuts to prepackaged sandwiches.
- ☐ Establish process of food preparation and serving to reduce cross contact of food items.
- ☐ Train all cafeteria staff to implement, maintain, set up and take down allergen sensitive tables.
- ☐ Enforce "no sharing of food" rule for ALL students in cafeteria.
- ☐ Promote and allow students to wash hands.
- ☐ Direct all cafeteria staff to be alert for bullying related to food allergies, intervene promptly and report to administrator if bullying occurs.
- ☐ Do not personally provide any candy or other food to any student including for holidays (Valentine's Day, Halloween, etc.) unless that student's medical plan allows.



Forward Thinking. High Achieving.

Noon Duty Anaphylaxis Checklist



- ☐ Review Administrative Procedures: Anaphylaxis Prevention and Management Plan

Plans:

- ☐ Review current copies of *Anaphylaxis Action Plans* and accommodation plans.
- ☐ Review periodically to ensure understanding and awareness of new students or changes in plans.
- ☐ Complete annual anaphylaxis and epinephrine auto-injector device training.

Emergency Preparedness:

- ☐ Ensure you know location of:
 - ☐ *Stock epinephrine protocol* and medication.
 - ☐ Individual student medication at office and/or if kept with student or in cafeteria.
- ☐ Take working 2- way communication device outside with you and be familiar with use.

Maintenance and Prevention:

- ☐ Be alert for bullying related to food allergies, intervene promptly and report to the principal.
- ☐ Be alert and intervene for food distribution or sharing.
- ☐ Do not personally provide any candy or other food to any student including for holidays (Valentine's Day, Halloween, etc.) unless that student's medical plan allows.
- ☐ Read *Allergy Sensitive Table Guidelines* and know how to maintain, set up and take down when tables are required for students.



Forward Thinking. High Achieving.

School Nurse Anaphylaxis Checklist



- ☐ Review Administrative Procedures: Anaphylaxis Prevention and Management Plan annually

Plans:

- ☐ Follow district procedures related to allergies, accommodation plans and *development of Individualized Healthcare Plans.
- ☐ Review new parent/guardian completed Health Histories.
- ☐ Notify principal of newly enrolling or diagnosed students with life threatening allergies.
- ☐ Complete Section 504 Referral form. Provide referral to principal.
- ☐ Enter Health Alert on student information system (Q).
- ☐ Communicate with parent/guardian re: details of allergy, district procedures, and potential eligibility for Section 504 accomadation.*
- ☐ Provide parent with Anaphylaxis Action Plan, *Parent and Student Anaphylaxis Checklist* and *Authorization for Release of Information*. Provide *Food Substitution Medical Statement* if student has food allergy.
- ☐ Follow up with parent/guardian for form return
- ☐ Provide completed *Food Substitution Medical Statement* to the district Food and Nutrition Supervisor
- ☐ Draft Individualized Healthcare Plan if parent returned signed consent for evaluation of Section 504 Eligibility*
- ☐ Participate in eligibility meeting and if applicable, annual meeting to develop Section 504 accommodation plan and Individualized Healthcare Plan. *
- ☐ Implement and maintain accommodations specifying nurse interventions.*

Emergency Preparedness:

- ☐ Provide anaphylaxis administration of epinephrine auto injectors training to staff coordinating with principal.
- ☐ Monitor location, condition and expiration dates of any stock epinephrine and student specific medication. Notify parents of impending expiration dates.
- ☐ File *Anaphylaxis Action Plans* with student specific medications, school health office and in K-8 recess folders.
- ☐ Monitor *Anaphylaxis Action Plans* for expiration dates, notify parent of impending expiration as needed and replace with *Stock Epinephrine Protocol* after 3 month grace period.
- ☐ Provide school staff with copies of students *Anaphylaxis Action Plans*.
- ☐ Maintain organized, accessible and transportable systems of emergency medication storage.
- ☐ Facilitate emergency medications access for off school campus activities.

Maintenance and Prevention:

- ☐ Assess individual student ability upon initial healthcare provider and parent/guardian permission for student to carry medications with intent to self-medicate for allergic reaction. *
 - ☐ Communicate outcome of nurse assessment to parent/guardian.
 - ☐ Notify healthcare provider of significant concerns re: student ability.
- ☐ Encourage parent/guardian to supply back up medication supply to school office.
- ☐ Report any incidences of anaphylaxis and participate in debriefings.
- ☐ Discuss current accommodations and plans with parent, student, healthcare provider, principal and other team members as indicated for any degree of allergic reaction in the school setting for a student with a life threatening allergy.
- ☐ Do not provide any candy or other food to any student including for holidays (Valentine's Day, Halloween, etc.) unless medically indicated.

*Indicates RN Responsibility; other items may be shared with or assigned to LPN staff.



Forward Thinking. High Achieving.

Health Services (School Nurse) Supervisor Anaphylaxis Checklist



- ☐ Review Administrative Procedures: Anaphylaxis Prevention and Management Plan annually, elicit feedback and make recommendations for revisions and coordinate revisions

Plans:

- ☐ Develop processes to identify students with life threatening allergies (LTA).
- ☐ Train nursing staff in related processes and procedures.
- ☐ Facilitate use of evidence based practices for anaphylaxis management and prevention by nursing staff.
- ☐ Ensure that:
 - ☐ Students with life threatening allergies (LTA) are referred for Section 504 Eligibility Determination
 - ☐ Accommodation determination and planning involves RN School Nurses.
 - ☐ Accommodations requiring nurse interventions are implemented and maintained.

Emergency Preparedness:

- ☐ Train food service, noon duties and bus personnel annually.
- ☐ Maintain non-expired epinephrine when district has in place and update *Stock Epinephrine Protocol* annually consulting with local allergists.
- ☐ Review and revise as needed the *Anaphylaxis Action Plan* form in consultation with local allergists annually.
- ☐ Develop organized, accessible and transportable systems of emergency medication storage.

Maintenance and Prevention:

- ☐ Disseminate checklist roles to specific role groups annually.
- ☐ Provide language for student handbook inclusion annually to administrators.
- ☐ Research updated anaphylaxis awareness information for school staff, students and parents annually.
- ☐ Collaborate with Student Information System (Q) Manager to optimize electronic record storage and use for communication.
- ☐ Review and edit as needed the *Anaphylaxis Reporting Form* annually.
- ☐ For incidences of anaphylaxis:
 - ☐ Ensure that nursing staff are involved in any debriefings.
 - ☐ Review all completed forms.
 - ☐ Maintain district statistics re: life threatening allergies and anaphylaxis incidences.
 - ☐ Consider circumstances of any anaphylaxis incidences when reviewing district procedures



Date: _____

Dear Parents of _____ classroom:

We would like to make you aware of a health issue the children are learning about this year. One of their classmates has a severe allergy to _____. Your help is needed to prevent an allergic reaction which could be life threatening. Strict avoidance is the best prevention.

Please do the following:

- Encourage your child to wash their hands and face before coming to school if they recently ate _____.
- Send in only foods for snacks or parties that do NOT have _____ as an ingredient. This includes all food eaten in the classroom, even for only for your child.
- Use only pre-packaged baked or prepared items that have an ingredient label. Do NOT items baked or prepared at home.
- Check the food ingredient label.
 - Make sure _____ are not listed as an ingredient on the food label or manufactured in a facility that also produces _____. See the back of this letter for information on how to read a label.
 - Leave food in any pre-packaging and make sure the ingredient list is sent to school with the food.
- Do not pre-cut foods such as fruits or vegetable at home. Cross contact of the allergen can occur from cutting boards or knives with trace amounts of allergens.
- Because the school is taking additional precautions in the lunchroom, you MAY send "lunch only" foods with _____ as an ingredient.

If snack or celebration foods do not meet these guidelines those foods will be sent back home. So that no children will be disappointed please follow the above guidelines.

It is important that each child be able to fully participate in all class activities. With your assistance, the classroom can be a safer environment for all students. Thank you for your understanding and cooperation. If you have any questions, please feel free to call one of us with your questions.

School Principal Name

Classroom Teacher Name

School Nurse Name

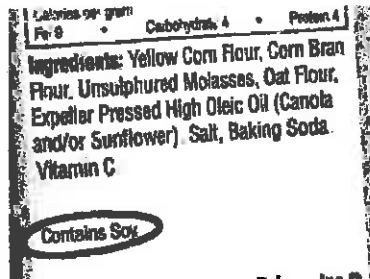
Phone:

Phone:

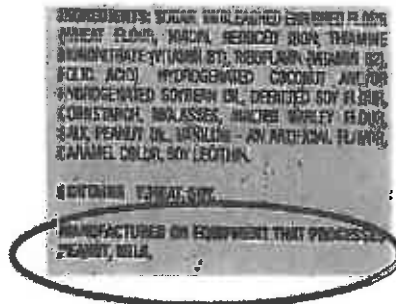
Phone:

How to Read a Food Label

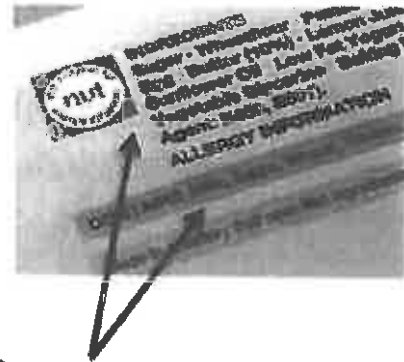
- Products made in the United States must have food ingredients listed.
- The ingredient list is usually near the "nutrition label."
- Most people with food allergies are allergic to one or more of 8 foods types; soy, milk, peanuts, tree nuts, eggs, shellfish, fish and wheat. However, people can be allergic to other foods.



If it's one on the major 8 foods, it may only be listed after the ingredient list.



- The company that makes the food may also say if equipment is shared to make foods NOT listed in the ingredients.
- This is important because there is a chance for "cross contamination" which would make the food unsafe for people with that type of food allergy.



If the food has one of these eight, it may be double listed in the ingredient list.

Food Substitution Medical Statement For Students Requiring Special Meals and/or Accommodations



***See other side for related information.**

***This statement must be updated for any change or discontinuance of a diet.**

Student Name: _____	DOB: _____
School: _____	Grade: _____
Parent/Guardian Name: _____	Phone: _____
<p>I hereby give my permission for the school staff to follow the stated nutrition plan below. I give my permission for the medical provider and for the school health/ nutrition personnel to communicate based on this statement if needed. Communication, if needed, may only include the statement and nutrition plan, implementation of the nutrition plan in school and student outcomes of the plan.</p>	
<div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">Sign Here</div>	<div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: small;"> Parent/Guardian Signature Date </div>

FOR LICENSED PHYSICIAN ONLY (M.D., D.O.)

What is student's disability or medical condition (including allergies) requiring the student to need a special diet.					
What major life activities are affected by the student's disability or medical condition when condition in active state? (See other side for explanation. Example: Food Allergy that may cause anaphylaxis would affect the major life activity of breathing when in active state.)					
If food needs texture modifications, please check all that apply: Foods must be: <input type="checkbox"/> chopped <input type="checkbox"/> ground <input type="checkbox"/> pureed <input type="checkbox"/> liquefied Fluids must be: <input type="checkbox"/> water thin Thickened to consistency of: <input type="checkbox"/> nectar <input type="checkbox"/> honey <input type="checkbox"/> pudding Other: _____					
<i>Note: Healthcare provider orders for tube feedings are written on a treatment order form provided by school nurse.</i> Please list foods to be omitted (including foods that student is allergic to) and foods that may be substituted.					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">FOODS TO OMIT</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> </tr> </tbody> </table>	FOODS TO OMIT		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">ALLOWED FOOD SUBSTITUTIONS</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> </tr> </tbody> </table>	ALLOWED FOOD SUBSTITUTIONS	
FOODS TO OMIT					
ALLOWED FOOD SUBSTITUTIONS					
List any special equipment or utensils needed.					
Indicate any other comments about the child's eating or feeding patterns.					
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 40%;"> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block; margin-bottom: 5px;">Sign Here</div> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: small;"> Licensed Physician SIGNATURE MD or DO </div> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: small;"> PRINTED Physician Name PHONE NUMBER </div> </div> <div style="width: 20%; text-align: center;"> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="font-size: small;">DATE</div> </div> </div>					



Forward Thinking, High Achieving.

Special Dietary Needs

Dear Parent/Guardian and Healthcare Provider:

The information below is an explanation of the Missoula County Public Schools (MCPS) Food Substitution forms.

Additional information may be obtained from: MCPS Food and Nutrition Supervisor:
Stacey Rossmiller /728-2400 ex 3023/ srossmiller@mcps.k12.mt.us

MCPS has two meal related forms;

1. Food Substitution Medical Statement For Students Requiring Special Meals and/or Accommodations
 - a. Must be completed by a Licensed Physician
 - b. For students who are considered to have a disability that requires dietary accommodations
2. Diet Request for Meals at School
 - a. Completed by a healthcare provider
 - b. Used for food intolerances, mild non-life threatening allergies or other conditions that are not disabilities as defined below.
 - c. The school may provide standard food substitutions on a case by case basis.

Information on Disability Determination

United States Department of Agriculture (USDA) Regulations:

For schools participating in a federally-funded school nutrition program, USDA regulations 7 CFR Part 15b require substitutions or modifications in school meals for students whose **disabilities** restrict their diets. A student with a disability or medical condition must be provided substitutions in foods when that need is supported by a statement signed by a licensed physician. A physician is a person licensed by the State to practice medicine. The term includes physicians or doctors of osteopathic medicine. These fully trained physicians are licensed by the State to prescribe medication or to perform surgery. The physician's statement must identify:

- a. The student's disability or medical condition
- b. An explanation of why the disability restricts the student's diet
- c. The major life-activity affected by the disability
- d. List the food or foods to be omitted from the student's diet
- e. List the food or choice of foods that must be substituted

Definitions 1

USDA FNS Instruction 783-2, 7 CFR Part 15b

Disability: Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, "person with a disability" means any person who has a physical or mental impairment which **substantially limits** one or more major life activities, has a record of such impairment, or is regarded as having such impairment.

Physical or mental impairment: means (1) any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: Neurological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic skin and endocrine; or (2) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The term "physical or mental impairment" includes, but is not limited to, such diseases and conditions as orthopedic, visual, speech, and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis; cancer, heart disease, metabolic diseases such as diabetes and phenylketonuria (PKU); food anaphylaxis; mental retardation; emotional illness; and drug addiction and alcoholism.

Major life activities: are defined as caring for one's self, eating, performing manual tasks, walking, standing, lifting, bending, seeing, hearing, speaking, sleeping, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Adapted from St. Louis Children's Hospital, 2014, Food Allergy Management & Education Program, Healthcare Professionals



How a Child Might Describe a Reaction

Children have unique ways of describing their experiences and perceptions, and allergic reactions are no exception. Precious time is lost when adults do not immediately recognize that a reaction is occurring or don't understand what a child is telling them.

Some children, especially very young ones, put their hands in their mouths or pull or scratch at their tongues in response to a reaction. Also, children's voices may change (e.g., become hoarse or squeaky), and they may slur their words.

The following are examples of the words a child might use to describe a reaction:

- "This food's too spicy."
- "My tongue is hot [or burning]."
- "It feels like something's poking my tongue."
- "My tongue [or mouth] is tingling [or burning]."
- "My tongue [or mouth] itches."
- "It [my tongue] feels like there is hair on it."
- "My mouth feels funny."
- "There's a frog in my throat."
- "There's something stuck in my throat."
- "My tongue feels full [or heavy]."
- "My lips feel tight."
- "It feels like there are bugs in there." (to describe itchy ears)
- "It [my throat] feels thick."
- "It feels like a bump is on the back of my tongue [throat]."



If you suspect that a child is having an allergic reaction, follow the doctor's instructions for care.

HOW TO READ A FOOD LABEL

Avoid food and non-food items that have advisory statements on labeling such as "may contain..." or "made/manufactured on equipment" or "in a facility that processes..."

How to Read a Label for a Milk-Free Diet

All FDA-regulated manufactured food products that contain milk as an ingredient are required by U.S. law to list the word "milk" on the product label.

Avoid foods that contain milk or any of these ingredients:

- butter, butter fat, butter oil, butter acid, butter ester(s)
- buttermilk
- casein
- casein hydrolysate
- caseinates (in all forms)
- cheese
- cottage cheese
- cream
- curds
- custard
- diacetyl
- ghee
- half-and-half
- lactalbumin, lactalbumin phosphate
- lactoferrin
- lactose
- lactulose
- milk (in all forms, including condensed, derivative, dry, evaporated, goat's milk and milk from other animals, low fat, malted, milkfat, nonfat, powder, protein, skimmed, solids, whole)
- milk protein hydrolysate
- pudding
- Recaldent®
- rennet casein
- sour cream, sour cream solids
- sour milk solids
- tagatose
- whey (in all forms)
- whey protein hydrolysate
- yogurt

Milk is sometimes found in the following:

- artificial butter flavor
- baked goods
- caramel candies
- chocolate
- lactic acid starter culture and other bacterial cultures
- luncheon meat, hot dogs, sausages
- margarine
- nisin
- nondairy products
- nougat

How to Read a Label for an Egg-Free Diet

All FDA-regulated manufactured food products that contain egg as an ingredient are required by U.S. law to list the word "egg" on the product label.

Avoid foods that contain eggs or any of these ingredients:

- albumin (also spelled albumen)
- egg (dried, powdered, solids, white, yolk)
- egg nog
- lysozyme
- mayonnaise
- meringue (meringue powder)
- ovalbumin
- surimi

Egg is sometimes found in the following:

- baked goods
- breaded foods
- candles
- canned soups
- casseroles
- cream fillings/custards
- lecithin
- macaroni
- marzipan
- marshmallows
- nougat
- pasta
- meatballs/meatloaf
- salad dressings

Keep the following in mind:

Individuals with egg allergy should also avoid eggs from duck, turkey, goose, quail, etc., as these are known to be cross-reactive with chicken egg.

How to Read a Label for a Soy-Free Diet

All FDA-regulated manufactured food products that contain soy as an ingredient are required by U.S. law to list the word "soy" on the product label.

Avoid foods that contain soy or any of these ingredients:

- edamame
- miso
- natto
- shoyu
- soy (soy albumin, soy cheese, soy fiber, soy flour, soy grits, soy ice cream, soy milk, soy nuts, soy sprouts, soy yogurt)
- soya
- soybean (lard, granules)
- soy protein (concentrate, hydrolyzed, isolate)
- soy sauce
- tamari
- tempeh
- textured vegetable protein (TVP)
- tofu

Soy is sometimes found in the following:

- Asian cuisine
- vegetable broth
- vegetable gum
- vegetable starch

Keep the following in mind:

- The FDA exempts highly refined soybean oil from being labeled as an allergen. Studies show most allergic individuals can safely eat soy oil that has been highly refined (not cold pressed, expeller pressed, or extruded soybean oil).
- Soy protein may be found in numerous products, such as breads, cookies, crackers, canned broth and soups, canned tuna and meat, breakfast cereals, high-protein energy bars and snacks, low-fat peanut butters, and processed meats.
- Most individuals allergic to soy can safely eat soy lecithin.
- Follow your doctor's advice regarding these ingredients.

How to Read a Label for a Peanut-Free Diet

All FDA-regulated manufactured food products that contain peanut as an ingredient are required by U.S. law to list the word "peanut" on the product label.

Avoid foods that contain peanuts or any of these ingredients:

- artificial nuts
- bear nuts
- cold pressed, expeller pressed, or extruded peanut oil
- goobers
- ground nuts
- mixed nuts
- monkey nuts
- nut meat
- nut pieces
- peanut butter
- peanut flour
- peanut protein hydrolysate

Peanut is sometimes found in the following:

- African, Asian (especially Chinese, Indian, Indonesian, Thai, and Vietnamese), and Mexican dishes
- baked goods (i.e., pastries, cookies)
- candy (including chocolate candy)
- chili
- egg rolls
- enchilada sauce
- marzipan
- mole sauce
- nougat

Keep the following in mind:

- The FDA exempts highly refined peanut oil from being labeled as an allergen. Studies show that most allergic individuals can safely eat peanut oil that has been highly refined (not cold pressed, expeller pressed, or extruded peanut oil). Follow your doctor's advice.
- A study showed that unlike other legumes, there is a strong possibility of cross-reaction between peanuts and lupine.
- Mandelonas are peanuts soaked in almond flavoring.
- Arachis oil is peanut oil.
- Many experts advise patients allergic to peanuts to avoid tree nuts as well.
- Sunflower seeds are often produced on equipment shared with peanuts.

How to Read a Label for a Wheat-Free Diet

All FDA-regulated manufactured food products that contain wheat as an ingredient are required by U.S. law to list the word "wheat" on the product label. The law defines any species in the genus *Triticum* as wheat.

Avoid foods that contain wheat or any of these ingredients:

- bread crumbs
- bulgur
- cereal extract
- club wheat
- couscous
- cracker meal
- durum
- Einkorn
- emmer
- farina
- flour (all purpose, bread, cake, durum, enriched, graham, high gluten, high protein, instant, pastry, self-rising, soft wheat, steel ground, stone ground, whole wheat)
- hydrolyzed wheat protein
- Kamut
- matzoh, matzoh meal (also spelled as matzo, matzah, or matza)
- pasta
- seitan
- semolina
- spelt
- sprouted wheat
- triticale
- vital wheat gluten
- wheat (bran, durum, germ, gluten, grass, malt, sprouts, starch)
- wheat bran hydrolysate
- wheat germ oil
- wheat grass
- wheat protein isolate
- whole wheat berries

Wheat is sometimes found in the following:

- glucose syrup
- soy sauce
- starch (gelatinized starch, modified starch, modified food starch, vegetable starch)
- surimi

How to Read a Label for a Tree Nut-Free Diet

All FDA-regulated manufactured food products that contain a tree nut as an ingredient are required by U.S. law to list the specific tree nut on the product label.

Avoid foods that contain nuts or any of these ingredients:

- almond
- artificial nuts
- beechnut
- Brazil nut
- Butternut
- cashew
- chestnut
- chinquapin
- coconut
- filbert/hazelnut
- gianduja (a chocolate-nut mixture)
- ginkgo nut
- hickory nut
- litchi/lychee/lychee nut
- macadamia nut
- marzipan/almond paste
- Nangai nut
- natural nut extract (i.e., almond, walnut)
- nut butters (i.e., cashew butter)
- nut meal
- nut meat
- nut paste (i.e., almond paste)
- nut pieces
- pecan
- pesto
- pine nut
- pine nut (also referred to as Indian, pignoli, pignolia, pignan, pignon, and pinyon nut)
- pistachio
- praline
- shes nut
- walnut

Tree nuts are sometimes found in the following:

- black walnut hull extract (flavoring)
- natural nut extract
- nut distillates/alcoholic extracts
- nut oils (i.e., walnut oil, almond oil)
- walnut hull extract (flavoring)

Keep the following in mind:

- Mortadella may contain pistachios.
- Tree nut proteins may be found in cereals, crackers, cookies, candy, chocolates, energy bars, flavored coffee, frozen desserts, marinades, and barbecue sauces.
- Ethnic restaurants (i.e., Chinese, African, Indian, Thai, and Vietnamese), ice cream parlors, and bakeries are considered high-risk for people with tree nut allergy due to the common use of nuts and the possibility of cross contamination/cross contact, even if you order a tree-nut-free item.
- Tree nut oils are sometimes used in lotions and soaps. lotions.
- There is no evidence that coconut oil and shea nut oil/butter are allergenic.
- Many experts advise patients allergic to tree nuts to avoid peanuts as well.
- Talk to your doctor if you find other nuts not listed

How to Read a Label for a Shellfish-Free Diet

All FDA-regulated manufactured food products that contain a crustacean shellfish as an ingredient are required by U.S. law to list the specific crustacean shellfish on the product label.

Avoid foods that contain shellfish or any of these ingredients:

- barnacle
- crab
- crawfish (crawdad, crayfish, ecrevisse)
- krill
- lobster (langouste, langoustine, Moreton bay bugs, scampi, tomalley)
- prawns
- shrimp (crevettes, scampi)

Mollusks are not considered major allergens under food labeling laws and may not be fully disclosed on a product label.

Your doctor may advise you to avoid mollusks or these ingredients:

- abalone
- clams (cherrystone, geoduck, littleneck, pismo, quahog)
- cockle
- cuttlefish
- limpet (lapas, opih)
- mussels
- octopus
- oysters
- periwinkle
- scallops
- sea cucumber sea urchin
- snails (escargot)
- squid (calamar)
- whelk (Turban shell)

Shellfish are sometimes found in the following:

- bouillabaisse
- cuttlefish ink
- fish stock
- glucosamine
- seafood flavoring (i.e., crab or clam extract)
- surimi

Keep the following in mind:

- Any food served in a seafood restaurant may contain shellfish protein due to cross-contact.
- For some individuals, a reaction may occur from inhaling cooking vapors or from handling fish or shellfish.

How to Read a Label for a Fish-Free Diet

All FDA-regulated manufactured food products that contain fish as an ingredient are required by U.S. law to list the specific type of fish on the product label.

- More than half of all people who are allergic to one type of fish also are allergic to other fish, so allergists often advise their patients to avoid all fish.
- Finned fish and shellfish do not come from related families of foods, so being allergic to one does not mean that you will not be able to tolerate the other. Be sure to talk to your doctor about which kinds of fish you can eat and which to avoid.
- The term "fish" encompasses all species of finned fish, including (but not limited to):

- | | | | |
|-------------|-------------|-----------|-------------|
| • anchovies | • haddock | • pike | • snapper |
| • bass | • hake | • pollock | • swordfish |
| • catfish | • herring | • salmon | • tilapia |
| • cod | • mahi mahi | • scrod | • trout |
| • flounder | • perch | • sole | • tuna |
| • grouper | | | |

Fish is sometimes found in the following:

- Caesar salad/dressing
- caponata (Sicilian eggplant relish)
- caviar
- Fish gelatin (kosher gelatin, marine gelatin)
- fish oil
- fish sauce
- imitation fish
- pizza
- seafood flavoring
- shark cartilage, fin
- sushi
- surimi (artificial crabmeat also known as "sea legs" or "sea sticks")
- Worcestershire sauce

Keep in mind the following:

- Some sensitive individuals may react to aerosolized fish protein through cooking vapors.
- Seafood restaurants are considered high-risk due to the possibility of cross contamination/cross contact, even if you do not order fish.
- Ethnic restaurants (i.e., Chinese, African, Indonesian, Thai, and Vietnamese) are considered high-risk because of the common use of fish and fish ingredients and the possibility of cross contamination/cross contact, even if you do not order fish.



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20-5-420. Self-administration or possession of asthma, severe allergy, or anaphylaxis medication. (1) As used in 20-5-421 and this section, the following definitions apply:

(a) "Anaphylaxis" means a systemic allergic reaction that can be fatal in a short time period and is also known as anaphylactic shock.

(b) "Asthma" means a chronic disorder or condition of the lungs that requires lifetime, ongoing medical intervention.

(c) "Medication" means a medicine, including inhaled bronchodilators, inhaled corticosteroids, and autoinjectable epinephrine, prescribed by a licensed physician as defined in 37-3-102, a physician assistant who has been authorized to prescribe medications as provided in 37-20-404, or an advanced practice registered nurse with prescriptive authority as provided in 37-8-202(1)(h).

(d) "Self-administration" means a pupil's discretionary use of the medication prescribed for the pupil.

(e) "Severe allergies" means a life-threatening hypersensitivity to a specific substance such as food, pollen, or dust.

(2) A school, whether public or nonpublic, shall permit the possession or self-administration of medication, as prescribed, by a pupil with asthma, severe allergies, or anaphylaxis if the parents or guardians of the pupil provide to the school:

(a) written authorization, acknowledging and agreeing to the liability provisions in subsection (4), for the possession or self-administration of medication as prescribed;

(b) a written statement from the pupil's physician, physician assistant, or advanced practice registered nurse containing the following information:

(i) the name and purpose of the medication;

(ii) the prescribed dosage; and

(iii) the time or times at which or the special circumstances under which the medication is to be administered as prescribed;

(c) documentation that the pupil has demonstrated to the health care practitioner and the school nurse, if available, the skill level necessary to self-administer the asthma, severe allergy, or anaphylaxis medication as prescribed; and

(d) documentation that the pupil's physician, physician assistant, or advanced practice registered nurse has formulated a written treatment plan for managing asthma, severe allergies, or anaphylaxis episodes of the pupil and for medication use, as prescribed, by the pupil during school hours.

(3) The information provided by the parents or guardians must be kept on file in the office of the school nurse or, in the absence of a school nurse, the school's administrator.

(4) The school district or nonpublic school and its employees and agents are not liable as a result of any injury arising from the self-administration of medication by the pupil unless an act or omission is the result of gross negligence, willful and wanton conduct, or an intentional tort. The parents or guardians of the pupil must be given a written notice and sign a statement

acknowledging that the school district or nonpublic school may not incur liability as a result of any injury arising from the self-administration of medication by the pupil and that the parents or guardians shall indemnify and hold harmless the school district or nonpublic school and its employees and agents against any claims, except a claim based on an act or omission that is the result of gross negligence, willful or wanton misconduct, or an intentional tort.

(5) The permission for self-administration of asthma, severe allergy, or anaphylaxis medication is effective for the school year for which it is granted and must be renewed each subsequent school year or, if the medication expires or the dosage, frequency of administration, or other conditions change, upon fulfillment of the requirements of this section.

(6) If the requirements of this section are fulfilled, a pupil with asthma, severe allergies, or anaphylaxis may possess and use the pupil's medication as prescribed:

- (a) while in school;
- (b) while at a school-sponsored activity;
- (c) while under the supervision of school personnel;
- (d) before or after normal school activities, such as while in before-school or after-school care on school-operated property; or
- (e) while in transit to or from school or school-sponsored activities.

(7) If provided by the parent, an individual who has executed a caretaker relative educational authorization affidavit pursuant to 20-5-503, an individual who has executed a caretaker relative medical authorization affidavit pursuant to 40-6-502, or a guardian and in accordance with documents provided by the pupil's physician, physician assistant, or advanced practice registered nurse, asthma, severe allergy, or anaphylaxis medication may be kept by the pupil and backup medication must be kept at a pupil's school in a predetermined location or locations to which the pupil has access in the event of an asthma, severe allergy, or anaphylaxis emergency.

(8) Immediately after using epinephrine during school hours, a student shall report to the school nurse or other adult at the school who shall provide followup care, including making a 9-1-1 emergency call.

(9) Youth correctional facilities are exempt from this section and shall adopt policies related to access and use of asthma, severe allergy, or anaphylaxis medications.

History: En. Sec. 1, Ch. 306, L. 2005; amd. Sec. 33, Ch. 519, L. 2005; amd. Sec. 23, Ch. 44, L. 2007; amd. Sec. 1, Ch. 346, L. 2007; amd. Sec. 4, Ch. 393, L. 2007; amd. Sec. 7, Ch. 442, L. 2007; amd. Sec. 1, Ch. 189, L. 2013.

Retrieved from <http://leg.mt.gov/bills/mca/20/5/20-5-420.htm> on January 8, 2015

20-5-421. Emergency use of epinephrine in school setting. A school, whether public or nonpublic, may maintain a stock supply of autoinjectable epinephrine to be administered by a school nurse or other authorized personnel to any student or nonstudent as needed for actual or perceived anaphylaxis. A school that intends to obtain an order for emergency use of epinephrine in a school setting or at related activities shall adhere to the following requirements:

- (1) A school that stocks an epinephrine autoinjector shall develop a protocol related to the training of school employees, the maintenance and location of the epinephrine autoinjector, and immediate and long-term followup to the administration of the medication, including making a 9-1-1 emergency call.
- (2) The epinephrine autoinjector must be prescribed by a physician, advanced practice registered nurse, or physician assistant. The school must be designated as the patient, and each prescription for an epinephrine autoinjector must be filled by a licensed pharmacy.
- (3) The school shall provide training to authorized personnel. The training must include causes of anaphylaxis, recognition of signs and symptoms of anaphylaxis, indications for the administration of epinephrine, the administration technique, and the need for immediate access to a certified emergency responder. Training must be provided by a school nurse, certified emergency responder, or other health care professional.
- (4) The epinephrine autoinjector must be kept in a secure and easily accessible location.
- (5) A school nurse or other authorized personnel may, in good faith, administer the epinephrine to any student or nonstudent who is experiencing a potential life-threatening anaphylactic reaction based on the protocol developed by the school.
- (6) If a school stocks an epinephrine autoinjector that has been prescribed to the school, that school shall inform parents or guardians about the potential use of the epinephrine autoinjector in an anaphylactic emergency. The school shall make the protocol available upon request.
- (7) In accordance with the provisions of 27-1-714, a school district or nonpublic school and its employees and agents are not liable as a result of any injury arising from the administration of epinephrine to a student or nonstudent unless an act or omission is the result of gross negligence, willful or wanton misconduct, or an intentional tort.

PARENTING A CHILD WITH A LIFE THREATENING ALLERGY

The information in this handout was taken directly from AllergyHome.org, *Living Confidently with Allergies, Food Allergy Challenges* at <http://www.allergyhome.org/handbook/table-of-contents/food-allergy-challenges/> 2014.

Managing Anxiety & Feeling in Control

As a parent it is very common to feel worried about your child having an allergic reaction. This concern can help to motivate you and your family to learn how to manage food allergies. With the right information, you begin to understand the possible risks for your child and how to reduce them. This helps to keep your anxiety under control so that you can help your child feel confident about managing allergies. Here are some things to keep in mind.

Get the facts. If you are not sure about the level of risk in a certain situation, talk to your child's doctor, patient organization or a local support group. If you don't have the facts, it is easy to worry and difficult to find solutions.

Remember that ups and downs are normal. It is normal to experience some anxiety after major life changes, including when your child is first diagnosed with a food allergy or when they start a new activity, such as entering childcare, starting school or going to a friend's home. You will learn to find routines that keep your child safe and work for your family.

Find a support group in your area. Allergy support groups can provide valuable information and understanding and show you that other families are successfully living with allergies.

Be available for difficult conversations. If your child thinks that a topic is off limits or makes you feel uneasy, they may not talk to you. Sometimes they fill in the details with their imagination, which can be more frightening than reality.

Remember that your child learns from you. When your words and behavior show that you are confident, your child will feel the same. Try not to use words that can scare your child such as describing them as "deadly allergic" or saying "this food can kill my child". Instead, talk about the fact that food allergies can be managed.

Empower your child. Increase your child's sense of control by involving them in managing their allergy. Help them build their skills, such as reading food labels and learning how to use their auto-injectors.

Prepare your child for new situations. Visit new places ahead of time and introduce your child to the adults who will take care of them. Tell your child about plans to keep them safe, including emergency steps.

Problem solve with your child. If your child is worried about a situation, talk to them about their concerns and ask them what they and others could do to help. For older children, writing the plan down may make it feel more "official."

"The lessons you teach your child when they are young will help them to self-manage as they get older."

"If you or your child is feeling increased anxiety, talk to your doctor. They may refer you to a specialist who can help you develop coping strategies that work for you."

Teaching Others About Food Allergy

In order to keep your child safe, you must become confident with educating others about food allergies. When other people look after your child, it is important that you teach them about your child's allergy, including details on how to prevent and how to treat a reaction.

Be patient as others try to learn about your child's allergies. Food allergy may be new to them. Take the time to explain why certain steps are necessary to prevent an allergic reaction and what to do in an emergency. Use language that is easy to understand and keep in mind possible cultural and age differences in people's understanding of allergy.

Speak in a calm manner. You should explain that although food allergies are serious, they can be managed. Be open to answering questions and talking about concerns that others may have.

Avoid using scare tactics or high emotion to convince others to take allergies seriously. Such tactics will probably have a negative effect. People may think that you are over-reacting or feel uncomfortable taking care of your child.

If you are having difficulty getting someone to understand or take your child's allergies seriously, try a different approach. There may be times when you feel others "just don't get it", no matter what you say or do. This could be due to a number of reasons. It can be helpful to give information from trusted sources, such as your child's doctor or an educational handout or website. Sometimes, asking someone else to speak with the person can help, too

When Children Feel Different or Frustrated

Sometimes children feel different because of their allergy. It is normal for them to want to be just like other kids. You can help your child when they go through a difficult time.

Listen to your child. When your child is upset or worried, listen without interrupting them. You may want to say, "It will be fine" or to try to fix the problem but remember that it can be helpful for them to talk about their concerns and let them know you "get it".

Help them come up with solutions to problems. Children can feel more in control if they participate in making decisions. Even young children can be involved in decisions such as choosing safe snacks.

Let your child know that you are proud of the choices they make. The opinions of their friends and classmates matter, but yours does too! For example: "I know it was hard when you couldn't eat the treat at school today, but I was so proud that you said no thank you. Let's pick out a great snack now."

Thank your child for coming to you with their concerns. Tell them that you always want to know if they are having a difficult time.

Remember that there is more to your child than just their food allergy. Do your conversations focus only on their allergies? Make sure that you talk about their achievements.

Teach your child how to handle bullying and teasing. These are serious matters that should never be ignored. Tell your child to get help from an adult if they ever feel threatened. Let them know that it is their right to be safe and treated with respect by others and they are not tattling on others. Speak with the teacher or principal about your child's situation when necessary.

Teaching Children

- **Show them how to teach their friends about their food allergies.** When friends get involved they are usually helpful and want to choose activities that include your child. This helps your child feel supported and confident.
- **Use children's books, videos and other resources to help your child and their friends learn the facts about food allergy.**
- **Encourage your child to participate in a wide variety of activities.** This is important for all children to reduce stress and feel good about themselves.

You are a Role Model.

Teaching your child about food allergies is necessary for their safety and confidence. Your goal is to empower your child with the knowledge and skills that will help them safely participate in all daily activities.

Be reliable. When you always read labels and carry emergency medication, your child will learn that this is important to do in order to stay safe. Even young children are watching and learning!

Teach your child why it's important to follow allergy rules. Try to teach in a way that they can understand. This will differ by age and development. Routines give your child a sense of comfort and security. Use children's allergy books as teaching tools to encourage habits such as hand washing. Even toddlers can learn this practice.

Encourage honest and open communication. Your child should feel able to share their feelings and information, without fear of being punished. This includes situations where allergy rules were broken. If a child is afraid, they may hide this information from you and you will lose the chance to problem-solve together.

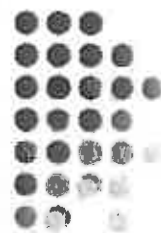
Plan ahead for food-related events. Children may enjoy preparing for events like birthday parties. Help them to find ways to deal with common problems that may arise.

Teach your child how to say "no thank you" politely. If they are not sure if a food is safe, they should feel confident about saying "no thank you". This skill should be taught as early as possible. Use role playing to practice the words that they can use so that they feel confident in real situations.

Try not to use terrifying words to describe allergy. Your child is listening to conversations that you have with others, so try to avoid using words like "deadly allergic". For young children, phrases like "eggs can make you sick" or "peanuts are not safe for your body" may work. As children get older, they may be able to understand the role of the immune system. For example, "the immune system, the part of the body that usually fights germs, mistakes the food for something harmful. When the immune system fights back, that causes the allergic reaction".



Food Allergy Tips for PTA Leaders



School Community

PTAs often serve as the glue that binds the school community together. As a PTA leader, you play a critical role in creating an atmosphere of acceptance and inclusivity for all students. Children with food allergies can have life-threatening reactions with exposures to even tiny amounts of allergen. All food allergies need to be taken seriously. Strict avoidance of food allergens is the only way to prevent a reaction.

Kids with food allergies need to do certain things to stay safe. Sometimes the constant need to avoid allergens and be prepared for an allergic reaction can set these members of our school communities apart from their peers. Unfortunately, students with food allergies are sometimes excluded from activities or experiences and sometimes the subject of bullying, teasing or harassment. Fortunately, with an aware and understanding community, children with food allergies can participate in and benefit from all the great experiences and opportunities that their peers do.



Let's help "make every child's potential a reality by engaging and empowering families and communities to advocate for all children."

FOOD ALLERGY FACTS

- 1 in 13 children in America has a food allergy (2 children in every classroom)
- Food allergies can be life-threatening and need to be taken seriously
- Strict avoidance of the food allergen is the only way to prevent a reaction
- Children can be allergic to any food, but 90% of children are allergic to one or more of the following foods: milk, egg, peanut, tree nut, fish, shellfish, wheat and soy
- 35% of children with food allergies have been bullied due to their allergy
- Outside foods are a common cause of allergic reactions in the classroom

Planning Events: Consider Non-Food Options

With food allergies on the rise, your PTA can make a huge difference to help ensure that all students in your community can safely participate.

Consider putting each event/activity through a 3-point checklist:

1. What is the goal of the event/activity?
2. Can this goal be achieved without food? (If so, eliminate it.)
3. If not, how can we choose foods that will allow everyone in our school community to fully & safely participate? (The answer to this will vary based on the specific needs of your school community. Check out some simple tips at right!)

For more information see Schools.AllergyHome.org and PTA.org

Tips to Make PTA Events Safe & Inclusive

- Avoid using food when possible
- If not possible to eliminate all food, choose activities and foods that allow all children to safely participate
- Engage parents of children with food allergies in PTA event planning process. They are a valuable resource!
- Use individually wrapped and labeled foods at event. This helps prevent cross-contact and allows parents to read labels to ensure child safety.
- Do not serve food to any child without parent knowledge and consent.
- If food is served, try to keep it isolated to one area and encourage hand washing afterward.
- Provide means for children to wash their hands, as necessary. (Commercial wipes okay. Hand sanitizer not sufficient.)
- Invite parents of children with food allergies to attend events and monitor their child.
- Be aware that some non-food items, such as craft supplies, may contain allergens.
- Adult attitudes can have significant impact on how children with food allergies are treated.

Make it a priority to create a caring environment!

Written by
Gina Mennell Lee, M.Ed. and
Michael Pastner, MD, MMSc

Responsibility and Communication Graphic Flow

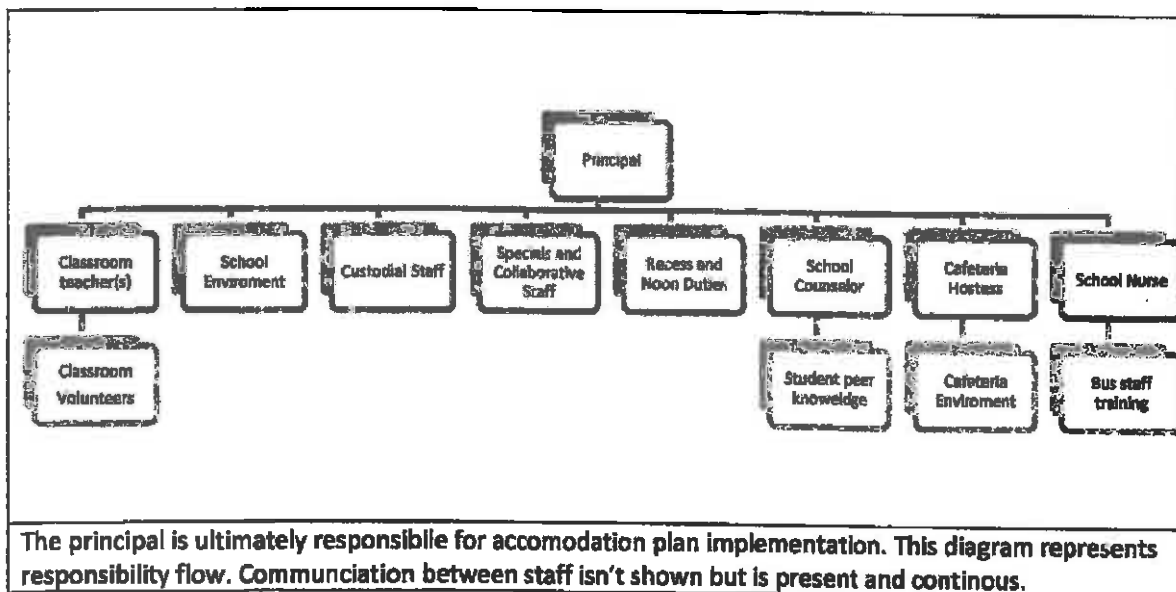
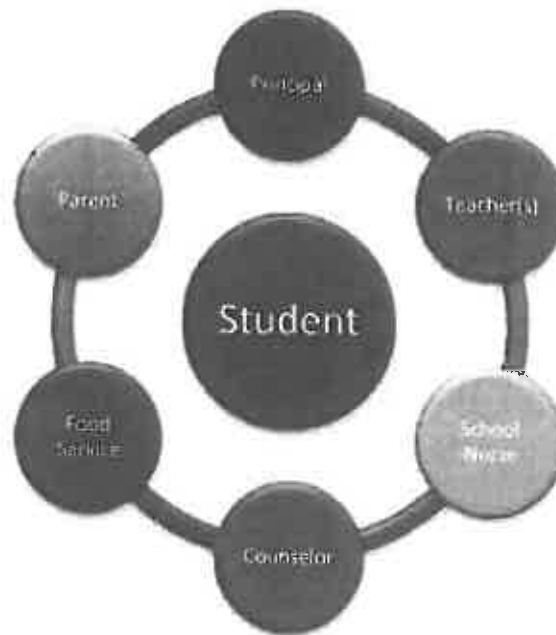
These diagrams visually summarize the communication and responsibilities for students with life threatening allergies. See the role checklists for details.

Section 504 Team

While exact accommodation team members can vary, this represents typical team members for life threatening allergies.

Student needs for learning opportunities and to be safe at school is the focus.

Students should attend as age appropriate.


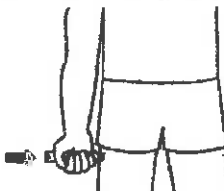
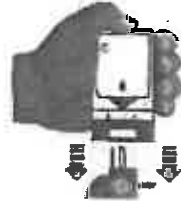



Missoula County Public Schools Protocol for Emergency Use of Stock Epinephrine in Anaphylaxis

This protocol is to be implemented by any staff member for any student or non-student who may be experiencing anaphylaxis as according to Section 20-5-420, MCA and by Missoula County Public School Board policy 3416.

Follow individualized student plans when readily available.








Anaphylaxis is an acute and potentially lethal multisystem allergic reaction. Unlike common allergy, anaphylaxis onset may be sudden and requires instant action to prevent fatality. Common causes of anaphylaxis are foods, insect stings, medications or latex.

<p>EpiPEN Auto-Injector and EpiPEN Jr Auto-Injector Directions</p> <ul style="list-style-type: none"> • First, remove the EpiPEN Auto-Injector from the plastic carrying case. • Pull off the blue safety release cap.  <ul style="list-style-type: none"> • Hold orange tip near outer thigh (always apply to thigh).  <ul style="list-style-type: none"> • Swing and firmly push orange tip against outer thigh. Hold on thigh for approximately 10 seconds. Remove the EpiPEN Auto-Injector and massage the area for 10 more seconds. 	<p>Auvi-Q™ (Epinephrine Injection USP) Directions</p> <p>Remove the outer case of Auvi-Q. This will automatically activate the voice instructions.</p>  <p>Pull off RED safety guard.</p> <p>Place black end against outer thigh, then press firmly and hold for 5 seconds.</p>  <p>Auvi-Q epinephrine injection, USP 0.15 mg/0.5 mg auto-injectors</p>
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SEE OTHER SIDE FOR RECOGNITION OF AND ACTION FOR ANAPHYLAXIS

Protocol for Emergency Use of Stock Epinephrine in Anaphylaxis

- For person who has no known allergen exposure AND no history of allergies:
 - Proceed with emergency response if two symptoms below are present or if they have ANY (even mild) skin, mouth or eye involvement AND any lung or heart symptoms listed below.
- For person with likely allergen exposure or known history of allergy:
 - Proceed with emergency response if ANY symptoms listed below.

ANAPHYLAXIS RECOGNITION: ASSESS AND ACT QUICKLY			
 LUNG Short of breath, wheeze, repetitive cough, chest tightness, blue skin and/or lip color	 HEART Pale, blue, faint, weak pulse, dizzy, or confused	 THROAT Tightness, hoarse, trouble breathing or swallowing	 MOUTH Swelling of tongue, lips or back of throat
 SKIN Widespread redness or hives, or eye swelling	 GUT Repetitive vomiting, severe diarrhea, or abdominal cramps	 OTHER Feeling of doom, confusion or loss of consciousness	OR A combination of symptoms from different body areas.
Note: Do not depend on antihistamine or Inhalers (bronchodilators) to treat a severe reaction. Use Epinephrine			

EMERGENCY ACTION

1. Retrieve epinephrine Auto-injector (EpiPen or Auvi-Q).
2. **ADMINISTER EPINEPHRINE** auto-injector for known or suspected anaphylactic reaction*.
 - *IF IN DOUBT, ADMINISTER EPINEPHRINE!
 - a. PK- 2nd grade (or under 66 pounds if known) – use green EpiPen Junior 0.15mg or blue Auvi-Q 0.15 mg
 - b. 3rd grade or older (or over 66 pounds if known) – use yellow EpiPen 0.3 mg or orange Auvi-Q 0.3 mg.
3. **CALL 911:** Request ambulance with epinephrine and inform of suspected anaphylaxis/allergic reaction.
4. Administer oral Benadryl (Diphenhydramine (chewable or liquid preferred) if person is alert, breathing normally and there is a current signed parent permission (standing order) in the dosages noted.
5. Administer 2 puffs of rescue inhaler if the person has their own inhaler prescribed for them and it's available.
6. Administer a second dose of epinephrine in 5-10 minutes if the reaction is not improving, worsens or returns.
7. Remain with the person and monitor at all times: note signs, symptoms, and time of epinephrine administration. Lay person flat with legs elevated. If person has difficulty breathing or vomiting, have them sit up or turn onto their side.
8. Notify emergency contact person, school nurse, and administrator after the above.
9. Send the used Epinephrine auto-injector with EMS. Person should go to ER and remain there for 4+hours because symptoms may return.



Forward Thinking. High Achieving.

MCPS Death of a Student or Staff Member Procedures Toolkit



Forward Thinking, High Achieving.

MCPS Death of a Student or Staff Procedures

Please go to: <http://www.livebinders.com/play/play/1648224> for all MCPS forms, protocols and sample talking points

Crisis Response Team

Each school will form an Crisis Response Team and identify an Crisis Response Team Leader for death of a student or staff who has overall responsibility for the duration of the emergency.

The Crisis Response Team will be composed of at least five or six people chosen for their skills, credentials, and ability to work compassionately and effectively under pressure—ideally a combination of administrators, counselors, social workers, psychologists, nurses, school resource officers and/or school's information technology or computer lab staff (See *Roles and Responsibilities Planning Worksheet* pg.12)

The Crisis Response Team will meet at least annually to review roles and responsibilities of members and death of a student or staff protocols.

In the case of a student or staff death, the Team Leader should immediately assemble the Crisis Response Team, which will be responsible for implementing the various elements of the response to the death of a staff or student. If the death is a suicide, the team leader should use the *Checklist for After a Suicide* on pg. 13 to guide responses. For non-suicide deaths, the team may use the Checklist for After a Death to guide responses.

Confirm Cause of Death

The school's principal or superintendent will first check with the coroner and/or the medical examiner's office (or, if necessary, local law enforcement) to ascertain the official cause of death.

School staff will strive to treat all deaths in the same way. Nevertheless, because adolescents are especially vulnerable to the risk of suicide contagion, it is equally important to provide suicide prevention and education in addition to emotional support.

If the Cause of Death Is Unconfirmed

If the body has not yet been recovered or if there is an ongoing investigation, schools should state that the cause of death is still being determined and that additional information will be forthcoming once it has been confirmed. Acknowledge that there are rumors (which are often inaccurate), and remind students that rumors can be deeply hurtful and unfair to the missing/ deceased person, their family, and their friends.

If there is an ongoing investigation, schools should check with local law enforcement before speaking about the death with students who may need to be interviewed by the authorities.

If the Family Does Not Want the Cause of Death Disclosed

While the fact that a student has died may be disclosed immediately, information about the cause of death will not be disclosed to students until the family has been consulted. If the death has been declared a suicide but the family does not want it disclosed, someone from the administration or counseling staff who has a good relationship with the family will be designated to contact them to explain that students are already talking about the death amongst themselves, and that having adults in the school community talk to students about suicide and its causes can help keep students safe.

If the family refuses to permit disclosure, schools will state, *"The family has requested that information about the cause of death not be shared at this time"* and use the opportunity to talk with students about the phenomenon of suicide: *"We know there has been a lot of talk about whether this was a suicide death. Since the subject of suicide has been raised, we want to take this opportunity to give you accurate information about suicide in general, ways to prevent it, and how to get help if you or someone you know is feeling depressed or may be suicidal."*

Assemble Crisis Response Team and Assign Roles

Once the death of a student or staff has been confirmed, the school Crisis Response Team Leader will assemble Crisis Response Team and assign the following team roles: Crisis Coordinator, Safety, Operations, Community Liaisons, Funeral, Media Relations, Social Media Coordinators.

Crisis Response Team Leader's Responsibilities

- Inform the school superintendent of the death. Superintendent will contact the Director of Communication and Technology.
- Contact the deceased's family to offer condolences, inquire what the school can do to assist, discuss what students should be told, and inquire about funeral arrangements.
- Call an immediate meeting of the Crisis Response Team to implement responsibilities.
- Establish a plan to immediately notify faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
- Schedule an initial all-staff meeting as soon as possible (ideally before school starts in the morning).
- Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly) and disseminate a death notification statement for students to homeroom teachers, advisors, or others leading those groups. (*see Sample Death Notifications Statements* on pg. 17)
- Speak with school superintendent and Crisis Response Team Coordinator throughout the day.

- Determine whether additional grief counselors, crisis responders, or other resources may be needed from outside the school.

Team Crisis Coordinator's Responsibilities

- Conduct initial all-staff meeting.
- If death is a suicide disseminate handouts on *Facts About Suicide and Mental Disorders in Adolescents* and *Talking About Suicide* to pg. 22 and 23) faculty.
- Draft and disseminate a death notification statement for parents. (*Sample Death Statement for Parents*, Pg .19)
- Conduct periodic meetings throughout the day for the Crisis Response Team members to ensure needs of students, parents and staff are being met.
- Monitor activities throughout school, making sure teachers, staff, and Crisis Response Team members have adequate support and resources.
- Plan parent meeting if necessary (*See Sample Parent Meeting* pg. 24)

Safety Coordinator Responsibilities

- Ensure that students follow established school dismissal procedures.
- Call on school resource officers or operation and maintenance supervisor for the district to assist parents and others who may show up at the school and to keep media off of school grounds.
- Assign a staff or faculty member to frequently walk the halls, checking bathrooms encouraging students to congregate in supervised areas, and/or encourage them to talk to a counselor or other appropriate school
- Assign a person monitor people entering the building and ensure they make it to their destination in the building

Operations Coordinator Responsibilities

- Assign a staff or faculty member to follow the deceased student's schedule to monitor peer reactions and answer questions.
- If possible, arrange for several substitute teachers or "floaters" from other schools within the district to be on hand in the building in case teachers need to take time out of their classrooms.
- Arrange for crisis counseling rooms for staff and students.
- Provide tissues and water throughout the building and arrange for food for faculty and crisis counselors.
- Work with administration, faculty, and counselors to identify individuals who may be having particular difficulty, such as family members, close friends, and teammates; those who had difficulties with the deceased; those who may have witnessed the death; and students known to have depression or prior suicidality; and work with school counseling staff to develop plans to provide psychological first aid to them.
- Understand and be prepared to address the procedures for memorialization to student, family and/or community members.

Community Liaison Coordinators Responsibilities

- Several Team members will be needed, each serving as the primary contact for working with community partners of various types, including:
 - coroner/medical examiner, to ensure accuracy of information disseminated to school community
 - police, as necessary, to ensure student safety
 - mayor's office and local government, to facilitate community-wide response to the death
 - mental health and medical communities, as well as grief support organizations, to plan for service needs
 - arranging for outside trauma responders and briefing them as they arrive on scene

Funeral Coordinator Responsibilities

- Communicate with the funeral director about logistics, including the need for crisis counselors and/or security to be present at the funeral.
- If death is a suicide, discuss with the family the importance of communicating with clergy or whomever will be conducting the funeral to emphasize the importance of connecting suicide to underlying mental health issues (such as depression) and not romanticizing the death in ways that could risk contagion. (*See Talking about Suicide pg. 23*)
- Depending on the family's wishes, help disseminate information about the funeral to students, parents and staff, including:
- location
 - time of the funeral (keep school open if the funeral is during school hours)
 - what to expect (for example, whether there will be an open casket)
 - guidance regarding how to express condolences to the family
 - policy for releasing students during school hours to attend (i.e., students will be released only with permission of parent, guardian, or designated adult)
- Work with school counselors and community mental health professionals to arrange for counselors to attend the funeral
- Encourage parents to accompany their The Crisis Response Team Leader will designate one individual as the Team Coordinator.

Media Relations Coordinator Responsibilities

- Prepare a media statement (see *Sample Media Statements* on page 24).
- Contact District Director of Communication and Technology who will field media inquiries
- Advise staff that only the media spokesperson is authorized to speak to the media.
- Advise students to avoid interviews with the media.
- Refer media outlets to Reporting on Suicide: Recommendations for the Media.

Social Media Coordinator Responsibilities

- Oversee school's use of social media as part of the crisis response.

- Coordinate efforts to involve students to create and monitor social networking sites and other social media.

Staff Communication

A staff meeting will be conducted by the Crisis Response Team and should be held as soon as possible, ideally before school starts in the morning (see *Sample Staff Meeting Agenda* pg. 21).

If there is not enough time to hold the meeting before students have begun to hear the news through word of mouth, text messaging, or other means the Crisis Response Team Leader will first verify the accuracy of the reports and then notify staff of the death through the school's predetermined crisis alert system, such as e-mail or calls to classroom phones. *Remember that information about the cause of death should be withheld until the family has been consulted.*

Initial Staff Meeting

Allow at least one hour to address the following goals:

- Introduce the Crisis Response Team members and review roles.
- Share accurate information about the death.
- Allow staff an opportunity to express their own reactions and grief. Identify anyone who may need additional support and refer them to appropriate resources.
- Provide appropriate faculty (e.g., homeroom teachers or advisors) with a scripted death notification statement for students. Arrange coverage for any staff who are unable to manage reading the statement.
- Assign a point person to direct incoming parents, students community members to appropriate destinations.
- Ask teachers to submit attendance reports to office as soon as possible and instruct teachers to require student not leave the classroom alone.
- Ask teachers to be in the hallways and common areas during passing time. Staff will check bathroom for students clumping providing an alternative place for them to talk.
- If death is as suicide, prepare for student reactions and questions by providing handouts to staff on *Talking About Suicide and Facts About Suicide and Mental Disorders in Adolescents* pg. 22 and 23.
- Explain plans for the day, including locations of crisis counseling rooms.
- Remind all staff of the important role they may play in identifying changes in behavior among the students they know and see every day, and discuss plan for handling students who are having difficulty.
- Brief staff about identifying and referring at-risk students as well as the need to keep records of those efforts. (*See Referring at Risk Students form* on MCPS live binder)
- Apprise staff of any outside crisis responders or others who will be assisting.
- Remind staff of student dismissal protocol for funeral.
- Identify substitute teachers scheduled for the day and provide necessary support.
- Identify which Crisis Response Team member has been designated as the media spokesperson and instruct staff to refer all media inquiries to him or her.

End of the First Day Staff Meeting

If necessary, The Crisis Response Team Leader and/or the Team Coordinator may hold an all-staff meeting at the end of the first day. To:

- Offer verbal appreciation of the staff.
- Review the day's challenges and successes.
- Debrief, share experiences, express concerns, and ask questions.
- Check in with staff to assess whether any of them need additional support, and refer accordingly.
- Disseminate information regarding the death and/or funeral arrangements.
- Discuss plans for the next day.
- Remind staff of the importance of self-care.
- Remind staff of the importance of documenting crisis response efforts for future planning and understanding.

Student Support

The staff will follow a regular school day schedule to ensure consistency. Teachers may want to postpone testing and/or any new information being taught to students. The Operations Coordinator will arrange for rooms for students needing assistance, coordinate mental health support staff for these areas and help monitor student response to the death.

Schedule Meetings with Students in Small Groups

It will likely be necessary for the school to adjust the regular academic schedule in order to spend time with students to help address their emotional needs. The Crisis Response Team will develop a plan to deliberately and quickly reach out to all students to avoid an escalated emotional environment. Appointed adults will meet with students in small groups so that they can identify those youth who appear in need of additional attention.

In the case of suicide, counselors will go into the classrooms to give students accurate information about suicide, the kinds of reactions that can be expected after hearing about a peer's suicide death, and safe coping strategies to help them in the coming days and weeks.

Students will sign in when entering the counseling group meetings. Group meetings will follow a structured outline with time limits and address the following issues: 1) Discuss how students can identify and express their feelings; 2) Discuss practical coping strategies (including appropriate ways to memorialize the loss) so they may return their focus to their regular.

Identifying Students in Need of Additional Support

The Crisis Response Team will identify students who were close friends or students who may need to be seen by a counselor. The Crisis Response Team will link students experiencing distress with mental health professionals in the school or community. The Emergency Team Operation and Safety Coordinator will monitor school for students from other schools and direct these students to the appropriate support.

If the deceased student participated in sports, clubs, or other school activities an assigned Crisis Response Team member will attend the first practice, game, rehearsal, or meeting

after the death to provide additional opportunities for students to appropriately acknowledge the loss.

Follow-up Student support

For 3-5 school days following the death of a student or staff, support rooms will continue to be staffed by mental health professionals and available to students. The Crisis Response Team will continue monitoring students and student attendance.

Class counselor and/or principal will gather personal belongings and the principal or designee will return the belongings to family at appropriate time. Name of the deceased is to be removed from all data banks to prevent future mailings to the family (*no sooner than 2 days following notification of the event*). Needs to be a bullet under a to do

Crisis Response Team will evaluate situation and make arrangements for long term follow through (groups, classroom discussions, outside referrals, etc.).

School staff may also identify and reach out to families of students who are not coming to school

Parent Support Meeting

The Crisis Response Team may determine it is necessary to hold a parent meeting (see *Sample Parent Meeting Agenda* on pg. 24). If a parent meeting is deemed necessary, the Crisis Response Team Leader, Team Coordinator, all Crisis Response Team members, Regional director and the school principal should attend. Representatives from community resources such as mental health providers, county crisis services, and clergy may also be invited to be present and provide materials. If the death is a suicide, this is a good time to acknowledge that suicide can be a difficult subject to talk about and to distribute the relevant parent handouts.

The Emergency Team Leader or Regional Director will address all parents followed by small groups (8-10) facilitated by two counselors. The Emergency Team will allow at least an hour and a half for the parent meeting. Counseling staff may want to call parent/guardian of students who signed into the group meetings.

Community Coordination

The school Crisis Response Team will establish and maintain open lines of communication with community partners such as the coroner/medical examiner, police department, mayor's office, funeral director, clergy, and mental health professionals.

Outside Trauma Responders

If necessary, Crisis Response Teams will utilize trained trauma responders from other school districts or local mental health or crisis centers to work alongside the school's crisis team members—and to provide care for the caregivers.

Funerals and Memorials

Funerals

Funerals for the deceased staff or student will not be held on school grounds unless approved by the school superintendent or designee. If a funeral is held at a school, it will be held outside of the school day. The Crisis Response Team may provide students, families and staff logistical information regarding where or when the funeral will occur.

Crisis Response Teams will focus on keeping the regular school schedule intact to the maximum extent possible and encourage parents to hold the memorial service or funeral outside school hours.

If the family does hold the service during school hours, school will remain open and school buses will not be used to transport students to and from the service. Students will be permitted to leave school to attend the service only with appropriate parental permission (regular school protocols will be followed for dismissing students over the age of majority). The school will encourage parents to attend the funeral with their student.

Memorials

A death of a student, staff or community member is deeply felt by the school community and may invoke the desire to make a memorial contribution. Current research advises against physical memorials to avoid prolonged grieving, which could be unhealthy. Physical memorials will not be allowed on school property however monetary donations will be accepted for student scholarships. Individual cases may be reviewed by the Superintendent/Designee.

Temporary Memorials

Spontaneous memorials should not be encouraged and removed within 2 days. With ERT and the family of the deceased permission, students may create a school sanctioned temporary memorial at a site designated by the ERT. The family of the deceased will be given the memorial once it is taken down. The memorial site will be monitored by the Crisis Response Team specifically who for messages that may be inappropriate (hostile or inflammatory) or that indicate students who may be at risk.

Any commemorations outside of these guidelines must be approved by the district Superintendent/Designee.

Students and staff will be discouraged from wearing t-shirts or buttons bearing images of the deceased. If students come to school wearing such items, they will be allowed to wear the items for that day only but ask not to wear the item again to respect the needs of other students.

Students should be encouraged to memorialize the deceased in positive ways that do not put other students at risk or contribute to the emotional crisis that occurs after a death. Consult with the family before implementing any of the following ideas:

- Invite students to write personal and lasting remembrances in a memory book located in the counseling office, which will ultimately be given to the family
- Encourage students to engage in service projects such as organizing a community service day or sponsoring behavior health awareness programs.

- Invite students to make donations to the library or scholarship fund in memory of the deceased

Teachers may re-arrange seat assignments five days after the funeral. They will discuss this change with students before they rearrange seats.

School flags will not be flown at half-staff after a staff or student death.

School Newspapers

All news items regarding the student or staff death will be reviewed by a member of the Crisis Response Team. If the death was a suicide, the school paper may run articles to educate students about suicide warning signs and available resources.

Events

Dedications to students will not be allowed at school dances and extracurricular events. Students will be encouraged to organize fundraisers for organizations like the American Cancer Institute or suicide prevention awareness.

Yearbooks

Yearbook memorials will follow protocol outlining issues that journalists and others should follow when reporting about suicide and focus on suicide prevention. Yearbooks will not contain memorial pages dedicated to a single person who has died. Any questions about memorializing should be immediately discussed with the District Superintendent/designee.

Graduation

A brief statement acknowledging and naming those students from the graduating class who have died is allowed at the graduation ceremony. Final decisions about what to include in such tributes will be made by the administrator and members of the Crisis Response Team.

Permanent Memorials and Scholarships

Permanent memorials will be established off school grounds (see *Talking Points for Talking to Parents about Permanent Memorials* pg. 25).

Appointed school staff will meet with the student's close friends and family to talk about the type and timing of any memorialization such as :

- holding a day of community service or creating a school-based community service program in honor of the deceased
- putting together a team to participate in an awareness or fundraising event sponsored by one of the national mental health or suicide prevention organizations (e.g., <http://www.outofthedarkness.org>), or holding a local fundraising event to support a local crisis hotline or other suicide prevention program
- sponsoring a mental health awareness day
- purchasing books on mental health for the school or local library

- working with the administration to develop and implement a curriculum focused on effective problem-solving
- volunteering at a community crisis hotline
- raising funds to help the family defray their funeral expenses
- making a book available in the school office for several weeks in which students can write messages to the family, share memories of the deceased, or offer condolences; the book can then be presented to the family on behalf of the school community

Media

The Crisis Response Team Media Specialist will prepare a media statement and be the designated media spokesperson. Staff will be advised that only the media spokesperson is authorized to speak to the media. Students will be advised to avoid media interviews if necessary.

Social Media

A designated member of the Crisis Response Team (ideally someone from the school's information technology department) will meet with friends of the deceased and other key students to work collaboratively to manage social media regarding the deceased. Students recruited to help should be reassured that school staff is only interested in supporting a healthy response to their peer's death, not in thwarting communication. They should also be made aware that staff is available and prepared to intervene if any communications reveal cause for concern.

Students and school staff will identify popular websites and online presence to communicate with parents, students and teachers about the funeral or memorial service (schools should of course check with the student's family before sharing information about the funeral).

On-Going Follow Up and One Year Anniversary

The Crisis Response Team will develop a post-vention plan for the upcoming year to support students and school staff over the birthday of the person who died, holidays, athletic events in which the student would have played, the start of a school year, proms, graduation and the anniversary of the death. The plan may include reminding staff to be aware that students may experience an emotional reaction, provide staff education on early warning signs of suicide and how to respond to students at risk, remind staff of self-care and having grief counselors or mental health professionals on call.

Emergency Response Drills and Incident De-Briefing

School Crisis Response Teams will conduct an annual drill to practice death of a student or staff procedures. When possible the school will include all staff in the drill (e.g. practicing scripts, identifying procedures). The team will debrief the drill and identify areas that may need improving.

Within one week of the incident, the Crisis Response Team will reconvene to evaluate emergency Response to Death of a Student or Staff Procedures will be reviewed every three years. (*See Debriefing Procedures and Action Plan*, Pg. 29)

Debriefing the drill or incident will focus on identifying issues in an open and frank discussion that avoids placing blame. The team will report any recommendations to appropriate district personnel.

Roles and Responsibilities for Suicide Prevention Planning Work Sheet

Name and Title	Protocols for Responding to at risk Students	Post Suicide Protocols	Staff Training and Education	Parent and Community Education	Student Programs	Screening
Principal						
Counselor 1						
Counselor 2						
Counselor 3						
Family Resource or FIT						
School Psychologist						
Social Worker						
Assistant Principal						
CSCT						
SRO						
NCBI						
Missoula County Health Department						
Media Liaison						
School Nurse						

Checklist for After a Suicide

Notify Key Staff			
Task	Person Responsible	Contact Number	Tools
1. Verify death	Lead: _____ Back-up _____	Police: 406-552-6300 Coroner: 406-258-4810	
2. Ensure that staff know how to respond to inquiries and manage the campus for safety	Lead: _____ Back-up _____		Appendix 1 Sample Script for Office Staff
3. Notify Superintendent's office	Lead: _____ Back-up _____	Superintendent: Ext. 1022 Backup/Weekends: (see Administrator Cell Phone List)	
4. Notify school Crisis Response Team* professionals	Lead: _____ Back-up _____	Team Cell Numbers:	
5. Notify schools attended by family members of the deceased	Lead: _____ Back-up _____	See Administrator Cell Phone List	
6. Contact and coordinate with external mental health	Lead: _____ Back-up _____	Tamarack Grief: 406-541-8472 Other:	
7. Reach out to and work with the family of the deceased	Lead: _____ Back-up _____		
8. Notify all faculty and staff	Lead: _____ Back-up _____		
9. Coordinate notifying students about the death and school's response	Lead: _____ Back-up _____		Appendix 2 Sample Student Notification
10. Notify families of	Lead: _____		Appendix 3 Sample

students about the death of staff and school response	Back-up_____		Parent Notification
On-Going Support and Monitoring			
11. Organize and facilitate staff meeting	Lead: _____ Back-up_____		Appendix 4 Sample Staff Meeting Agenda Suicide
12. Provide staff with guidance in talking to students	Lead: _____ Back-up_____		Appendix 5 Talking Points for Students and Staff After a suicide
13. Organize and facilitate parent meeting (if appropriate)	Lead: _____ Back-up_____		Appendix 6 Agenda for Parent Meeting
12. Schedule meeting time with students and secure rooms for student support	Lead: _____ Back-up_____		
13. Identify, monitor, and support students who may be at risk	Lead: _____ Back-up_____		
14. Implement steps to help students with emotional regulation	Lead: _____ Back-up_____		
15. Participate and/or advise on appropriate memorialization in the immediate aftermath	Lead: _____ Back-up_____		
13. Monitor hallways, bathrooms and common areas	Lead: _____ Back-up_____		
Minimize Risk of Contagion through Media			
15. Work with press/media	Lead: Director of Communications and Technology Back-up_____		Appendix 7 Sample Media Statements and Key Considerations
15. Monitor social media	Lead: _____		

	Back-up_____		
Develop Plan for Next Week			
16. Identify, monitor, and support students who may be at risk	Lead: _____ Back-up_____		
17. Hold Incident Debriefing meeting	Lead: _____ Back-up_____		
Develop Long Term Plan			
16. Plan for Birthday and/or holidays	Lead: _____ Back-up_____		
17. Plan for anniversary of death	Lead: _____ Back-up_____		
Debrief Incident			
18. Schedule and hold debriefing meeting	Lead: _____ Back-up_____		Appendix 8 Debriefing Protocol and Action Plan
19. Complete Debriefing Action Plan	Lead: _____ Back-up_____		Appendix 8 Debriefing Protocol and Action Plan



Sample Script for Office Staff after Death of a Staff or Student

This script can help receptionists or other people who answer the telephone to respond appropriately to telephone calls received in the early stages of the crisis.

Hello,

School. May I help you?

Take messages on non-crisis-related calls.

For crisis-related calls, use the following general schema:

- Police or other security professionals**—Immediate transfer to principal.
- Family members of deceased**—Immediate transfer to principal or anyone else they want to reach at the school. If principal is not available immediately, ask if they would like to speak to a school psychologist or social worker.
- Other school administrators**—Give out basic information on death and crisis response and offer to transfer call to principal or others.
- Parents regarding their child's immediate safety**—Reassure parents if you know their child was not involved and outline how children are being served and supported. If child may have been involved, transfer to a crisis team member who may have more information.
- Persons who call with information about others at risk**—Take down information and get it to a crisis team member. Take a phone number where the person can be called back by a crisis team member.
- Media**—Take messages and refer to principal.
- Parents generally wanting to know how to respond**—Explain that children and staff are being supported. Take messages to give to Crisis Response Team from parents needing more detailed information.
- Where to send parents who arrive unannounced on the scene**—Set aside a space for parents to wait and get information. Any person removing a student from school must be on the annual registration form as the parent or guardian. Records must be kept of who removed the child and when.



Sample Death Notification Statement for Students

Use in small groups such as homerooms or advisories, not in assemblies or over loudspeakers.

Option 1 – When the death has been ruled a suicide

It is with great sadness that I have to tell you that one of our students, _____, has taken [his/her] own life. All of us want you to know that we are here to help you in any way we can.

A suicide death presents us with many questions that we may not be able to answer right away. Rumors may begin to circulate, and we ask that you not spread rumors you may hear. We'll do our best to give you accurate information as it becomes known to us.

Suicide is a very complicated act. It is usually caused by a mental disorder such as depression, which can prevent a person from thinking clearly about his or her problems and how to solve them. Sometimes these disorders are not identified or noticed; in other cases, a person with a disorder will show obvious symptoms or signs. One thing is certain: there are treatments that can help. Suicide should never, ever be an option.

Each of us will react to _____'s death in our own way, and we need to be respectful of each other. Feeling sad is a normal response to any loss. Some of you may not have known _____ very well and may not be as affected, while others may experience a great deal of sadness. Some of you may find you're having difficulty concentrating on your schoolwork, and others may find that diving into your work is a good distraction.

We have counselors available to help our school community deal with this sad loss and to enable us to understand more about suicide. If you'd like to talk to a counselor, just let your teachers know.

Please remember that we are all here for you.

Option 2 – When the cause of death is unconfirmed

It is with great sadness that I have to tell you that one of our students, _____, has died. All of us want you to know that we are here to help you in any way we can.

The cause of death has not yet been determined by the authorities. We are aware that there has been some talk about the possibility that this was a suicide death. Rumors may begin to circulate, and we ask that you not spread rumors since they may turn out to be inaccurate and

can be deeply hurtful and unfair to _____ as well as [his/her] family and friends. We'll do our best to give you accurate information as it becomes known to us.

Each of us will react to _____'s death in our own way, and we need to be respectful of each other. Feeling sad is a normal response to any loss. Some of you may not have known _____ very well and may not be as affected, while others may experience a great deal of sadness. Some of you may find you're having difficulty concentrating on your schoolwork, and others may find that diving into your work is a good distraction. We have counselors available to help our school community deal with this sad loss. If you'd like to talk to a counselor, just let your teachers know.

Please remember that we are all here for you.



Sample Death Notification Statement for Parents

Option 1 – When the death has been ruled a suicide

It is with great sadness that I have to tell you that one of our students, _____, has taken [his/her] own life. All of us want you to know that we are here to help you in any way we can.

A suicide death presents us with many questions that we may not be able to answer right away. Rumors may begin to circulate, and we ask that you not spread rumors you may hear. We'll do our best to give you accurate information as it becomes known to us.

Suicide is a very complicated act. It is usually caused by a mental disorder such as depression, which can prevent a person from thinking clearly about his or her problems and how to solve them. Sometimes these disorders are not identified or noticed; in other cases, a person with a disorder will show obvious symptoms or signs. One thing is certain: there are treatments that can help. Suicide should never, ever be an option.

Each of us will react to _____'s death in our own way, and we need to be respectful of each other. Feeling sad is a normal response to any loss. Some of you may not have known _____ very well and may not be as affected, while others may experience a great deal of sadness. Some of you may find you're having difficulty concentrating on your schoolwork, and others may find that diving into your work is a good distraction.

We have counselors available to help our school community deal with this sad loss and to enable us to understand more about suicide. If you'd like to talk to a counselor, just let your teachers know.

Please remember that we are all here for you.

Option 2 – When the cause of death is unconfirmed

It is with great sadness that I have to tell you that one of our students, _____, has died. All of us want you to know that we are here to help you in any way we can.

The cause of death has not yet been determined by the authorities. We are aware that there has been some talk about the possibility that this was a suicide death. Rumors may begin to circulate, and we ask that you not spread rumors since they may turn out to be inaccurate and can be deeply hurtful and unfair to _____ as well as [his/her] family and friends. We'll do our best to give you accurate information as it becomes known to us.

Each of us will react to _____'s death in our own way, and we need to be respectful of each other. Feeling sad is a normal response to any loss. Some of you may not have known _____

very well and may not be as affected, while others may experience a great deal of sadness. Some of you may find you're having difficulty concentrating on your schoolwork, and others may find that diving into your work is a good distraction. We have counselors available to help our school community deal with this sad loss. If you'd like to talk to a counselor, just let your teachers know.

Please remember that we are all here for you.



Sample Staff Meeting Agenda

- I) Introduce the Crisis Response Team members and roles.
- II) Share accurate information about the death and hand out staff resources
 - a. Allow staff an opportunity to express their own reactions and grief.
 - b. Identify anyone who may need additional support and refer them to appropriate resources.
 - c. Provide appropriate faculty (e.g., homeroom teachers or advisors) with a scripted death notification statement for students.
 - d. Arrange coverage for any staff who are unable to manage reading the statement.
 - e. If death is as suicide, prepare for student reactions and questions by providing handouts to staff on Talking About Suicide and Facts About Suicide
- III) Remind Staff of Procedures (do we have this outlined so they don't forget)
 - a. Ask teachers to submit attendance reports to office as soon as possible and instruct teachers to require student not leave the classroom alone.
 - b. Ask teachers to be in the hallways and common areas during passing time.
 - c. Identify substitute teachers scheduled for the day and provide necessary support.
 - d. Remind staff of student dismissal protocol for funeral.
- IV) Discuss Student Support
 - a. Explain plans for the day, including locations of crisis counseling rooms.
 - b. Remind all staff of the important role they may play in identifying changes in behavior among the students they know and see every day, and discuss plan for handling students who are having difficulty.
 - c. Brief staff about identifying and referring at-risk students as well as the need to keep records of those efforts.
 - d. Apprise staff of any outside crisis responders or others who will be assisting.
- V) Identify designated media spokesperson and instruct staff to refer all media inquiries to him or her.

Facts about Suicide and Mental Disorders in Adolescents

from After a Suicide: A Toolkit for Schools

Suicide is not inexplicable and is not simply the result of stress or difficult life circumstances. The key suicide risk factor is an undiagnosed, untreated, or ineffectively treated mental disorder. Research shows that over 90 percent of people who die by suicide have a mental disorder at the time of their death.

In teens, the mental disorders most closely linked to suicide risk are major depressive disorder, bipolar disorder, generalized anxiety disorder, conduct disorder, substance use disorder, and eating disorders. While in some cases these disorders may be precipitated by environmental stressors, they can also occur as a result of changes in brain chemistry, even in the absence of an identifiable or obvious “reason.”

Suicide is almost always complicated. In addition to the underlying disorders listed above, suicide risk can be affected by personality factors such as impulsivity, aggression, and hopelessness. Moreover, suicide risk can also be exacerbated by stressful life circumstances such as a history of childhood physical and/or sexual abuse; death, divorce, or other trauma in the family; persistent serious family conflict; traumatic breakups of romantic relationships; trouble with the law; school failures and other major disappointments; and bullying, harassment, or victimization by peers.

It is important to remember that the vast majority of teens who experience even very stressful life events do *not* become suicidal. In some cases, such experiences can be a catalyst for suicidal behavior in teens who are already struggling with depression or other mental health problems. In others, traumatic experiences (such as prolonged bullying) can precipitate depression, anxiety, abuse of alcohol or drugs, or another mental disorder, which can increase suicide risk. Conversely, existing mental disorders may also lead to stressful life experiences such as family conflict, social isolation, relationship breakups, or school failures, which may exacerbate the underlying illness and in turn increase suicide risk.

Warning Signs of Suicide

These signs may mean someone is at risk for suicide. Risk is greater if a behavior is new or has recently increased in frequency or intensity, and if it seems related to a painful event, loss, or change.

- Talking about wanting to die or kill oneself
- Looking for ways to kill oneself, such as searching online or buying a gun
- Talking about feeling hopeless or having no reason to live
- Talking about feeling trapped or in unbearable pain
- Talking about being a burden to others
- Increasing the use of alcohol or drugs
- Acting anxious or agitated, or behaving recklessly
- Sleeping too little or too much
- Withdrawing or feeling isolated
- Showing rage

Talking About Suicide *from After a Suicide: A Toolkit for Schools*

<p>Give Accurate Information About the Suicide</p> <p>Suicide is a complicated behavior. It is <i>not</i> caused by a single event such as a bad grade, an argument with parents, or the breakup of a relationship.</p> <p>In most cases, suicide is caused by an underlying mental disorder like depression or substance abuse. Mental disorders affect the way people feel and prevent them from thinking clearly and rationally. Having a mental disorder is nothing to be ashamed of, and help is available.</p> <p>Talking about suicide in a calm, straightforward manner does not put ideas into kids' minds.</p>	<p>By Saying...</p> <p>"The cause of _____'s death was suicide. Suicide is most often caused by serious mental disorders like depression, combined with other complications."</p> <p>"_____ was likely struggling with a mental health issue like depression or anxiety, even though it may not have been obvious to other people."</p> <p>"There are treatments to help people who are having suicidal thoughts."</p> <p>"Since 90 percent of people who die by suicide have a mental disorder at the time of their death, it is likely that _____ suffered from a mental disorder that affected [his/her] feelings, thoughts, and ability to think clearly and solve problems in a better way."</p> <p>"Mental disorders are not something to be ashamed of, and there are very good treatments to help the symptoms go away."</p>
<p>Address blaming and scapegoating.</p> <p>It is common to try to answer the question "why?" after a suicide death. Sometimes this turns into blaming others for the death.</p>	<p>By Saying...</p> <p>"The reasons that someone dies by suicide are not simple, and are related to mental disorders that get in the way of the person thinking clearly. Blaming others—or blaming the person who died—does not acknowledge the reality that the person was battling a mental disorder."</p>



Sample Agenda for Parent Meeting

Meetings with parents can provide a helpful forum for disseminating information and answering questions. The Crisis Response Team Leader, Team Coordinator, all Crisis Response Team members, the superintendent, and the school principal should attend. Representatives from community resources such as mental health providers, county crisis services, and c provide materials. This is a good time to acknowledge that suicide can be a difficult subject to talk about and to distribute the handout on **Talking About Suicide**.

A word of caution: Large, open-microphone meetings are not advised, since they can result in an unwieldy, unproductive session focused on scapegoating and blaming. Instead, the meeting should ideally be broken into two parts. During the first part, presented by school staff, the focus should be on dissemination of general information to parents, without opening the meeting to discussion. During the second part, have parents meet in small groups with trained crisis counselors for questions and discussion. The following is a sample meeting agenda.

First Part: General Information (45 to 50 minutes)

Crisis Response Team Leader or School Superintendent

- Welcomes all and expresses sympathy
- Introduces the principal and members of the Crisis Response Team
- Expresses confidence in the staff's ability to assist the students
- Encourages parent and school collaboration during this difficult time
- Reassures attendees that there will be an opportunity for questions and discussion
- States school's goal of treating this death as it would any other death, regardless of cause, while remaining aware that adolescents can be vulnerable to risk of imitative suicidal behavior
- States importance of balancing need to grieve with not inadvertently oversimplifying, glamorizing, or romanticizing suicide

Principal

- Outlines the purpose and structure of the meeting
- Verifies the death (see **Sample Notification Announcements for Parents**)
- Discourages the spread of rumors
- Informs parents about the school's response activities including media requests
- Informs parents about student release policy for funerals

Crisis Response Team Leader (or other appropriate Crisis Team member)

- Discusses how school will **help students cope**.
- Mentions that more information about bereavement after suicide is available at **<http://www.afsp.org/survivingsuicideloss>**.
- Shares handout **Facts about Suicide and Mental Disorders in Adolescents** emphasizing risk factors and warning signs and noting that over 90 percent of suicides are linked to underlying mental disorders such as depression or anxiety that can cause substantial psychological pain but may not have been apparent to others (or that may have shown up as behavior problems or substance abuse).

Talking Points for Talking to Family about Permanent Memorial

Immediate Concerns

- Recognize the extreme grief parents or family members are experiencing and let them know it is normal for parents to want a memorial for their child.
- Explain that while memorials, although beneficial for many, are also activating for others, especially those already vulnerable due to their own personal trauma experiences. This constitutes a significant number of students and staff in any facility.
- Memorials can be activating because of the simple fact that they provide an ongoing visual reminder of what happened. Being activated may lead to a decrease in cognitive function, the ability to attend, focus, retain and recall, and the ability to process information-- primary learning functions.
- Explain that the “closed” environment in schools makes it almost impossible for staff that are negatively affected to avoid the memorial
- Offer the possibility of a temporary memorial which can be helpful and appropriate but must be time-limited and removed from the school.

Long-Term Complications

- Explain the difficulty of setting up permanent memorials because in reality many deaths can occur in a few years-how large will memorials be allowed to grow?
- Having permanent memorials (like gardens or places for plaques) remind students daily of how many have died.
- Upkeep becomes another issue for the school and memorials can be destroyed or vandalized. Also if schools move or renovate moving memorials could be problematic.

For these reasons, MCPS does not allow permanent memorials for students or staff on school grounds but encourages memorials to be placed in the community. Families can memorialize their student through a monetary donation for a student scholarship. If parent or family member persists in requesting a permanent memorial you may refer them on to a regional director or the school superintendent.



Key Messages for Media Spokesperson

For use when fielding media inquiries.

Suicide/Mental Illness

- Depression is the leading cause of suicide in teenagers.
- About 6 percent of teenagers will develop depression yearly. Sadly, more than 80 percent of these kids will not have their illness properly diagnosed or treated, which can also lead to school absenteeism, failing grades, dropouts, crimes, and drug and alcohol abuse.
- Depression is among the most treatable of all mood disorders. More than three fourths of people with depression respond positively to treatment.
- The best way to prevent suicide is through early detection, diagnosis, and vigorous treatment of depression and other mental disorders, including addictions.

School's Response Messages

- We are heartbroken over the death of one of our students. Our hearts, thoughts, and prayers go out to [his/her] family and friends, and the entire community.
- We will be offering grief counseling for students, faculty and staff starting on [date] through [date].
- We will be hosting an informational meeting for parents and the community regarding suicide prevention on [date/time/location]. Experts will be on hand to answer questions.
- No TV cameras or reporters will be allowed in the school or on school grounds.

School Response to Media

- Media are strongly encouraged to refer to the document "Reporting on Suicide: Recommendations for the Media," which is available at <http://www.afsp.org/media> and http://www.sprc.org/library/at_a_glance.pdf.
- Research has shown that graphic, sensationalized, or romanticized descriptions of suicide deaths in the news media can contribute to suicide contagion ("copycat" suicides), particularly among youth.
- Media coverage that details the location and manner of suicide with photos or video increases risk of contagion.
- Media should also avoid oversimplifying cause of suicide (e.g., "student took his own life after breakup with girlfriend"). This gives the audience a simplistic understanding of a very complicated issue.
- Instead, remind the public that more than 90 percent of people who die by suicide have an underlying mental disorder such as depression.

- Media should include links to or information about helpful resources such as local crisis hotlines or the National Suicide Prevention Lifeline 800-273-TALK (8255).



1) What aspects went well and should be highlighted as good practice?

2) What aspects did not go well and needs further development or improvement?

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Crisis Response Team Debriefing Action Plan

Suggestion	Key Issue	Action/Recommendation	Action owner	Completion Date
1				
2				
3				
4				
5				
6				
7				
8				

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SEASONAL ACTIVITIES CODE OF CONDUCT
Missoula County Public Schools
PARENT/GUARDIAN SIGN OFF

Student participation in student government, clubs, performing or competitive activities, and athletics is governed by the regulations developed and administered by the Montana High School Association and the Missoula County Public School District. The Athletic Code of Conduct is a commitment to represent self, school, family and the community in the most positive manner at all times. The code of conduct is in effect for the entire school year and all subsequent high school years, to include fall athletic practice in August and any school-sponsored events, regardless of the time of year.

Instructions for securing the privilege of representing Missoula County Public Schools in extra-curricular events:

- ☐ Read and sign the Code of Conduct
- ☐ Complete physical (Must be on file before participation in sports of any kind – must use MHSA physical form)
- ☐ Provide the name of your insurance company (can purchase insurance through school)
- ☐ Complete the Emergency Information form
- ☐ Complete Parent Code of Conduct form
- ☐ Payment of fees

CODE OF CONDUCT includes – Academic, Citizenship, and Alcohol & Drug Policy

1. ACADEMIC POLICY

A student must achieve a cumulative GPA of 2.0 or higher and may not have an F in any subject at each grading period: i.e., mid-quarter, quarter, and semester, to be eligible for participation in competitive athletic and specific activity programs.”

2. CITIZENSHIP POLICY

The Board of Directors of the Missoula County Public Schools offers a variety of voluntary activities designed to enhance the classroom education of its students. Students who participate in extracurricular activities serve as ambassadors of the school district throughout the calendar year, whether away from or at school. Students who wish to exercise this privilege of participating in extracurricular activities must conduct themselves in accordance with the board policy and must refrain from activities that are illegal, immoral, unhealthy, or highly inappropriate. Participation in these activities is a privilege, conditioned upon meeting the eligibility criteria established by the board, administration, and individual activity coaches and sponsors. The activities director shall keep records of violations of the Citizenship Policy.

3. ALCOHOL AND DRUG POLICY

- A.** The policy shall be enforced during the school year when a student (regardless of age) is enrolled at MCPS for school-sponsored activities, including summer activities.
- B.** Any student involved in an extra-curricular, performing or competitive activity or athletic program shall not knowingly purchase, possess, use, transmit, or be under the influence of alcohol, tobacco, performance enhancing drugs, or controlled substances of any kind during a school year, regardless of the student’s age. A student who finds himself or herself in jeopardy because of a substance abuse problem will be referred for professional assistance.
- C.** Any student who knowingly finds himself/herself in the company of persons who illegally possess, use, transmit, or are under the influence of alcohol, performance enhancing drugs, or controlled substance (i.e., frequenting of areas, places, or sites where drugs and/or alcohol are present), is expected to leave within a reasonable period of time. Failure to do so will result in discipline as if they were in violation of this policy.
- D.** Any student engaging in inappropriate or offensive conduct or any act that would be grounds for arrest or citation in the criminal or juvenile court system, excluding minor traffic offenses, regardless of whether the student was cited, arrested, convicted, or adjudicated for the act(s).
- E.** Student Transfers. A student who transfers from one Missoula County Public School to another or from another district will maintain his/her accumulative offense status regarding the alcohol and drug policy.

ALCOHOL AND DRUG POLICY VIOLATIONS

1. First offense in a student's high school career: The student shall be suspended from competing or performing in any school-sanctioned activity for one year. Days counted include 12 calendar months beginning the date the student is notified of suspension.
2. Second offense in a student's high school career: The student shall be suspended from competing or performing in any school-sanctioned activity for one year. Days counted include 12 calendar months beginning the date the student is notified of suspension.
3. Third offense in a student's high school career: Full suspension from all extra-curricular activity programs for the remainder of the student's high school career.

Reduction of suspension times: A student can reduce the suspension time for first and second offenses by registering for an approved education course and providing documentation from the approved program that he/she will participate in the course. Student will be required to submit evidence of course completion and shall continue to attend practices/participate in the activity during the period of suspension if approved by the Activity Leader. First and second offenses can be reduced further if a student self-reports to the Activity Director or designee within 48 hours of the incident and completes the approved education course. First offenses are reduced to 30 days with the approved education course or 20 days with self-report and the course. Second offenses are reduced to 60 days with the approved education course or 50 days with self-report and the course.

VIOLATIONS ARE CUMULATIVE DURING A STUDENT'S FOUR YEARS IN HIGH SCHOOL.

Missoula County Public Schools SCHOOL LETTERING POLICY

To obtain a varsity letter or be nominated for all-conference honors in the current season, the student will need to conform to the guidelines and requirements set forth by the District and the head coach/advisor of the activity.

APPEALS POLICY

Due process shall be given to all students with regard to administration of the code of conduct policy. Any appeals of consequences shall be made in writing to the high school administration. If a student has been eliminated from activities due to a code of conduct violation, they may appeal to the Superintendent for re-enrollment in school activities.

PHYSICAL POLICY

All students need a physical before beginning practice. Physicals must be done on the MHSA physical form which is available in the main office or on the school website on the activity pages. Physicals obtained after May 1st are valid through the end of the following school year.

PAYMENT OF FEES POLICY

All students need to have the following fees paid before the first practice in order to participate.

ACTIVITY CARD
PARTICIPATION FEE
WHITE FEE (WHERE APPLICABLE)

CODE OF CONDUCT AND INSURANCE AGREEMENT

My son/daughter is covered by _____ (insurance company's name)
Medical insurance carried by Parent/Guardian, and the school will not be liable for any injury that occurs during participation in athletics/activities except for injury resulting from the sole negligence of the school district.

We have read this material, discussed it together, and agree to support the code of conduct.

Print Student's Name	Grade	ID#	Activity	Student's Signature
----------------------	-------	-----	----------	---------------------

Signature of Parent or Guardian

Date



Forward Thinking, High Achieving.

Parent/Guardian Code of Conduct

The essential elements of character building and ethics in athletics are embodied in the concept of sportsmanship and six core principles: trustworthiness, respect, responsibility, fairness, caring and good citizenship. The highest potential of athletics is achieved when completion reflects these "six pillars of character".

Therefore I agree:

1. I will refrain from coaching my child or other players during games and practices.
2. I will respect the officials and their authority during games and will never question, discuss or confront coaches at the game field, and will take time to speak to coaches at an agreed upon time and place.
3. I will remember that student athletes participate to have fun and that the game is for youth, not adults.
4. I will teach my child that doing one's best is more important than winning, so that my child will never feel defeated by the outcome of a game or his or her performance.
5. I will demand that my child treat other players, coaches, officials, and spectators with respect regardless of race, creed, color, sex or ability.
6. I will promote the emotional and physical well-being of the student athletes ahead of any personal desire I may have for my own child to win.
7. I will not encourage any behaviors or practices that would endanger the health and well-being of the student athletes.
8. I (and my guest) will be a positive role model for my child and encourage sportsmanship by showing respect and courtesy, and by demonstrating positive support for all players, coaches, officials and spectators at every game, practice or sporting event.
9. I (and my guest) will not engage in any kind of unsportsmanlike conduct with any official, coach, player or parent such as booing and taunting; refusing to shake hands; or using profane language or gestures.
10. I understand that any violation of this code of conduct will be cause for dismissal, suspension, or permanent expulsion from future athletic contests.

I have read, understand and agree to the parent's Code of Conduct at Missoula County Public Schools sporting events.

Parent/Guardian Signature _____

Student Printed Name _____

Date Signed _____

This form must be returned to the athletic office prior to athletic participation. Athletes will not be allowed to participate without the completion and return of this form.

Request Form for Reconsideration of Educational Resources

The Missoula County Public Schools Board of Trustees has delegated the responsibility for selection and evaluation of library and all other educational resources to the school Library Media Specialist and curriculum committees. The Board has established procedures for the reconsideration of educational materials to address concerns about those resources. Completion of this form initiates the formal reconsideration process.(2313P)

If you wish to request reconsideration of school resources, please return this completed form to the principal of your school.

Name _____ School _____

Your Address _____ City _____

Zip Code _____ Phone _____

Email _____

Do you represent yourself? ____ An organization or group? ____ If so, which one? _____

Resource title on which you are commenting: _____

Author/producer: _____

Location of resource: _____

Please check the format of the resource:

____ Book ____ Textbook ____ Video ____ Display ____ Magazine

____ Audio Recording ____ Newspaper ____ Electronic Resource

____ Other: _____

-
1. Did you attempt to resolve your complaint through the informal process outlined in 2313? _____

 2. Have you been able to discuss this resource with the MCPS staff member who ordered it or who used it? ____
Yes _____ No _____
 3. What brought this resource to your attention? _____

 4. Have you read/viewed/examined the entire resource? _____
 5. What is your objection to this resource? Be specific. _____

 6. Are there resource(s) you can suggest to provide additional information and/or other viewpoints on this topic? If so, please list them with detailed information. _____

 7. In your opinion what is the general purpose of the resource in question? _____

 8. Have you read professional reviews of this resource? _____ Yes ____ No ____
If yes, please cite: _____
 9. What would you like your library/school to do about this work?

_____ Do not assign/lend it to my child

_____ Return it to the staff selection committee/department for reevaluation

_____ Other – Please explain _____

Signature _____

Date _____

Please use the back or additional sheets if necessary.

For Official Use Only:

Reconsideration Decision: _____

Date: _____

Missoula County Public Schools
Student Application for Distance Learning Course(s)

Date _____

Student Name _____

Parent Name _____

Student E-mail _____

Parent E-mail _____

Student Home or Cell Phone _____

Parent Home or Cell Phone _____

School _____

Grade in School _____

Check the semester and the school year that you are requesting the E-Learning course(s):

☐ Fall ☐ Spring ☐ Summer ☐ 2011-2012 ☐ 2012-2013 ☐ 2013-2014 ☐ 2014-2015

Please describe *your purpose* in taking a Distance Learning course(s). What are you trying to accomplish?

List ALL courses you are proposing to take this term:

	Onsite	Online			Onsite	Online
1.				5.		
2.				6.		
3.				7.		
4.				8.		

Guidelines for Online Learning Success

Online courses are taken on any computer which has Internet access. Studying can be done at *anytime, anywhere*, 24/7, whatever suits the learning style of each student. Not all students enjoy working alone, however, or have the self-motivation to maintain a steady pace on their own, so online courses might not be a good idea for some students. The survey below will help you decide whether an online course would work for you.

Student, please check YES or NO for each query below:

My Technical Competencies and Access	YES	NO
Taking into consideration my personal use of time, time for my other studies, my work schedule, and my extracurricular activities (including community service), would I be able to devote as much, or more, time to my online class, as I do for my traditional studies; that is, at least 5 hours per week at any time, day or night, Monday through Sunday?		
Am I comfortable using the Internet as a means of communication and research?		
Do I own or have easy, daily access to a computer with Internet access and email?		
I understand how to send and receive email, send and receive email attachments, browse and search the Internet, use word processing programs, upload items, manage files, type reasonably fast and with accuracy and understand the basics of computer applications such as copy, paste and save.		
I am able to learn and apply new software applications with little or no help.		
I have successfully taken online courses in the past.		
I have passed the prerequisite course, if any, for the online course I want to take.		
My Learning Style	YES	NO
I am able to prioritize tasks, manage my time, organize assignments, and complete assigned work within a deadline without supervision.		
I feel great when I independently solve problems and take responsibility for what I learn.		
Are my reading, writing, and communication abilities above average?		
Are my mathematical reasoning, computation skills, and persistence above average?		
I am comfortable working alone on assignments.		
I learn best when I <i>read</i> the material and directions, rather than an instructor lecturing and giving verbal explanations.		
I consider class discussions with my classmates as optional or not important to me.		
If you can answer “YES” to ALL or most of these statements/questions, online learning may be an attractive option for your educational needs. If you answer “NO” to several, you would probably want to resolve or improve in these areas prior to attempting online courses. Many “NO” answers would probably indicate potential difficulties for you in successfully completing an online course. Computer-based learning is not effective for all students, hence this survey to help you make decisions.		

Student Acknowledgement of Agreement

My signature indicates that I have reviewed the distance learning information and ***Guidelines for Online Learning Success*** and wish to apply to take an online course (or courses). I understand that I may drop a Montana Digital Academy online class within fifteen (15) school days of the beginning of a semester without penalty. Dropping after fifteen (15) school days, will result in a failed grade that will be included on my high school transcript and counted toward my GPA. I realize that dropping an online course may delay my graduation.

Student Signature

Date

Parent Acknowledgement of Agreement

I, _____, know _____ as a learner and feel confident that he/she will be successful in an online learning environment. Further, I will give this student support in his/her online-learning experience. **I am aware that courses taken online are listed on the student's high school transcript and count toward the student's GPA, even if not passed.**

Parent/Guardian Signature

Date

For use by the Distance Learning Guidance Committee only:

☐ Approved

Case Manager: _____

Contact Telephone Number: _____

Contact Email: _____

☐ Not Approved

Reason(s): _____

Date of meeting for appeal: _____

Names of committee members: _____

NOTES:



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K-8 STUDENT INFORMATION OPT OUT FORM

School Year 2016 - 2017

This request must be signed every school year

Not all student information is confidential. In accordance with federal law and district policies, the District may make available, upon request only, to various persons, agencies, and institutions the following categories of information regarding students:

- *student name and address*
- *telephone listing*
- *date of birth*
- *grade level*
- *electronic mail address*
- *photograph*
- *dates of attendance*
- *participation in officially-recognized activities and sports*
- *weight and height of members of athletic teams*
- *honors and awards received*

Examples of circumstances in which directory information is disclosed to the public include:

- *school yearbooks*
- *team rosters and class lists*
- *graduation, theater, athletic, and music programs*
- *videos of performances, school activities, and athletic events*
- *articles about school activities and athletic events*
- *lists of those receiving honors, awards, and scholarships*
- *requests from post-secondary schools and prospective employers*

The types of publications listed above will be available to anyone within the school community and to the general public (*including the media*) unless you complete one or more of the opt out sections. **If the School does not receive this form by September 16, 2016, we may release your child's Directory Information.**

Section A: Comprehensive Opt Out: You may prohibit the District from publicly disclosing any "directory information" about your student by checking the opt-out box, signing, and returning it to the school office no later than September 16th. By completing this section, your student's name and photograph will not appear in the school yearbook or in other school-produced publications available to the public.

IMPORTANT: *If you want your student to be included in school publications, but excluded from school directories and/or District photographic productions/media interaction, you should sign one or both "Limited Directory Information Opt-Out" forms, which are described below. You may also wish to exclude your student from information provided to military recruiters.*

Section B: Limited Opt Out : ***Exclude student from photographic productions and other publicity, and interactions with local news media.*** The District may produce and/or participate in television, videotape, audio recordings, and still photograph productions (either print, video or web-based) that may use your student's name, likeness, or voice. Such productions may be sold or used for educational purposes, and may be copyrighted, edited, and distributed by the District. You may prevent your student from participating in such productions, or interacting with news media by selecting this limited opt-out option.

Section C: Limited Opt Out: ***Exclude student from School Directories and School-Related Organizations.*** Student addresses and phone numbers also are directory information, but the District will not release them to the media or general public. The District will disclose addresses and phone numbers for school-related activities only (*such as school directories, TAs, booster clubs, volunteer activities, and to county agencies*). Student addresses and phone numbers are most frequently used in student directories. You may exclude your student's name, address, and phone number from your school's student directory by completing the opt-out form.

IMPORTANT: *Opting out refers to the District's disclosure of your student's personal information to various persons, agencies, and institutions and does not prevent students from providing their personal information to various persons, agencies, or institutions on their own behalf.*

K-8 STUDENT INFORMATION OPT OUT FORM
School Year 2016-2017

Parents: If you wish to complete and return this opt out form to your child's school, please do so before September 16, 2016.

☐ **A. OBJECTION TO RELEASE OF ANY DIRECTORY INFORMATION (COMPREHENSIVE OPT-OUT)**

TO: *(principal's name)* _____ *(school name)* _____

Regarding: *(student's name-please print)* _____

I object to the District releasing directory information (*student's name, address, phone number, electronic mail address, photograph, date of birth, dates of attendance, grade level, participation in officially recognized activities and sports, honors and awards, height and weight of athletic team members*) about my student. I understand this means exclusion from school documents that typically are made public, such as yearbooks, graduation programs, honor roll and other recognition lists, and sports activity and theatrical programs. I also understand that this means exclusion of my student's name, address and phone number from the school directory, from other documents relating to school-related organizations and activities, and from county agencies. Finally, I understand this means that my student will not be included in District videotape, motion picture, audio recording, television and still photograph productions, and news media interactions.

Parent Signature _____ Date _____

☐ **B. OBJECTION TO USE OF PHOTOS AND OTHER IMAGES IN DISTRICT PRODUCTIONS (LIMITED OPT-OUT)**

TO: *(principal's name)* _____ *(school name)* _____

Regarding: *(student's name-please print)* _____

I object to the District releasing or using of my student's name, likeness, or voice in any videotape, television, motion picture, audio recording, or still photograph production (either print, video or web-based) that will be produced, used, or distributed by the District for educational or informational purposes.

Parent Signature _____ Date _____

☐ **C. OBJECTION TO INCLUSION OF STUDENT IN SCHOOL ADDRESS AND TELEPHONE DIRECTORY (LIMITED OPT-OUT)**

TO: *(principal's name)* _____ *(school name)* _____

Regarding: *(student's name-please print)* _____

I object to the District releasing of directory information (*name, address, and telephone number*) to school-related organizations such as the PTA and booster clubs for school-related activities. I understand this means my student will not be included in the school directory of student names, addresses, and phone numbers.

Parent Signature _____ Date _____



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HIGH SCHOOL STUDENT INFORMATION OPT OUT FORM

School Year 2016 - 2017

This request must be signed every school year

Not all student information is confidential. In accordance with federal law and district policies, the District may make available, upon request only, to various persons, agencies, and institutions the following categories of information regarding students:

- *student name and address*
- *telephone listing*
- *date of birth*
- *grade level*
- *electronic mail address*
- *photograph*
- *dates of attendance*
- *participation in officially-recognized activities and sports*
- *weight and height of members of athletic teams*
- *honors and awards received*

Examples of circumstances in which directory information is disclosed to the public include:

- *school yearbooks*
- *team rosters and class lists*
- *graduation, theater, athletic, and music programs*
- *videos of performances, school activities, and athletic events*
- *articles about school activities and athletic events*
- *lists of those receiving honors, awards, and scholarships*
- *requests from post-secondary schools and prospective employers*

The types of publications listed above will be available to anyone within the school community and to the general public (*including the media*) unless you complete one or more of the opt out sections. **If the School does not receive this form by September 16, 2016, we may release your child's Directory Information.**

Section A: Comprehensive Opt Out: You may prohibit the District from publicly disclosing any "directory information" about your student by checking the opt-out box, signing, and returning it to the school office no later than September 16th. By completing this section, your student's name and photograph will not appear in the school yearbook or in other school-produced publications available to the public.

IMPORTANT: *If you want your student to be included in school publications, but excluded from school directories and/or District photographic productions/media interaction, you should sign one or both "Limited Directory Information Opt-Out" forms, which are described below. You may also wish to exclude your student from information provided to military recruiters.*

Section B: Limited Opt Out : ***Exclude student from photographic productions and other publicity, and interactions with local news media.*** The District may produce and/or participate in television, videotape, audio recordings, and still photograph productions (either print, video or web-based) that may use your student's name, likeness, or voice. Such productions may be sold or used for educational purposes, and may be copyrighted, edited, and distributed by the District. You may prevent your student from participating in such productions, or interacting with news media by selecting this limited opt-out option.

Section C: Limited Opt Out: ***Exclude student from School Directories and School-Related Organizations.*** Student addresses and phone numbers also are directory information, but the District will not release them to the media or general public. The District will disclose addresses and phone numbers for school-related activities only (*such as school directories, TAs, booster clubs, volunteer activities, and to county agencies*). Student addresses and phone numbers are most frequently used in student directories. You may exclude your student's name, address, and phone number from your school's student directory by completing the opt-out form.

IMPORTANT: *Opting out refers to the District's disclosure of your student's personal information to various persons, agencies, and institutions and does not prevent students from providing their personal information to various persons, agencies, or institutions on their own behalf.*

Section D: Denial of Access to Military Recruiters Opt Out. Federal Law requires that high schools provide military recruiters access to Directory Information, unless the parent or eligible high school student specifically denies the access. You may deny this access by completing Section D.

MCPS HIGH SCHOOL STUDENT INFORMATION OPT OUT FORM
School Year 2016-2017

Parents: If you wish to complete and return this opt out form to your child's school, please do so before September 16, 2016.

☐ **A. OBJECTION TO RELEASE OF ANY DIRECTORY INFORMATION (COMPREHENSIVE OPT-OUT)**

TO: (*principal's name*) _____ (*school name*) _____

Regarding: (*student's name-please print*) _____

I object to the District releasing directory information (*student's name, address, phone number, electronic mail address, photograph, date of birth, dates of attendance, grade level, participation in officially recognized activities and sports, honors and awards, height and weight of athletic team members*) about my student. I understand this means exclusion from school documents that typically are made public, such as yearbooks, graduation programs, honor roll and other recognition lists, and sports activity and theatrical programs. I also understand that this means exclusion of my student's name, address and phone number from the school directory, from other documents relating to school-related organizations and activities, and from county agencies. Finally, I understand this means that my student will not be included in District videotape, motion picture, audio recording, television and still photograph productions, and news media interactions.

Parent Signature _____ Date _____

☐ **B. OBJECTION TO USE OF PHOTOS AND OTHER IMAGES IN DISTRICT PRODUCTIONS (LIMITED OPT-OUT)**

TO: (*principal's name*) _____ (*school name*) _____

Regarding: (*student's name-please print*) _____

I object to the District releasing or using of my student's name, likeness, or voice in any videotape, television, motion picture, audio recording, or still photograph production (either print, video or web-based) that will be produced, used, or distributed by the District for educational or informational purposes.

Parent Signature _____ Date _____

☐ **C. OBJECTION TO INCLUSION OF STUDENT IN SCHOOL ADDRESS AND TELEPHONE DIRECTORY (LIMITED OPT-OUT)**

TO: (*principal's name*) _____ (*school name*) _____

Regarding: (*student's name-please print*) _____

I object to the District releasing of directory information (*name, address, and telephone number*) to school-related organizations such as the PTA and booster clubs for school-related activities. I understand this means my student will not be included in the school directory of student names, addresses, and phone numbers.

Parent Signature _____ Date _____

☐ **D. DENIAL OF ACCESS TO MILITARY RECRUITERS OPT-OUT FORM**

TO: (*principal's name*) _____ (*school name*) _____

I object to the District releasing of the name, address, and telephone number of _____ [*print name of student*] to military recruiters during this school year. I understand that once this form has been signed by either the student or a parent, only a parent may change it. I also understand that if I want to change it, the parent must notify the principal in writing that the form is no longer in effect and that student information may be released.

Signature of student or parent: _____ Date: _____

Name of signing student or parent—*please print*: _____



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MCPS Volunteer Registration

Thank you for your interest in volunteering with Missoula County Public Schools. Please complete the following registration form in ink. You may also register online at www.mcps.k12.mt.us/. If you have any questions, please contact the secretary of the school where you plan to volunteer, or call 728-2400 ext. 1095. You may submit your completed form to the school where you will volunteer or at the District Central Administration Building at 215 South 6th St. W.

1. Basic Information

Name: _____ Date of Birth (mm/dd/yyyy): _____

Address: _____ City, State, ZIP Code: _____

Phone: _____ ☐ Home ☐ Cell Email: _____

Available start date: _____ CPR/First Aid Certified? ☐ Yes ☐ No

Emergency contact (Name, relation, phone): _____

How are you affiliated with the school district?

☐ Parent ☐ Other relative ☐ Community member ☐ Other: _____

2. Volunteer Location(s)

Please identify the school(s), grades and specific class where you would like to volunteer:

School	Grade(s)	Class/Teacher (optional)	Name of your child in that class (if applicable)

3. Availability

Please identify the days and times you would be available to volunteer:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9 a.m.					
10 a.m.					
11 a.m.					
Noon					
1 p.m.					
2 p.m.					

☐ After school ☐ From home ☐ Evenings

☐ I formally decline a Criminal Background Check and will only have supervised contact with MCPS students.

Signature: _____ Date: _____



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Confidentiality Agreement

Thank you for your interest in volunteering with Missoula County Public Schools. Please read and sign the following confidentiality agreement that all volunteers and employees must submit to serve or work in MCPS. If you have any questions, contact the District volunteer coordinator at volunteer@mcps.k12.mt.us. This form may be submitted with the Volunteer Registration Form at the school where you volunteer or to the Central Administration Building at 215 S. 6th St. W, Missoula, MT.

Students in Missoula County Public Schools have the right to expect that information about them will be kept confidential by all volunteers, student interns, practicum students and student job shadow observers. Additionally, the U.S. Congress has addressed the privacy-related concerns of educators, parents, and students by enacting the Family Educational Rights and Privacy Act (known more commonly as “FERPA” or the “Buckley Amendment”). Among other provisions, FERPA allows the government to withdraw federal funds from any educational institution, including Missoula County Public Schools, which disseminates a student’s education records without his or her parent’s consent.

Each student with whom you work has the right to expect that nothing that happens to or about him or her will be repeated to anyone other than authorized school department employees, as designated by the administrators at your school. Even when discussing a student with those who are directly involved in a student’s education, such as a teacher, principal, or guidance counselor, you may not share otherwise confidential information with them unless it is relevant to the student’s educational growth, safety, or well being.

You may not share information about a student even with others who are genuinely interested in the student’s welfare, such as social workers, scout leaders, clergy, or nurses/physicians (a grave medical emergency, in which confidential information may be necessary for a student’s care, is the only exception). Thus, you must refer all such questions to the school employees so authorized and indicated to you, typically the student’s teacher or principal.

Parents, friends, or community members may in good faith ask you questions about a student’s problems or progress. Again, you must refer all such questions to the authorized school employees. You may not share information about a student even with members of your own family or the student’s family.

Before you speak, always remember that violating a student’s confidentiality isn’t just impolite, it’s against the law.

Agreement

I, (print name) _____, as a volunteer, student intern, practicum student, student job shadow observer, for Missoula County Public Schools agree never to disclose information about a student’s records to anyone other than an authorized school department employee. I will refer all requests for such information from those not directly involved in the student’s education to authorized school department employees.

Signature _____

Date _____



Volunteer Background Check

In accordance with District Policy 5122, Missoula County Public Schools is requiring all volunteers who will have planned or possible *unsupervised* contact with students to undergo a name-based background check. If you decline a background check, you may only perform volunteer duties designated "supervised contact with students."

This form may be returned to the volunteer coordinator at the MCPS Central Administration Building at 215 S 6th St. W, Missoula, MT 59801.

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Name: _____ **Date of Birth (mm/dd/yyyy):** _____
First M.I. Last Suffix

Previous names (if applicable): _____ **Sex:** ☐ Male ☐ Female

SSN: _____ - _____ - _____ **Drivers License #:** _____ **State:** _____

Address: _____
Street City State ZIP

The following are my responses to questions about my criminal record history (if any) with descriptions to any question with a YES answer:

1. Have you ever been convicted, plead guilty or been adjudicated before a court of any federal, state or municipal criminal offense? (Excluding minor traffic violations) ☐ YES ☐ NO
If YES, please provide an explanation:

2. Have you ever received deferred or similar disposition for any federal, state or municipal criminal offense? ☐ YES ☐ NO
If YES, please provide an explanation:

3. Have you ever received probation or community supervision for any federal, state or municipal criminal offense? ☐ YES ☐ NO
If YES, please provide an explanation:

4. Have you ever been convicted of any criminal offense in a country outside the jurisdiction of the United States? ☐ YES ☐ NO
If YES, please provide an explanation:

5. As of the date of this authorization, do you have any pending criminal charges against you?

☐ YES ☐ NO

If YES, please provide an explanation:

LIST ALL COUNTIES AND STATES OF RESIDENCE SINCE AGE 18 OR HIGH SCHOOL GRADUATION. YOU MUST BE SPECIFIC ABOUT DATES OF RESIDENCE.

CITY/TOWN	COUNTY	STATE	DATES FROM	TO

This authorization and consent for release of personal information acknowledges that Missoula County Public Schools may now or at any time conduct investigations including National Criminal Database search, National Sex Offender Registry Search and Social Security Number Verification.

I understand this investigation will be used to determine volunteer eligibility and assignment according to Missoula County Public Schools policy 5122. Therefore, I authorize and consent for full release of records (either orally or in writing) to the authorized representatives of the district. In addition, I release and discharge the district and its agent and associates to the full extent permitted by law from any claims, damages, losses, liabilities, costs expenses or any other charge or complaint filed with any agency arising from retrieving and reporting this information.

Further, I understand the selective reporting or nondisclosure of any prior convictions (excluding minor traffic violations) or any new convictions within three schools years of my approved background check may result in termination of my volunteer eligibility with Missoula County Public Schools.

I HEREBY CERTIFY THAT ALL INFORMATION PROVIDED IN THIS AUTHORIZATION IS TRUE, CORRECT AND COMPLETE. I UNDERSTAND THAT IF ANY INFORMATION PROVES TO BE INCORRECT OR INCOMPLETE THAT GROUNDS FOR THE CANCELING OF ANY AND ALL OFFERS OF VOLUNTEER POSITIONS WILL EXIST AND MAY BE USED AT THE DISCRETION OF MISSOULA COUNTY PUBLIC SCHOOLS.

Applicant Print Name:_____

Application Signature:_____ **Date:** _____

Your Criminal Background Check includes a \$6.50 processing fee. Checks may be made out to MCPS with your name in the memo line, or you may pay with cash. If you are unable to pay the fee, please speak with your school staff and arrangements can be made to cover the cost.



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Applied Learning Professional Application

Information provided, will be used for the purpose of creating an informational and searchable database of local business owners and community members interested in providing MCPS students with an applied learning experience i.e. job shadow, mentor, internship, etc.

1. Additional Contact Information

Please provide the most current contact information and indicate the best method to be reached should you be selected/matched with a student for an applied learning experience.

Preferred Method of Contact ☐ Mail ☐ Email ☐ Phone ☐ No Preference

Best time of day to be reached ☐ Morning ☐ Afternoon ☐ Evening ☐ Weekend ☐ No Preference

I am interested in providing the following

☐ Job Shadow ☐ Internship—(No financial compensation for student) ☐ Senior Project Mentor ☐ Volunteer Opportunity
☐ Career Fair—(Booth Presentation) ☐ Classroom Field Trip ☐ Judge (Science Fair, Sr. Project, Speech & Debate, etc)
☐ Other, please specify _____

How many student would you be willing to provide an applied learning experience? ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ Other, please specify _____

I can work with students during the following quarter(s). ☐ Fall ☐ Winter ☐ Spring ☐ Summer ☐ All

I am interested in becoming a guest speaker in the MCPS classroom. ☐ Yes ☐ No

2. Professional Experience

Employment Information

Please identify which category that best describes your current employment status

☐ Self Employed ☐ Business Owner ☐ Employed ☐ Retired ☐ Other, please specify: _____

If you are a business owner, please provide the name and location of the business

Location information is important to know for student transportation services

Employer Name: _____ Location: _____

Number of years self employed or owned a business.

☐ 0-5 years ☐ 5-10 years ☐ 10-15 years ☐ 15-20 years ☐ 20 years or more

Please identify if your business/employer is a non-profit organization. 501(c)(3) ☐ Yes ☐ No

Please provide a brief description of the work you do at your business or current employment.

Briefly list the skills utilized in your business or employment

3. Occupation Categories

Please select on occupation category and job listing that best represents your current business or occupation.

Agriculture, Food and Natural Services

Select the response that best represents your business/profession.

- ☐ Farm and Ranch Management
☐ Animal Service (Veterinarian, Vet. Assistant, Lab Animal Caretaker, Etc.)
☐ Wildlife Management (Park Ranger, Fish & Game Warden, Wildlife Biologist, Etc.)
☐ Food Products & Processing (Meat Cutter, Food Scientist, Food Grader, Etc.)
☐ Natural Resources Systems (Mining, Logging, Geologist, Hydrologist, Etc.)

Arts & Communication

Select the response that best represents your business/profession.

- ☐ Performing Arts (Dancer, Actor, Choreographer, Etc.)
- ☐ Audio & Video Technology and Film (Broadcast Technician, Film/Video Editor, Etc.)
- ☐ Visual Arts (Artist, Fashion Designer, Graphic Designer, Interior Designer)
- ☐ Journalism & Broadcasting (Director, News Anchor, Reporter, Writer, Etc.)
- ☐ Printing Technology (Desktop Publisher, Etcher, Engraver, Printing Press Operator, Etc.)
- ☐ Telecommunications (Radio Operator, Sound Technician, Telecommunication Line Installer, Etc.)

Business, Management & Information Systems

Select the response that best represents your business/profession.

- ☐ Marketing, Sales & Service (Advertising, Etc.)
- ☐ Business, Management & Administration (Manager, CEO, Administrative Assistant, Etc.)
- ☐ Hospitality & Tourism (Flight Attendant, Concierge, Travel Agent, Etc.)
- ☐ Financial Services (Banker, Economist, Accountant, Bookkeeper, Etc.)
- ☐ Information Technology (Data Entry, Analyst, Telephone Operator, Etc.)
- ☐ Computer (Programmer, Software Developer, Etc.)
- ☐ Restaurant & Food/Beverage Service

Health Science

Select the response that best represents your business/profession.

- ☐ Diagnostic Services (Lab Technician, Radiologist, Respiratory Therapist, Surgical Technician, Etc.)
- ☐ Health Informatics (Medical Transcriptionist, Aide, Medical & Health Services Manager, Etc.)
- ☐ Therapeutic Services (Physician, Dentist, Nurse, Chiropractor, Midwife, Psychologist, Etc.)
- ☐ Support Services (Dietician, Social Worker, Etc.)
- ☐ Biotechnology (Biomedical Engineer, Clinical Research, Biologist, Pharmacist, Etc.)

Human Services and Resources

Select the response that best represents your business/profession.

- ☐ Legal Services (Lawyer, Paralegal, Judge, Court Reporter, Etc.)
- ☐ Fire Management Services (Firefighter, Fire Investigator, Prevention Specialist, Etc.)
- ☐ Law Enforcement & Security (Policeman, Sheriff, Correctional Officer, Etc.)
- ☐ Government (Postal Worker, I.R.S. Tax Examiner, Etc.)
- ☐ Early Childhood Development (Teacher, Daycare Provider, Nanny, Etc.)
- ☐ Counseling & Mental Health Services
- ☐ Personal Care Services (Hairdresser, Massage Therapist, Manicurist, Fitness Trainer, Etc.)
- ☐ Teaching and Training (Coach, Teacher, Etc.)
- ☐ School Administration (Principal, Superintendent, Etc.)

Industrial manufacturing & Engineering Systems

Select the response that best represents your business/profession.

- ☐ Manufacturing
- ☐ Architecture
- ☐ Construction
- ☐ Engineering
- ☐ Maintenance Installation and Repair
- ☐ Transportation Services

Additional Comments:

Provide any information that would be helpful in assisting student in a applied learning experience. Example: Work is seasonal; work is outdoors;
work involves later hours; etc.

MCPS SABBATICAL LEAVE APPLICATION FORM

Name: _____ Date: _____

School: _____ Department: _____

Current Teaching Assignment: _____

Major: _____ Minor: _____ Salary Schedule Placement: _____

Years of Full-Time Continuous Service to Missoula County Public Schools: _____

1. Please outline as clearly and specifically as possible the nature of your sabbatical leave plans. Attach available documentation.

.....

.....

.....

2. Explain how you request for sabbatical leave is related to your current professional assignment (s).

.....

.....

.....

3. Explain how a sabbatical leave will enhance or enrich your performance in your professional assignment(s) upon your return to Missoula County Public Schools.

.....

.....

.....

4. Explain how a sabbatical leave will academically impact Missoula County Public School students when you return.

.....

.....

.....

5. Of what value will your sabbatical leave be to the Missoula County Public School District?

.....

.....

.....

Keep a copy for your records, send original to Personnel Department no later than February 15th.

Missoula County School District
Report of Suspected Child Abuse or Neglect

Original to: Department of Family Services

Copy to: Building Principal

From: _____ Title: _____

School: _____ Phone: _____

Persons contacted: ☐ Principal ☐ Teacher ☐ School Nurse ☐ Other

Name of Minor: _____ Date of Birth: _____

Address: _____ Phone: _____

Date of Report: _____ Attendance Pattern: _____

Father: _____ Address: _____ Phone: _____

Mother: _____ Address: _____ Phone: _____

Guardian or
Step-Parent: _____ Address: _____ Phone: _____

Any suspicion of injury/neglect to other family members:

Nature and extent of the child's injuries, including any evidence of previous injuries, and any other information which may be helpful in showing abuse or neglect, including all acts which lead you to believe the child has been abused or neglected:

Previous action taken, if any:

Follow-up by Department of Family Services (DFS to complete and return copy to the Building Principal):

Date Received: _____ Date of Investigation: _____



MCPS Facility Rental/Use Request Form

RETURN TO:

kmtortorich@mcps.k12.mt.us

915 South Ave West, Missoula, MT 59801

Phone: 406-728-2400 x3030

Fax: 406-549-0449

*****THIS IS ONLY A REQUEST AND DOES NOT GUARANTEE YOU WILL RECEIVE YOUR REQUESTED DATE(S), TIME(S) AND LOCATION(S)*****

Organization Name: _____ Team Name: _____

Event Title: _____ Contact Name: _____

Phone Number: _____ Email: _____

Billing Address: _____ City: _____ Zip Code: _____

Monday-Friday K-8 gym rental times: ☐ 6:30-8:00pm ☐ 8:00-9:30pm

Order of Preference	Date(s) of Use	Building	Room(s), Gym(s), and/or Field(s)	Day(s) of the Week	Time In*	Time Out*
1						
2						
3						

**Time must include your setup and cleanup time*

List Specific Activity or Purpose: _____

Number of Participants: _____ Adult _____ Youth Age Group of Youth: _____ Total In Audience: _____

Participation Fee Charged: \$ _____ Admission Fee Charged: \$ _____

Are the Coaches paid? ____Yes ____No Charitable Organization ____No ____Yes (*must include 501(c)3 letter*)

Set up Requests: ____Yes ____No, if YES explain _____

OUTDOOR SPORTS BALLS AND EQUIPMENT ARE NOT ALLOWED. Equipment other than indoor quality must be approved as an exception to this rule.

SOFTBALL AND BASEBALL PITCHING MOUNDS- Any scratching of gyms floors from the use of pitching mounds could result in loss of gym use.

APPLICATIONS- MCPS will only except one application per team.

It is hereby agreed that:

The Lessee certifies that the information contained in this application is true and complete.

The Lessee agrees to pay fees and costs for the use of the facility. Any events that go over the agreed upon time will be billed.

The Lessee has read and will comply with all conditions on the back of this form.

Lessee- Person applying for use/responsible for billing

Lessor- MCPS

LESSEE PRINT NAME: _____

Signature- Mandatory for Use/Rental

Date

Operations & Maintenance/Principal

Date

MCPS RULES AND REGULATIONS GOVERNING USE OF SCHOOL FACILITIES

Purpose

The school district promotes community use of school facilities during the hours when school is not in session. The use of the facilities will follow the priority of: (1) school-sponsored activities, (2) community recreation, youth groups, and cultural activities, and (3) other activities. General public use requests must be shown to be: (1) of an educational nature, (2) likely to contribute to the physical, moral and ethical well-being of the participants, (3) legally and culturally acceptable, and (4) open to all regardless of color, sex, creed or national origin. Community use by community groups intended to be on a sporadic and urgent basis so the district is not in competition for commercial space over a long term.

Agreement

A facility use agreement must be signed by an authorized representative of the Lessee using the school facility and a representative of the Lessor, Missoula County Public Schools. The contract must be received no later than two weeks prior to the scheduled event. Such contract must be in a complete and confirmed status when received by Lessor. Failure to meet with this deadline will result in the release of tentative date of use to another party.

Schedule of Needs

Specific arrangements for schedules, times, personnel, equipment, and supplies shall be made through the business office or school, no later than two weeks prior to the scheduled event. The Lessor assumes no obligation to meet any changes in requests and/or arrangements that have not been stated in the completed building use agreements.

Cost

With each request, charges will be determined on the basis of established rental rates, projected personnel, equipment and supply costs. Actual personnel, equipment and supply costs will be charged and billed to the Lessee after the scheduled event. Payment is made payable to Missoula County Public Schools.

Cancellation

In the event of necessary cancellation of the scheduled event, the business office or school shall be notified at least two weeks in advance of the scheduled event. Failure to provide such advance notice will result in a processing charge.

Supervision

The Lessee must provide sufficient supervision for crowd control, ticket sales, ushers, security of personal property, and enforcement of the facility Rules and Regulations, and applicable state laws and local ordinances.

Personnel

The stage technician and custodian must be on duty at all times while an auditorium is in use. The use of the stage and its equipment is a technical operation and the operation of the equipment shall be only by the stage technician. School personnel must be on duty at all times when all other facilities are in use. Use of school kitchens shall require the presence of MCPS food service personnel.

Facility Use and Group Contract

Lessee agrees to occupy and use only that space which is specified in the use agreement. Use of all other areas is prohibited. Any equipment that may be used as part of this agreement may not be removed from district property.

At all times, orderly conduct shall be required of the Lessee and the participants in the scheduled event, including the performers and the audience. If it is believed that a request for facility use will result in disorderly conduct or whose activities may be detrimental to the school or community, the request for facility use will be refused. No illegal games of chance or lotteries will be permitted. The Lessee and the participants shall confine themselves and their activities to the areas specified in the contract. The areas used shall be left in a clean and orderly condition. There is to be **no food or beverages on the stage or in the seating areas of an auditorium. Alcoholic beverages, tobacco or other drugs are not permitted on any school property or premises.**

By request of the Fire Department and concern for public safety, fire and/or open flame are not permitted on the stage or in the seating of an auditorium. The Fire Department and Police Department have the authority to inspect the facilities at any time for the safety of the patrons. When non-district affiliated use is advertised, the ad must include a disclaimer that this event is not a Missoula County Public Schools sponsored event and does not represent the views of the MCPS board.

Organization Liability

The Lessee shall be responsible for the repair and/or replacement of school equipment or property damaged beyond reasonable or normal expectation.

District Liability

The school district shall not be held liable for accidents and/or injury suffered by individuals engaged in activities occurring within or upon the school facilities during the time the facilities are being rented. The school district assumes no liability for loss of property.

Indemnification

The Lessee agrees to indemnify and save harmless the school district and its agents and employees from all claims, suits, actions of any nature and description for or on account of any injury, damage or liability to persons or property arising from the rental or use of the school facilities.

Insurance

The Lessor reserves the right to require any groups to supply liability insurance, with Missoula County Public Schools co-insured for an amount specified by the business office. In most instances, user groups will be required to provide liability coverage in amounts up to \$1,000,000. The decision will be made on an individual renting group basis dependent upon risk level.

Termination

Failure to comply with Title IX regulations of the Civil Rights Acts and any and all laws, rules and regulations, and ordinances of the State of Montana, City of Missoula, and Missoula County Public Schools shall constitute good and sufficient cause for termination of the facilities use agreement and discontinuation of use.

Concessions

No food or beverages shall be provided or sold without prior consent of the Lessor. The Lessor retains power of approval/disapproval for items sold or given away and their points of distribution. Voluntary donations of food and/or beverages are not permitted without the express waiver

Missoula County Public Schools
REQUEST FOR NAMING RIGHTS IN CONSIDERATION

Name of Individual/Entity: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number: _____

If the Application is on behalf of an Entity

Name of Individual making application: _____

Affiliation with Entity: _____

Phone Number: _____ Email: _____

Description of Naming Right Requested: _____

Total Financial Contribution(s) to MCPS: \$ _____

Date of Contribution(s): _____

If the contribution(s) was for any specific purpose, provide an explanation of the purpose(s) for which the contribution(s) was made: _____

If additional space is needed, please attach additional sheets with this information to this form.

Purpose of Entity: *If commercial, please provide a description of the nature of the commercial enterprise(s) of the entity. If not-for-profit, please provide a description of the charitable causes supported:* _____

If additional space is needed, please attach additional sheets with this information to this form.

MCPS's Naming Rights Committee must consider whether the Entity has and maintains an exemplary record, positive public opinion, and non-partisan image. Please provide evidence in support that the Entity satisfies this criteria. *Evidence can include, but is not limited to, media coverage or entity reports. If there is known negative coverage of the Entity or a complaint, please provide an explanation:*_____

If additional space is needed, please attach additional sheets with this information to this form.

******Nothing herein shall preclude MCPS or the Naming Rights Committee from engaging in its own investigation of the Entity******

By signing this application, I acknowledge and represent the following:

- I am authorized to make this request on behalf of the Entity identified above;
- I am familiar with the Naming Rights Policy and Procedures;
- The Entity identified above does not support commercial activity associated with tobacco; alcohol; illegal drugs; weapons; which promotes vulgar and plainly offensive, obscene, or sexually explicit language; advocates the violation of law or MCPS policy; advances any religious or political organization; promotes supporting or opposing a candidate for elected office or a ballot measure; which is associated with any company or individual whose actions are inconsistent with the District's mission and goals or community values; is libelous; inhibits the functioning of the school and/or MCPS; or is otherwise in violation of law.
- The information contained herein is true to the best of my knowledge;
- The decision whether to grant this request rests entirely with the MCPS Board of Trustees and that any contributions made by myself or the Entity identified above provide no guarantee that a naming right will be granted; and
- If the MCPS Board of Trustees grants this request, a contract must be executed regarding the naming rights requested.

Signature: _____

Date: _____

Missoula County Public Schools
REQUEST FOR NAMING RIGHTS IN RECOGNITION

Name of Individual/Entity Making Request: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number: _____ Email: _____

Name of Individual for which Naming Right in Recognition is Sought: _____

Was this Individual an employee of MCPS? _____ Yes _____ No

If so, please provide the dates of the Individual's employment: _____

Please identify the Individual's position(s) within MCPS: _____

Did this Individual attend MCPS? _____ Yes _____ No

If so, please provide the dates the Individual attended: _____

Please list the MCPS school(s) the Individual attended: _____

Was this individual an employee of the local, state, or federal government? _____ Yes _____ No

If so, please list the position(s) held by and the governmental entity employing the Individual: _____

Was this individual an elected governmental official? _____ Yes _____ No

If so, please list the office(s) and terms of office held by the Individual: _____

If not answered above, what was the Individual's occupation? _____

If not answered above, where did the Individual reside? _____

Date of Individual's death: _____

Description of Naming Right Sought: _____

Were any monetary contributions made "in memoriam" for the Individual? _____ Yes _____ No

If so, what is the amount of total monetary contribution(s) made on behalf of the Individual:
\$ _____

Date of Contribution(s): _____

If the contribution(s) was for any specific purpose, provide an explanation of the purpose(s) for which the contribution(s) was made: _____

If additional space is needed, please attach additional sheets with this information to this form.

Please provide a description of any significant achievements of the Individual for which Naming Rights are Sought. *Evidence of significant achievements may be attached to this form:* _____

If additional space is needed, please attach additional sheets with this information to this form.

Please provide a description of any public service the Individual performed for the good of the community in regards to public education. *Evidence of public service performed may be attached to this form:* _____

If additional space is needed, please attach additional sheets with this information to this form.

Please provide a description of any civic contributions made by the Individual to MCPS or an MCPS school or any other productive support given by the Individual for the advancement of public education. *Evidence of civic opportunities may be attached to this form:* _____

Please provide a description of any contribution(s) made by the Individual on a regional or statewide basis to the promotion of public education. *Evidence of contribution(s) may be attached to this form:* _____

If additional space is needed, please attach additional sheets with this information to this form.

******Nothing herein shall preclude MCPS or the Naming Rights Committee from engaging in its own investigation of the Individual******

By signing this application, I acknowledge the following:

- I am authorized to make this request on behalf of the Individual or Individual's representatives identified above
- The information contained herein is true to the best of my knowledge;
- I am familiar with the Naming Rights Policy and Procedures; and
- The decision whether to grant this request rests entirely with the MCPS Board of Trustees and that any "in memoriam" contributions made on behalf of the Individual for whom a Naming Right is sought provide no guarantee that a Naming Right will be granted.

Signature: _____

Date: _____



Missoula County Public Schools

2016-2017 Annual Parent/Guardian Field Trip Consent Form

Forward Thinking, High Achieving.

This Field Trip Consent Form gives Missoula County Public Schools and its staff permission to take the below named student off campus for school approved field trips for the 2016-2017 school year. This permission applies to all local field trips occurring within Missoula during the school year. This permission is valid for one school year. Parents will be notified at least one week in advance of local field trips. At this time, parents will have the option to withdraw permission for any individual field trip by completing the *Field Trip Opt-Out Notice*. If a parent or guardian signs the Opt Out Notice for a specific field trip, the Annual Field Trip Consent remains valid for all other local field trips. Separate permission will be sought for any field trips occurring outside of Missoula, including field trips within and outside the state of Montana.

If you choose not to sign this annual permission form, you will be asked to give permission for your child to participate in each field trip occurring within Missoula throughout the school year.

Section 1 - Student Information

Student/Participant's Name: _____

Date of Birth: _____ (Required in case of medical emergency.)

Parent/Guardian's Name: _____

Home Address: _____

Home Phone: _____ Cell Phone: _____ Business/Work Phone: _____

Section 2 - Medical Information

Does your student have a medical condition which the teacher should be aware of before allowing the student to participate?

(Please check all that apply.)

☐ Allergies (List specific allergy i.e. peanuts, etc.) _____

Describe Allergy Symptoms/Treatment (i.e. anaphylaxis, epiPen, etc.) _____

☐ Medications (List medications student needs to have available on field trip.) _____

☐ Medical Condition (List medical condition i.e. asthma, etc.) _____

Section 3 - Consent and Liability Waiver

I hereby give permission for my student to participate in Missoula County Public School field trips during the 2016-2017 school year. I understand field trips may require transportation (*provided by MCPS*) to a location away from the school campus.

As a parent or guardian, I understand that the school and staff will try to prevent accidents. However, I fully understand that some activities on field trips involve inherent risks to students regardless of all feasible safety measures that may be taken by the District. In consideration of the District's agreement to allow my child to participate in the referenced field trip, I agree to accept responsibility for any loss, damage, or injury to my child that occurs during my child's participation in this field trip that is not the result of fraud, willful injury to a person or property or the willful or negligent violation of the law by a trustee, employee or agent of the Missoula County Public Schools.

In the event it becomes necessary for the district staff in charge to obtain emergency care for my child, neither he/she nor the school district assumes financial liability for expenses incurred because of an accident, injury, illness and/or unforeseen circumstances. I authorize Missoula County Public Schools' employees or volunteers in charge of the student to obtain all necessary emergency medical care and authorize any licensed physician and/or medical personnel to render necessary emergency treatment to my child.

Parent or Guardian: _____
(Printed Name)

Parent or Guardian: _____
(Signature)

Date: _____



Missoula County Public Schools

Field Trip Consent Form

Your child's class is participating in an educational field trip.

Forward Thinking, High Achieving.

Place: _____

Purpose: _____

Date: _____ Departure Time: _____ Arrival Time: _____

Teacher's Name: _____
(Printed Name) (Signature)

School: _____

Please return this form to the school by: _____
(Date)

Failure to return this permission form by the deadline will indicate your disapproval of your child attending the trip and alternative assignments will be made for your child at school.

Missoula County Public Schools requires parental permission before allowing a student to travel with members of his/her class. If you would like your child to participate, please carefully read and sign this document.

I hereby give permission for my child, _____, to go with members of his/her class on the above mentioned field trip. Transportation will be provided by the District. If travel by a private care is required for this event, I understand that my child will ride with _____.

As a parent or guardian, I understand that the school and staff will try to prevent accidents. However, I fully understand that some activities on field trips involve inherent risks to students regardless of all feasible safety measures that may be taken by the District. In consideration of the District's agreement to allow my child to participate in the referenced field trip, I agree to accept responsibility for any loss, damage, or injury my child that occurs during my child's participation in this field trip that is not the result of fraud, willful injury to a person or property or the willful or negligent violation of the law by a trustee, employee or agent of the Missoula County Public Schools.

In the event it becomes necessary for the district staff in charge to obtain emergency care for my child, neither he/she nor the school district assumes financial liability for expenses incurred because of an accident, injury, illness and/or unforeseen circumstances. I authorize Missoula County Public Schools' employees or volunteers in charge of the student to obtain all necessary emergency medical care and authorize any licensed physician and/or medical personnel to render necessary emergency treatment to my child.

Phone Numbers: In case of emergencies or unforeseen circumstances, the school should contact:

Name: _____
(Home or Work Phone #) (Cell Phone#)

Name: _____
(Home or Work Phone #) (Cell Phone#)

Does your child have a medical condition which the teacher should be aware of before allowing your child to participate on a field trip? Please check all that apply.

☐ Allergies (List specific allergy i.e. peanuts, etc.) _____

Describe Allergy Symptoms/Treatment (i.e. anaphylaxis, epiPen, etc.) _____

☐ Medications (List medications student needs to have available on field trip.) _____

☐ Medical Condition (List medical condition i.e. asthma, etc.) _____

Birth Date of Student: _____ (Required in case of medical emergency)

Parent or Guardian: _____
(Printed Name) (Signature) (Date)



Forward Thinking, High Achieving.

Missoula County Public Schools Field Trip Opt-Out Form

This Section to be Completed by School Staff

School:	Teacher:	Class:	
Field Trip (location and purpose):			
Date of Trip:	Departure Time:	Arrival Time:	Expense:
Mode of Transportation: <input type="checkbox"/> Walking <input type="checkbox"/> School Bus <input type="checkbox"/> Charter Bus			

Our records indicate there is an annual Field Trip Permission form on file for your student. If you do not want your student to participate in the above referenced field trip, please complete and sign the "Opt Out" below. Return the bottom portion to your student's teacher by _____.

For questions regarding the field trip, please contact the teacher.

Phone: _____ Email: _____

.....

Opt-Out Notice

Student Name:	Teacher:	Class:
Field Trip (date and location):		

☐ I opt out of this field trip.

Parent or Guardian: _____
(Printed Name)

Parent or Guardian: _____
(Signature)

Date: _____

Date Submitted to Principal:

TRAVEL REQUEST FORM

Teacher: School: Course:

Departure/return dates: Destination:

Number of school days impacted: Rationale for taking trip during school:

Purpose of trip (attach additional pages if necessary):

Itinerary (stops/schedule):

Vendor/program provider:

Has this vendor/program been used by this group in the past?

Mode of transportation:**Cost of transportation:**

Number of students traveling:**Adult/student ratio:**

Total cost of trip:**Cost to each student:**

Is fundraising available?**List fundraising opportunities:**

How are teacher travel expenses funded?

Due date for permission slips, prearranged absence, and code of conduct forms:

Names of adults accompanying the group:

Relationship to group (teacher, parent, etc.):

Safety precautions to be implemented and emergency protocol:

Name of the individual going on the trip who holds a valid American Red Cross Standard First Aid card or equivalent certification (REQUIRED FOR ALL TRIPS)

This field trip is an extension of:
(subject) (unit or project)

Learning objectives (include MCPS content standards addressed - attach additional pages if necessary):

Follow-up activities back in the classroom:

***Field trips of a distance exceeding 400 miles (one way) require principal and superintendent/designee approval at least 60 days in advance. Students earning the right to travel for competitions with less than 60 days notice will receive special consideration.**

***Travel outside of the country requires principal, superintendent/designee, and Board of Trustees approval at least 6 months in advance.**

***All other field trips require principal approval.**

(Principal Approval)

Date:

(Regional Director Approval)

Date:

(School Board Trustee Approval)

Date:

Missoula County Public Schools, District No. 1

Volunteer/Employee Driver Instruction Form

Volunteer/employee drivers using their vehicles to transport students on field trips or other school-sponsored and district-approved field/activity trips must comply with the following requirements:

1. A valid Montana driver's license.
2. The following minimum insurance coverage amounts if private vehicles are used: \$300,000 bodily injury liability per person and \$300,000 per accident, and \$300,000 property damage.
3. A minimum age of 21 years to transport students.
4. Completion of the appropriate Volunteer/Employee Driver Vehicle Usage Form and submittal to the principal prior to the field trip. The principal is the approving authority.
5. Completion of a new Volunteer/Employee Driver Vehicle Usage Form upon expiration of the driver's vehicle insurance policy.
6. Compliance with the law requiring each passenger, including the driver, to use a seat belt. There is to be no sharing of seat belts.
7. Carrying only the number of passengers for which your vehicle is designed, not to exceed more than a total of six passengers, including the driver. Trucks or pickups may carry only as many as can safely sit in the passenger compartment. No passengers shall be carried in the bed of the truck.
8. It is recommended that a first aid kit and fire extinguisher be carried in the vehicle.
9. One adult should hold a currently valid American Red Cross Standard First Aid card or equivalent certification for all field trips, athletic and other off campus events.
10. Emergency information for each occupant, both students and adults, must be maintained in the vehicle. Student emergency information is provided on the emergency portion of the Field Trip Permission Form.
11. Report accidents/injuries to the school as soon as possible.

Questions may be referred to the Business Office at (406) 728-2400, ext. 3020.

Thank you for volunteering your services to benefit our students. Have a safe and fun trip.

Missoula County Public Schools, District No. 1

Volunteer/Employee Driver Vehicle Use Form

Please check one: Volunteer _____ Employee _____

Please complete this form and submit it to the school principal.

Driver and Insurance Information:

Name: _____ Date of Birth: _____

Address: _____

City/State/ZIP: _____ Home Phone: _____ Work Phone: _____

Driver's License No.: _____ Class: _____ Expiration Date: _____

Number of moving violations received in the past 3 years: _____ Explain: _____
(continue on back of form if necessary)

Number of accidents in the past 3 years: _____ Explain: _____
(continue on back of form if necessary)

Insurance Company: _____ Telephone No.: _____

Policy No.: _____ Expiration Date: _____

Driver's Statement:

I certify the vehicle is equipped with seat belts for all occupants.

I certify the vehicle is regularly maintained and kept in good mechanical condition.

I certify that I have not received a citation for DUI, DWI, OWI, OUI, refusing substance tests, reckless driving, manslaughter, hit and run, eluding a police officer, any felony, drag racing, license suspension or driving while license suspended in the last 36 months.

I consent to the school district checking my Motor Vehicle Record (MVR) with the Department of Motor Vehicles (DMV).

I certify I am 21 years of age or older.

I certify I have a valid Montana driver's license and there are no restrictions preventing me from transporting students in my vehicle.

I certify the following minimum Missoula County Public Schools District vehicle insurance requirements are met:

Bodily Injury Liability per person	\$300,000
Bodily Injury Liability per accident	\$300,000
Property Damage	\$300,000

Volunteer/Employee's Signature

Date

School Principal

Date

School Name

Original form is to be submitted to the Business Office. A copy should be maintained at the school.

SCAT2



FIFA®



Sport Concussion Assessment Tool 2

Name

Sport/team

Date/time of injury

Date/time of assessment

Age Gender ☐ M ☐ F

Years of education completed

Examiner

What is the SCAT2?

This tool represents a standardized method of evaluating injured athletes for concussion and can be used in athletes aged from 10 years and older. It supersedes the original SCAT published in 2005². This tool also enables the calculation of the Standardized Assessment of Concussion (SAC)^{3,4} score and the Maddocks questions⁵ for sideline concussion assessment.

Instructions for using the SCAT2

The SCAT2 is designed for the use of medical and health professionals. Preseason baseline testing with the SCAT2 can be helpful for interpreting post-injury test scores. Words in *Italics* throughout the SCAT2 are the instructions given to the athlete by the tester.

This tool may be freely copied for distribution to individuals, teams, groups and organizations.

What is a concussion?

A concussion is a disturbance in brain function caused by a direct or indirect force to the head. It results in a variety of non-specific symptoms (like those listed below) and often does not involve loss of consciousness. Concussion should be suspected in the presence of **any one or more** of the following:

- Symptoms (such as headache), or
- Physical signs (such as unsteadiness), or
- Impaired brain function (e.g. confusion) or
- Abnormal behaviour.

Any athlete with a suspected concussion should be REMOVED FROM PLAY, medically assessed, monitored for deterioration (i.e., should not be left alone) and should not drive a motor vehicle.

Symptom Evaluation

How do you feel?

You should score yourself on the following symptoms, based on how you feel now.

	none	mild	moderate	severe			
Headache	0	1	2	3	4	5	6
“Pressure in head”	0	1	2	3	4	5	6
Neck Pain	0	1	2	3	4	5	6
Nausea or vomiting	0	1	2	3	4	5	6
Dizziness	0	1	2	3	4	5	6
Blurred vision	0	1	2	3	4	5	6
Balance problems	0	1	2	3	4	5	6
Sensitivity to light	0	1	2	3	4	5	6
Sensitivity to noise	0	1	2	3	4	5	6
Feeling slowed down	0	1	2	3	4	5	6
Feeling like “in a fog”	0	1	2	3	4	5	6
“Don’t feel right”	0	1	2	3	4	5	6
Difficulty concentrating	0	1	2	3	4	5	6
Difficulty remembering	0	1	2	3	4	5	6
Fatigue or low energy	0	1	2	3	4	5	6
Confusion	0	1	2	3	4	5	6
Drowsiness	0	1	2	3	4	5	6
Trouble falling asleep (if applicable)	0	1	2	3	4	5	6
More emotional	0	1	2	3	4	5	6
Irritability	0	1	2	3	4	5	6
Sadness	0	1	2	3	4	5	6
Nervous or Anxious	0	1	2	3	4	5	6

Total number of symptoms (Maximum possible 22)

Symptom severity score

(Add all scores in table, maximum possible: 22 x 6 = 132)

Do the symptoms get worse with physical activity? ☐ Y ☐ N
Do the symptoms get worse with mental activity? ☐ Y ☐ N

Overall rating

If you know the athlete well prior to the injury, how different is the athlete acting compared to his / her usual self? Please circle one response.

☐ no different

☐ very different

☐ unsure

Cognitive & Physical Evaluation

1 Symptom score (from page 1)

22 minus number of symptoms

of 22

2 Physical signs score

Was there loss of consciousness or unresponsiveness? ☐ Y ☐ N

If yes, how long? _____ minutes

Was there a balance problem/unsteadiness? ☐ Y ☐ N

Physical signs score (1 point for each negative response) _____ of 2

3 Glasgow coma scale (GCS)

Best eye response (E)

No eye opening	1
Eye opening in response to pain	2
Eye opening to speech	3
Eyes opening spontaneously	4

Best verbal response (V)

No verbal response	1
Incomprehensible sounds	2
Inappropriate words	3
Confused	4
Oriented	5

Best motor response (M)

No motor response	1
Extension to pain	2
Abnormal flexion to pain	3
Flexion/Withdrawal to pain	4
Localizes to pain	5
Obeys commands	6

Glasgow Coma score (E + V + M) _____ of 15

GCS should be recorded for all athletes in case of subsequent deterioration.

4 Sideline Assessment – Maddocks Score

"I am going to ask you a few questions, please listen carefully and give your best effort."

Modified Maddocks questions (1 point for each correct answer)

At what venue are we at today?	0	1
Which half is it now?	0	1
Who scored last in this match?	0	1
What team did you play last week/game?	0	1
Did your team win the last game?	0	1

Maddocks score _____ of 5

Maddocks score is validated for sideline diagnosis of concussion only and is not included in SCAT 2 summary score for serial testing.

5 Cognitive assessment

Standardized Assessment of Concussion (SAC)

Orientation (1 point for each correct answer)

What month is it?	0	1
What is the date today?	0	1
What is the day of the week?	0	1
What year is it?	0	1
What time is it right now? (within 1 hour)	0	1

Orientation score _____ of 5

Immediate memory

"I am going to test your memory. I will read you a list of words and when I am done, repeat back as many words as you can remember, in any order."

Trials 2 & 3:

"I am going to repeat the same list again. Repeat back as many words as you can remember in any order, even if you said the word before."

Complete all 3 trials regardless of score on trial 1 & 2. Read the words at a rate of one per second. Score 1 pt. for each correct response. Total score equals sum across all 3 trials. Do not inform the athlete that delayed recall will be tested.

List	Trial 1	Trial 2	Trial 3	Alternative word list
elbow	0	1	0	1
apple	0	1	0	1
carpet	0	1	0	1
saddle	0	1	0	1
bubble	0	1	0	1
Total				

Immediate memory score _____ of 15

Concentration

Digits Backward:

"I am going to read you a string of numbers and when I am done, you repeat them back to me backwards, in reverse order of how I read them to you. For example, if I say 7-1-9, you would say 9-1-7."

If correct, go to next string length. If incorrect, read trial 2. One point possible for each string length. Stop after incorrect on both trials. The digits should be read at the rate of one per second.

		Alternative digit lists
4-9-3	0	1
3-8-1-4	0	1
6-2-9-7-1	0	1
7-1-8-4-6-2	0	1
6-2-9	5	2-6
3-2-7-9	1	7-9-5
1-5-2-8-6	3	8-5-2-7
5-3-9-1-4-8	8	3-1-9-6-4
7-2-4-8-5-6	4	1-5
	4	9-6-8
	6	1-8-4-3

Months in Reverse Order:

"Now tell me the months of the year in reverse order. Start with the last month and go backward. So you'll say December, November ... Go ahead"

1 pt. for entire sequence correct

Dec-Nov-Oct-Sept-Aug-Jul-Jun-May-Apr-Mar-Feb-Jan 0 1

Concentration score _____ of 5

¹ This tool has been developed by a group of international experts at the 3rd International Consensus meeting on Concussion in Sport held in Zurich, Switzerland in November 2008. The full details of the conference outcomes and the authors of the tool are published in British Journal of Sports Medicine, 2009, volume 43, supplement 1.

The outcome paper will also be simultaneously co-published in the May 2009 issues of Clinical Journal of Sports Medicine, Physical Medicine & Rehabilitation, Journal of Athletic Training, Journal of Clinical Neuroscience, Journal of Science & Medicine in Sport, Neurosurgery, Scandinavian Journal of Science & Medicine in Sport and the Journal of Clinical Sports Medicine.

² McCrory P et al. Summary and agreement statement of the 2nd International Conference on Concussion in Sport, Prague 2004. British Journal of Sports Medicine. 2005; 39: 196-204

³ McCrea M. Standardized mental status testing of acute concussion. Clinical Journal of Sports Medicine. 2001; 11: 176-181

⁴ McCrea M, Randolph C, Kelly J. Standardized Assessment of Concussion: Manual for administration, scoring and interpretation. Waukesha, Wisconsin, USA.

⁵ Maddocks, DL; Dicker, GD; Saling, MM. The assessment of orientation following concussion in athletes. Clin J Sport Med. 1995;5(1):32-3

⁶ Guskiewicz KM. Assessment of postural stability following sport-related concussion. Current Sports Medicine Reports. 2003; 2: 24-30

Balance examination

This balance testing is based on a modified version of the Balance Error Scoring System (BESS)⁶. A stopwatch or watch with a second hand is required for this testing.

Balance testing

"I am now going to test your balance. Please take your shoes off, roll up your pant legs above ankle (if applicable), and remove any ankle taping (if applicable). This test will consist of three twenty second tests with different stances."

(a) Double leg stance:

"The first stance is standing with your feet together with your hands on your hips and with your eyes closed. You should try to maintain stability in that position for 20 seconds. I will be counting the number of times you move out of this position. I will start timing when you are set and have closed your eyes."

(b) Single leg stance:

"If you were to kick a ball, which foot would you use? [This will be the dominant foot] Now stand on your non-dominant foot. The dominant leg should be held in approximately 30 degrees of hip flexion and 45 degrees of knee flexion. Again, you should try to maintain stability for 20 seconds with your hands on your hips and your eyes closed. I will be counting the number of times you move out of this position. If you stumble out of this position, open your eyes and return to the start position and continue balancing. I will start timing when you are set and have closed your eyes."

(c) Tandem stance:

"Now stand heel-to-toe with your non-dominant foot in back. Your weight should be evenly distributed across both feet. Again, you should try to maintain stability for 20 seconds with your hands on your hips and your eyes closed. I will be counting the number of times you move out of this position. If you stumble out of this position, open your eyes and return to the start position and continue balancing. I will start timing when you are set and have closed your eyes."

Balance testing – types of errors

1. Hands lifted off iliac crest
2. Opening eyes
3. Step, stumble, or fall
4. Moving hip into > 30 degrees abduction
5. Lifting forefoot or heel
6. Remaining out of test position > 5 sec

Each of the 20-second trials is scored by counting the errors, or deviations from the proper stance, accumulated by the athlete. The examiner will begin counting errors only after the individual has assumed the proper start position. **The modified BESS is calculated by adding one error point for each error during the three 20-second tests. The maximum total number of errors for any single condition is 10.** If a athlete commits multiple errors simultaneously, only one error is recorded but the athlete should quickly return to the testing position, and counting should resume once subject is set. Subjects that are unable to maintain the testing procedure for a minimum of **five seconds** at the start are assigned the highest possible score, ten, for that testing condition.

Which foot was tested: ☐ Left ☐ Right
(i.e. which is the **non-dominant** foot)

Condition	Total errors
Double Leg Stance (feet together)	of 10
Single leg stance (non-dominant foot)	of 10
Tandem stance (non-dominant foot at back)	of 10
Balance examination score (30 minus total errors)	of 30

Coordination examination

Upper limb coordination

Finger-to-nose (FTN) task: *"I am going to test your coordination now. Please sit comfortably on the chair with your eyes open and your arm (either right or left) outstretched (shoulder flexed to 90 degrees and elbow and fingers extended). When I give a start signal, I would like you to perform five successive finger to nose repetitions using your index finger to touch the tip of the nose as quickly and as accurately as possible."*

Which arm was tested: ☐ Left ☐ Right

Scoring: 5 correct repetitions in < 4 seconds = 1

Note for testers: Athletes fail the test if they do not touch their nose, do not fully extend their elbow or do not perform five repetitions. Failure should be scored as 0.

Coordination score

of 1

Cognitive assessment

Standardized Assessment of Concussion (SAC)

Delayed recall

"Do you remember that list of words I read a few times earlier? Tell me as many words from the list as you can remember in any order."

Circle each word correctly recalled. Total score equals number of words recalled.

List	Alternative word list		
elbow	candle	baby	finger
apple	paper	monkey	penny
carpet	sugar	perfume	blanket
saddle	sandwich	sunset	lemon
bubble	wagon	iron	insect

Delayed recall score

of 5

Overall score

Test domain	Score
Symptom score	of 22
Physical signs score	of 2
Glasgow Coma score (E + V + M)	of 15
Balance examination score	of 30
Coordination score	of 1
Subtotal	of 70
Orientation score	of 5
Immediate memory score	of 5
Concentration score	of 15
Delayed recall score	of 5
SAC subtotal	of 30
SCAT2 total	of 100
Maddocks Score	of 5

Definitive normative data for a SCAT2 "cut-off" score is not available at this time and will be developed in prospective studies. Embedded within the SCAT2 is the SAC score that can be utilized separately in concussion management. The scoring system also takes on particular clinical significance during serial assessment where it can be used to document either a decline or an improvement in neurological functioning.

Scoring data from the SCAT2 or SAC should not be used as a stand alone method to diagnose concussion, measure recovery or make decisions about an athlete's readiness to return to competition after concussion.

Athlete Information

Any athlete suspected of having a concussion should be removed from play, and then seek medical evaluation.

Signs to watch for

Problems could arise over the first 24-48 hours. You should not be left alone and must go to a hospital at once if you:

- Have a headache that gets worse
- Are very drowsy or can't be awakened (woken up)
- Can't recognize people or places
- Have repeated vomiting
- Behave unusually or seem confused; are very irritable
- Have seizures (arms and legs jerk uncontrollably)
- Have weak or numb arms or legs
- Are unsteady on your feet; have slurred speech

Remember, it is better to be safe.

Consult your doctor after a suspected concussion.

Return to play

Athletes should not be returned to play the same day of injury.

When returning athletes to play, they should follow a stepwise symptom-limited program, with stages of progression. For example:

1. rest until asymptomatic (physical and mental rest)
2. light aerobic exercise (e.g. stationary cycle)
3. sport-specific exercise
4. non-contact training drills (start light resistance training)
5. full contact training after medical clearance
6. return to competition (game play)

There should be approximately 24 hours (or longer) for each stage and the athlete should return to stage 1 if symptoms recur. Resistance training should only be added in the later stages.

Medical clearance should be given before return to play.

Tool	Test domain	Time	Score			
		Date tested				
		Days post injury				
SCAT2	Symptom score					
	Physical signs score					
	Glasgow Coma score (E + V + M)					
	Balance examination score					
	Coordination score					
	Orientation score					
	Immediate memory score					
	Concentration score					
	Delayed recall score					
	SAC Score					
Total	SCAT2					
Symptom severity score (max possible 132)						
Return to play			<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N

Additional comments

Concussion injury advice (To be given to concussed athlete)

This patient has received an injury to the head. A careful medical examination has been carried out and no sign of any serious complications has been found. It is expected that recovery will be rapid, but the patient will need monitoring for a further period by a responsible adult. Your treating physician will provide guidance as to this timeframe.

If you notice any change in behaviour, vomiting, dizziness, worsening headache, double vision or excessive drowsiness, please telephone the clinic or the nearest hospital emergency department immediately.

Other important points:

- Rest and avoid strenuous activity for at least 24 hours
- No alcohol
- No sleeping tablets
- Use paracetamol or codeine for headache. Do not use aspirin or anti-inflammatory medication
- Do not drive until medically cleared
- Do not train or play sport until medically cleared

Clinic phone number

Patient's name

Date/time of injury

Date/time of medical review

Treating physician

Contact details or stamp

Pocket SCAT2



FIFA®



Concussion should be suspected in the presence of **any one or more** of the following: symptoms (such as headache), or physical signs (such as unsteadiness), or impaired brain function (e.g. confusion) or abnormal behaviour.

1. Symptoms

Presence of any of the following signs & symptoms may suggest a concussion.

- | | |
|-------------------------|----------------------------|
| ▪ Loss of consciousness | ▪ Feeling slowed down |
| ▪ Seizure or convulsion | ▪ Feeling like "in a fog" |
| ▪ Amnesia | ▪ "Don't feel right" |
| ▪ Headache | ▪ Difficulty concentrating |
| ▪ "Pressure in head" | ▪ Difficulty remembering |
| ▪ Neck Pain | ▪ Fatigue or low energy |
| ▪ Nausea or vomiting | ▪ Confusion |
| ▪ Dizziness | ▪ Drowsiness |
| ▪ Blurred vision | ▪ More emotional |
| ▪ Balance problems | ▪ Irritability |
| ▪ Sensitivity to light | ▪ Sadness |
| ▪ Sensitivity to noise | ▪ Nervous or anxious |

2. Memory function

Failure to answer all questions correctly may suggest a concussion.

"At what venue are we at today?"

"Which half is it now?"

"Who scored last in this game?"

"What team did you play last week / game?"

"Did your team win the last game?"

3. Balance testing

Instructions for tandem stance

*"Now stand heel-to-toe with your **non-dominant** foot in back. Your weight should be evenly distributed across both feet. You should try to maintain stability for 20 seconds with your hands on your hips and your eyes closed. I will be counting the number of times you move out of this position. If you stumble out of this position, open your eyes and return to the start position and continue balancing. I will start timing when you are set and have closed your eyes."*

Observe the athlete for 20 seconds. If they make more than 5 errors (such as lift their hands off their hips; open their eyes; lift their forefoot or heel; step, stumble, or fall; or remain out of the start position for more than 5 seconds) then this may suggest a concussion.

Any athlete with a suspected concussion should be IMMEDIATELY REMOVED FROM PLAY, urgently assessed medically, should not be left alone and should not drive a motor vehicle.

HEADS x UP

CONCUSSION IN HIGH SCHOOL SPORTS

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION



SIGNS AND SYMPTOMS

Athletes who experience **one or more** of the signs and symptoms listed below after a bump, blow, or jolt to the head or body may have a concussion.

Signs Observed by Coaching Staff	Symptoms Reported by Athlete
Appears dazed or stunned	Headache or "pressure" in head
Is confused about assignment or position	Nausea or vomiting
Forgets an instruction	Balance problems or dizziness
Is unsure of game, score, or opponent	Double or blurry vision
Moves clumsily	Sensitivity to light
Answers questions slowly	Sensitivity to noise
Loses consciousness (<i>even briefly</i>)	Feeling sluggish, hazy, foggy, or groggy
Shows mood, behavior, or personality changes	Concentration or memory problems
Can't recall events <i>prior</i> to hit or fall	Confusion
Can't recall events <i>after</i> hit or fall	Just not "feeling right" or is "feeling down"

It's better to miss one game than the whole season.

For more information and to order additional materials **free-of-charge**, visit:
www.cdc.gov/Concussion.

ACTION PLAN

If you suspect that an athlete has a concussion, you should take the following four steps:

1. Remove the athlete from play.
2. Ensure that the athlete is evaluated by a health care professional experienced in evaluating for concussion. Do not try to judge the seriousness of the injury yourself.
3. Inform the athlete's parents or guardians about the possible concussion and give them the fact sheet on concussion.
4. Keep the athlete out of play the day of the injury and until a health care professional, experienced in evaluating for concussion, says the athlete is symptom-free and it's OK to return to play.

IMPORTANT PHONE NUMBERS

Emergency Medical Services

Name: _____
Phone: _____

Health Care Professional

Name: _____
Phone: _____

School Staff Available During Practices

Name: _____
Phone: _____

School Staff Available During Games

Name: _____
Phone: _____



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Homebound Tutoring for Health Reasons

To the Provider: Your patient is enrolled in the Missoula County Public Schools. Educationally relevant medical information about their health condition is essential to help school personnel plan an appropriate educational program. By bringing you this form, the child's parent/guardian has given permission for you to release this information to the school. All information will be kept confidential and shared only with those staff working directly with the student. Details regarding symptoms, the duration of the illness, anticipated absences, and accommodations are critical components in planning appropriate academic support. We will ask you to update this information periodically. It is our hope to facilitate your patient's participation in their regular school program as soon as possible. This form should be completed by the child's health care provider and returned to Charlene Hubbard, Special Services Secretary (FAX 406-327-6961) for Missoula County Public Schools. Parents or students may not complete medical forms. Thank you for your assistance.

Name of Student: _____ Date of Birth: _____

Name of School: _____ Grade: _____

A. Medical Diagnosis/ Qualifying Condition: _____

B. How does the diagnosis or condition affect the child's ability to attend school?

C. Date of last client visit with practitioner: _____

D. Are there any precautions that the homebound instructor needs to be aware of?

► Homebound services are provided as a temporary service. The school may ask for updated information periodically if homebound may be extended.

E. What is the expected duration the condition will prevent full school attendance?

Provider's Name/Title (please print) _____

Provider's Signature: _____

Date

Address: _____

Phone

Fax To: Charlene Hubbard, Special Services Secretary
Missoula County Public Schools

Fax: Fax: (406) 327-6961
Phone: (406) 728-2400 ext. 1087

Revised 10-23-15



Request for Homebound Tutoring

When requesting Homebound Tutoring, please complete this form and send with the requested documentation to Virginia Haines via Charlene Hubbard (crhubbard@mcps.k12.mt.us).

School Name: _____

Student's Name: _____ Date of Birth: _____

School Contact Person _____ Phone _____

For Homebound Tutoring to be considered, the following information must be included, along with this form signed by the principal:

1. If the student has an IEP:
 - ☐ Homebound Tutoring for Health Reasons form
 - ☐ IEP amendment including the signature page with parent approval from the IEP
2. If the student has a current 504 plan:
 - ☐ Homebound Tutoring for Health Reasons form
 - ☐ Amended 504 plan
3. If the student has a physical or mental condition that interferes with his/her ability to learn and the condition is projected to last longer than six (6) months
 - ☐ Homebound Tutoring for Health Reasons form
 - ☐ Completed 504 plan
4. If the student has a physical or mental condition that is projected to last six (6) months or less
 - ☐ Homebound Tutoring for Health Reasons form
5. If a parent or school staff member suggests the need for homebound services
 - ☐ Homebound Tutoring for Health Reasons form
 - ☐ IEP amendment or 504 plan/amendment if applicable

Principal Signature

Date

Questions?

1. Refer to the Homebound Tutoring Procedures
2. Contact Ginny Haines (vjhaines@mcps.k12.mt.us)

**MISSOULA COUNTY PUBLIC SCHOOLS
EMPLOYEE OCCUPATIONAL EXPOSURE INCIDENT FORM**

Employee Name: _____ S.S. Number: _____

Building: _____ Job Classification: _____

This section is to be completed by building principal or school nurse in conjunction with employee.

- 1.) Date, time and location of incident: _____
- 2.) Brief description of incident to include type of body fluid (s) that employee was exposed to, route of exposure (mucosal contact, contact with non-intact skin, puncture, etc) description of first aid given, what job duties you were performing at the time, if personal protective equipment was in use and if it failed.

- 3.) Time and name of District Nurse notified of incident: _____
- 4.) Has employee had series of three Hepatitis B vaccines? ☐ Yes ☐ No
☐ Dates if known: _____
Did the employee have an antibody test done after the vaccine series was completed?
☐ Yes ☐ No ☐ Results if yes and where done: _____
- 5.) Has source individual had Hepatitis B series and when: _____
- 6.) Has source individual/ legal guardian given consent to blood testing?
☐ Yes ☐ No ☐ not requested as of this time.
If yes, when and where will it be done? _____
- 7.) Employee has been told to have medical evaluation for this occupational exposure as soon as possible (within 48 hours is generally recommended, but the sooner the better)
☐ Yes ☐ Yes, but employee refusing medical evaluation for this exposure at this time.
- 8.) Has employee signed the release on the back of this form? ☐ Yes ☐ Refused

To principal/ school nurse: exposures with potential “two-way exposure” require either Occupational Exposure Form for the other employee involved or Student Exposure Form for the student involved.

To employee and Occupational Health Services: If this exposure incident had potential for a “two-way exposure” (meaning the “source individual” may have been exposed to the employee’s blood or other potentially infectious material), consideration should be given to the sharing of information to the source individual’s health care provider regarding any pertinent blood tests or previous exposure of potential pathogens of this employee.

**Copy this form
and send to:**
BBPECP Nurse
Missoula County Public Schools
215 S. Sixth West
Missoula, Mt 59801

AND Take form to:
St. Patrick Hospital OHS
601 Spruce Suite C
Missoula, MT 59802
406-329-5746

OVER

Authorization for Release of Information

Patient (Employee): Last Name First Name MI Date of Birth

Patient Address (PO Box/Street Social Security Number

City State Zip Daytime Telephone Number

I authorize the evaluating medical provider to release the information below to Missoula County Public Schools.

Information to be released from:

St. Patrick Hospital OHS OR _____
601 W. Spruce Suite C _____
Missoula, MT 59802 _____
406-329-5746 _____

Send information to:

District Nurse/ BBBECP
Missoula County Public Schools
215 S. 6th Street West
Missoula, MT 59801

Purpose of Disclosure:

Releasing the information below meets a requirement in OSHA's Blood Borne Pathogen Standard. This information will be then kept on file and a copy given to the exposed employee.

The information being requested is only what is specified on this document. Provision of treatment is not contingent upon receipt of requested information. This record released to Missoula County Public Schools will become part of the Blood Borne Pathogen Exposure Control Plan file. This does NOT become part of the employee's personnel file.

I understand that this authorization may be revoked by me at any time, provided I do so in writing and submit it to MCPS up to the extent that the disclosure has not already been made. .

Signature Date Expiration Date

This portion to be completed by St. Patrick Hospital Occupational Health Services/ or other evaluating medical provider and sent as specified above within 15 days of completion of evaluation

1. Was hepatitis B vaccination indicated for this employee? ☐ Yes ☐ No
 - a. If so, was it provided? ☐ Yes ☐ No
2. Has the employee been informed of the results of the post exposure evaluation?
☐ Yes ☐ No
3. Has the employee been informed of any medical conditions resulting from exposure to blood or other potentially infectious materials which require further evaluation or treatment?
☐ Yes ☐ No

Name/Title of Healthcare Provider completing this form Date

**MISSOULA COUNTY PUBLIC SCHOOLS
STUDENT EXPOSURE INCIDENT FORM**

Student Name: _____ Date of Birth _____

Building: _____

Parent/ Guardian Name _____ Phone: _____

This section is to be completed by building principal and/or school nurse.

1.) Date, time and location of incident: _____

2.) Brief description of incident to include type of body fluid (s) that student was exposed to, route of exposure (mucosal contact, contact with non-intact skin, puncture, etc) and description of first aid given:

3.) Hepatitis B vaccine status of exposed student is: _____
Hepatitis B vaccine status of source individual is: _____

4.) Time and name of District Nurse notified of incident: _____

5.) Name of person (parent/guardian) notified: _____

Time and method of notification: _____

Who notified the above person? _____

Other pertinent information: _____

Was parent advised to seek medical advice from private physician/clinic? _____

6.) Date Parent/Guardian mailed / given a copy of this form _____

Note to parent: This report is standard procedure for this type of incident. It does not reflect any suspicion that your child, any other child or employee involved has a communicable disease. Standard precautions require that all bodily fluids be considered as potentially infectious. You are encouraged to discuss this incident with your medical provider to discuss if further treatment is advised.

Medication Incident Report

Name: _____ **Home Address:** _____

Phone Number: _____ **Sex:** ☐ M ☐ F **Age:** _____ **Grade:** _____

School: _____ **Date of Incident:** _____ **Time of Incident:** _____

Correct Medicine as ordered:

Student Name / Medication Name / Dose / Time

Medication normally administered by: ☐ Student with staff supervision ☐ Nurse

☐ Staff per written delegation by nurse ☐ Student with nurse supervision ☐ Not applicable

Type of error: ☐ Dose administered > 30 minutes after scheduled time

☐ Omission ☐ Wrong Dose ☐ Additional Dose ☐ Wrong Student ☐ Wrong Route

☐ Dose given without physician permission on file

☐ Dose administered by unauthorized person

Description of incident: (May include what the usual routine is for the administration of this medication or any unusual circumstances related to this error)

Action Taken:

☐ Parent Notified; Name, Date and Time _____

☐ School Nurse Notified: Name, Date and Time _____

☐ Physician Notified: Name, Date and Time _____

☐ Poison Control Notified ☐ Student taken home ☐ Student sent to hospital

☐ Other: _____

Effect noted: _____

REQUEST FOR DISCLOSURE OF PUBLIC RECORDS
Missoula County Public Schools



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Name of person requesting information: _____ Date: _____

E-mail address: _____ Phone: _____

Address: _____

Description of public records for which disclosure is requested (please be specific):

Fees:

- Copy of Board minutes – 15 cents per page
- Copy of other materials – 25 cents per page (includes secretarial time)
- No charge for copies scanned and emailed to person making request.
- Secretarial time at hourly rate of pay for typing/research, if needed
- If mailed, cost of actual postage

Number of pages reproduced _____ x \$ _____ = \$ _____

Checks should be made payable to MCPS.

I agree to pay the appropriate fees.

Signature of Person Making Request

I certify the above request has been complied with on: _____

Date

District Representative _____

Title _____

Fire/Disaster Drill Log

Year _____

School _____ Principal's Signature _____

***Please return to Joe Potter
no later than June 16, 2017**

Type of Drill	Date	Notes

NOTE:

- *There must be 8 disaster drills each school year (MCA 20-1-402). ALL SCHOOLS K-12**
- *Four must be fire exit drills**
- *Two must be disaster drills other than fire drills (District requirement)**

MAC 20-1-402. Number of disaster drills required -- time of drills to vary. There must be at least eight disaster drills a year in a school. At least four of the drills must be fire exit drills. Drills must be held at different hours of the day or evening to avoid distinction between drills and actual disasters.

FIRST REPORT of Injury or Occupational Disease

Montana Schools Group

WCRRP

Workers' Compensation Risk Retention Program

Send Completed form to:

MTSBA Insurance Services

PO Box 7029

Helena, MT 59604

Toll Free: 1-877-667-7392

Fax: 406-457-4505

Worker

LAST NAME		FIRST NAME		M.I.	DATE OF BIRTH (M/D/YYYY)		SOCIAL SECURITY NUMBER	
HOME ADDRESS				CITY		STATE	POSTAL CODE	
PHONE NUMBER	EDUCATION <input type="checkbox"/> LESS THAN HIGH SCHOOL <input type="checkbox"/> GED OR HIGH SCHOOL DIPLOMA <input type="checkbox"/> BEYOND HIGH SCHOOL		GENDER <input type="checkbox"/> MALE <input type="checkbox"/> UNKNOWN <input type="checkbox"/> FEMALE		MARITAL STATUS <input type="checkbox"/> MARRIED <input type="checkbox"/> SEPARATED <input type="checkbox"/> SINGLE <input type="checkbox"/> UNKNOWN		NUMBER OF DEPENDANTS	

Wages

DATE HIRED	GROSS EARNINGS FOR FOUR PAY PERIODS PRECEDING THE INJURY	DATE/AMOUNT /	DATE/AMOUNT /	DATE/AMOUNT /	DATE/AMOUNT /
EMPLOYMENT STATUS <input type="checkbox"/> FULL TIME <input type="checkbox"/> PART TIME <input type="checkbox"/> SEASONAL <input type="checkbox"/> VOLUNTEER		NUMBER OF DAYS WORKED PER WEEK:	WAGE: <input type="checkbox"/> HOUR <input type="checkbox"/> WEEK <input type="checkbox"/> MONTH <input type="checkbox"/> OTHER: <input type="checkbox"/> DAY <input type="checkbox"/> BI-WEEKLY <input type="checkbox"/> YEAR		
IN ADDITION TO GROSS EARNINGS CITED ABOVE WORKER RECEIVED: <input type="checkbox"/> OVERTIME <input type="checkbox"/> BONUS <input type="checkbox"/> OTHER ESTIMATED VALUE:					HOURS WORKED PER DAY:
WORKED NEXT SCHEDULED SHIFT <input type="checkbox"/> YES <input type="checkbox"/> NO	OFF WORK MORE THAN 6 WORK DAYS <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> NOT SURE	DATE LAST WORKED	DATE OF RETURN TO WORK	FULL WAGES PAID FOR DATE OF INJURY? <input type="checkbox"/> YES <input type="checkbox"/> NO	SALARY CONTINUED? <input type="checkbox"/> YES <input type="checkbox"/> NO
OCCUPATION OF INJURED WORKER	INJURED ASSIGNED TO: <input type="checkbox"/> ELEMENTARY <input type="checkbox"/> MIDDLE <input type="checkbox"/> HIGH SCHOOL <input type="checkbox"/> AMIN.	SCHOOL SITE/BUILDING WHERE INJURED WORKS		PAYROLL CLASSIFICATION CODE: <input type="checkbox"/> 8868 <input type="checkbox"/> 9101	

Accident Description

DESCRIPTION OF ACCIDENT:						
CAUSE OF INJURY	CAUSE CODE	PART OF BODY	PART CODE	NATURE OF INJURY	NATURE CODE	DATE AND TIME OF INJURY /
DATE DISABILITY BEGAN:	DATE OF DEATH:		NAMES OF WITNESSES:	1)	2)	3)
ACCIDENT ON EMPLOYER'S PREMISES? <input type="checkbox"/> YES <input type="checkbox"/> NO	ACCIDENT ADDRESS OR LOCATION IF OFF PREMISES: ADDRESS: CITY: STATE: POSTAL CODE:					
DATE EMPLOYER NOTIFIED:	ACCIDENT REPORTED TO:			SAFETY EQUIPMENT PROVIDED? <input type="checkbox"/> YES <input type="checkbox"/> NO		SAFETY EQUIPMENT USED? <input type="checkbox"/> YES <input type="checkbox"/> NO

Medical

ATTENDING PHYSICIAN'S NAME:	ADDRESS:	CITY	STATE/ZIP	PHONE NUMBER:
HOSPITAL NAME:	ADDRESS:	CITY	STATE/ZIP	PHONE NUMBER:
TYPE OF INITIAL MEDICAL TREATMENT RECEIVED: <input type="checkbox"/> NO TREATMENT <input type="checkbox"/> EMERGENCY ROOM <input type="checkbox"/> TREATMENT ON-SITE BY EMPLOYER OR MEDICAL STAFF <input type="checkbox"/> CLINIC/DR. OFFICE <input type="checkbox"/> HOSPITAL				

Signature

- This is my claim for workers' compensation benefits due to the on-the-job injury, occupation disease or death of the above named worker. **I understand** that signing this claim for compensation authorizes the release of rehabilitation records, Social Security records and health care information (medical records) relevant to this claim to the workers' compensation insurer and the insurer's agents. **I also understand** that if I obtain or exert unauthorized control over workers' compensation benefits, I may be fined and/or imprisoned.

- Signature of Injured Worker or Beneficiary: _____ Date: _____

Employer

EMPLOYER NAME: MISSOULA COUNTY PUBLIC SCHOOLS		DOING BUSINESS AS: SAME		FEDERAL EMPLOYER IDENTIFICATION NUMBER (TAX I.D.) 81-0504312	
MAILING ADDRESS: 215 SOUTH SIXTH WEST	CITY: MISSOULA	STATE: MT	POSTAL CODE: 59801	PHONE NUMBER: (406) -7282400T1044-0000	
LOCATION OF OPERATION, IF DIFFERENT FROM MAILING ADDRESS:			NATURE OF BUSINESS OR SIC CODE: SCHOOL DISTRICT	SELF-INSURED? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
DO YOU HAVE ANY REASON TO QUESTION THIS ACCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO If YES, PLEASE EXPLAIN FULLY. USE SEPARATE SHEET IF YOU NEED ADDITIONAL SPACE.					WAS WORKER INJURED WHILE IN YOUR EMPLOY? <input type="checkbox"/> YES <input type="checkbox"/> NO
PREPARED BY:		OFFICIAL TITLE:			DATE:
AUTHORIZED EMPLOYER'S SIGNATURE:				TITLE:	DATE:

Insurer

CLAIM ADMINISTRATOR'S CLAIM NUMBER:	DATE REPORTED TO CLAIM ADMINISTRATOR:	THE ABOVE INFORMATION IS CORRECT WITH THE FOLLOWING EXCEPTIONS: <input type="checkbox"/> (ATTACH EXTRA SHEETS IF BOX AT RIGHT IS CHECKED)	
CLAIM ADMINISTRATOR'S NAME: MTSBA INSURANCE SERVICES		CLAIM ADMINISTRATOR'S ADDRESS: PO Box 7029, HELENA, MT 59604	
FEIN: 81-0460841			
INSURANCE COMPANY NAME: MONTANA SCHOOLS GROUP INSURANCE AUTHORITY/ WCRRP	POLICY NUMBER:	POLICY EFFECTIVE DATE:	POLICY EXPIRATION DATE:

SAFETY HAZARD REPORT

Hazard reported to: _____ Date: ____/____/____
Name mm dd yy

Describe the workplace hazard: _____

Where is the hazard located? (be exact): _____

How would you suggest the hazard be corrected? _____

Person reporting: _____
Printed name Signature

Hazard Resolution:

Forwarded for corrective action to: _____
Name

Corrective action take: (if not, indicate why not) _____

Hazard resolved: Yes No Date: ____/____/____ Name: _____
mm dd yy Signature

Follow-up required: Yes No Date: ____/____/____ Name: _____
mm dd yy Signature

If yes, explain: _____

Safety Committee reviewed this report on: ____/____/____
mm dd yy

Safety Committee recommendation(s) to management: _____

Distribution:

Make a copy for your files
Send Copy 1 to District Risk Manager
Send Copy 2 to Principal/Building Supervisor



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MCPS 2016-2017 Annual Notices To Parents/Guardians of Gr. K-8 Students

NOTICE OF NON-DISCRIMINATION

Missoula County Public Schools does not discriminate on the basis of race, color, national origin, sex, religion, creed, physical or mental disability, age, economic or social conditions, sexual orientation, gender identity, gender nonconformity, or actual or potential marital or parental status in all its programs and activities. Additionally, the District provides equal access to the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: David Rott, MCPS Executive Director of Human Resources and Labor Relations, 215 South Sixth West, Missoula, Montana 59801; phone 406-728-2400, ext. 1038. For further information on notice of non-discrimination, contact the Seattle Office for Civil Rights (which serves the State of Montana) at the US Department of Education, 915 Second Avenue, Room 3310, Seattle, Washington, 98174-1099; call 206-607-1600 or 1-(800)-421-3481.

DIRECTORY INFORMATION

The **Family Educational Rights and Privacy Act (FERPA)**, a Federal law, requires that Missoula County Public Schools District No. 1, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records.

However, Missoula County Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Missoula County Public Schools to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [\(1\)](#)

If you do not want Missoula County Public Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by **September 16, 2016 (opt out form provided in school handbooks)**. Missoula County Public Schools has designated the following information as directory information:

Student's name
Address
Telephone listing
Electronic mail address (if available)
Photograph
Date of birth
Dates of attendance
Grade level
Participation in officially recognized activities and sports
Weight and height of members of athletic teams
Awards and honors received

Footnotes:

1.These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908), as amended, and 10 U.S.C. § 503(c), as amended.

**NOTIFICATION OF RIGHTS UNDER
FAMILY EDUCATION RIGHTS AND PRIVACY ACT**

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. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School 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 School official 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, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students may ask the School to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the student's rights under FERPA. They should write the School principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School 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 School 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 School 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 discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

The School may disclose educational records without consent to third parties who are members of the County Interdisciplinary Child Information and School Safety Team ("Safety Team"), when necessary, in connection with any proceeding that is held prior to a youth court adjudication. Educational records shared with members of the Safety Team will not be shared beyond the organizations represented on the Safety Team by way of having a member on the Safety Team.

The Uninterrupted Scholars Act permits the School to disclose educational records without consent to a Department of Public Health & Human Services caseworker or other representative of a State or local child welfare agency who is legally responsible for the student's care and protection. The School may also disclose educational records without consent pursuant to a court order in a proceeding that involves child abuse and neglect or dependency and the parent is a party to that proceeding.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *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 20202-5901

PROTECTION OF PUPIL RIGHTS (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of

- a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Missoula County Public Schools District No. 1 has adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Missoula County Public Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Missoula County Public Schools will also directly notify, such as through U.S. mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Missoula County Public Schools will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5901

IDEA/SECTION 504

Missoula County Public Schools offers evaluations, programs and services to individuals who are identified as having, or who are suspected of having, a disability as defined in either the Individuals with Disabilities Act (IDEA), or Section 504 of the Rehabilitation Act of 1973. Referrals are accepted from parents, staff members, community agencies and/or other interested parties. For more information, call Karen Allen at 728-2400, ext. 1074.

Once a year, Missoula County Public Schools sponsors a free early childhood screening for children ages 3-5 called *Child Find*. Children are screened for problems with hearing, speech, language, fine motor skills and other developmental issues. To learn more about this screening, please call 728-2400, ext. 1024.

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Missoula County Public Schools has the responsibility under federal law to serve students who are limited English proficient and need English instructional services. Title III funds are intended to help students who have limited English proficiency to attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging academic content and student academic achievement standards as all other children in the District are expected to meet. The District will ensure opportunities are provided for parents to meet with building principals and teachers, provide information how parents can be involved in their child's education, and how parents can help their child attain English proficiency and succeed in school. The District works hard to provide information to parents in a format and language that they can understand.

Each year, the District will notify parents of a student identified as limited English proficient of the reasons their child has so been identified, the child's level of English proficiency and how it was assessed, the methods of instruction used in its programs and others, how its program will help their child, and when the child is expected to gain English proficiency.

The District will provide notice to parents of limited English proficient students when the child fails to make progress on annual achievement objectives within 30 days of learning of such status.

Parents seeking more information about the District's identification of and programs for students with limited English proficiency should contact Shirley Lindburg, Gifted Education and English Language Learner Program Coordinator at salindburg@mcps.k12.mt.us or (406) 728-2400 ext. 1057.

NO CHILD LEFT BEHIND ACT

The No Child Left Behind Act was signed into law in January 2002. The act focuses on 1) increased accountability for states, school districts and individual schools 2) greater choice for parents and students, especially those in low-performing schools and 3) greater flexibility for states and local education agencies in the use of federal dollars.

The act requires schools to establish goals for "adequate yearly progress" and a system for reporting this to parents and the general public. Missoula County Public Schools will notify parents if there are any schools in the district that fail to make "adequate yearly progress" under state criteria (generally, this notification to parents happens in the fall after the state provides that information to school districts). A school that fails to make adequate yearly progress for two consecutive years will be identified as "needing improvement." Any student in a school found to be in need of improvement may seek to transfer to another school in the district.

Schools must also make available school "report cards," which provide information on academic indicators by grade and subject; adequate yearly progress; attendance, graduation and enrollment; classes taught by highly qualified teachers; emergency authorized teachers; highly qualified teachers; and improvement status. This information (for all schools in the state) can be accessed from the Montana Office of Public Instruction's website at www.opi.state.mt.us. This information is also available at each school.

The act also guarantees that the any parent has the right to know:

- a) whether a teacher has met state qualification and licensing criteria for the grade levels and subjects areas in which the teacher provides instruction;
- b) whether a teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- c) Baccalaureate degree major of a teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.

- d) In addition, a school that receives Federal Title I funds must provide each individual parent a timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks, by a teacher that is not highly qualified.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

Homeless students and families have the opportunity to receive additional tutoring, mentoring, advocacy and support through the McKinney-Vento Homeless Assistance Act. The District partners with family advocates in WORD's Family BASICS program, as school liaisons, to assist homeless students and families with immediate school enrollment for eligible homeless and at-risk children and youth – regardless of missing immunization or academic records, arrange for busing or transportation assistance, and refer students for tutoring services for those in grades K-12. For more information, please contact the MCPS Families in Transition Liaison at call 728-2400, ext. 1080.

ASBESTOS MANAGEMENT PLAN

In the past, asbestos was used extensively in building materials because of its insulating, sound absorbing, and fire retarding capabilities. Virtually any building constructed before the late 1970s contained some asbestos. Intact and undisturbed asbestos materials generally do not pose a health risk. Asbestos materials, however, can become hazardous when, due to damage or deterioration over time, they release fibers. If the fibers are inhaled, they can lead to health problems, since as cancer and asbestosis.

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA) which requires schools to be inspected to identify any asbestos containing building materials. Suspected asbestos-containing building materials were located, sampled (or assumed) and rated according to condition and potential hazard. Every three years, Missoula County Public Schools has conducted a reinspection to determine whether the condition of the known or assumed asbestos containing building materials (ACBM) has changed and to make recommendations on managing or removing the ACBM. At the last re-inspection conducted in 2013, all materials listed in the Management Plan as asbestos containing (or assumed to be asbestos-containing) were inspected and found to be in good condition.

The law further requires an asbestos management plan to be in place by July 1989. Missoula County Public Schools has developed a plan, as required, which has been continually updated. The plan has several ongoing requirements: publish a notification on management plan availability and the status of asbestos activities; educate and train its employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six months to assure that they remain in good condition.

The following buildings contain no asbestos-containing building materials; therefore, no operations and maintenance programs or future inspections are required: Paxson Elementary and Chief Charlo Elementary. During the past year, asbestos containing building materials have been removed, encapsulated, or enclosed in the following buildings: Sentinel High School, Seeley Lake High School, Hellgate High School, Meadow Hill Middle School, Franklin Elementary, Cold Springs Elementary, Rattlesnake Elementary, Jefferson Center and Dickinson Lifelong Learning Center.

It is the intention of Missoula County Public Schools to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure students and employees a healthy and safe environment in which to learn and work. You are welcome to review a copy of the asbestos management plan in school district administrative office or administrative office of the school during regular business hours. Burley McWilliams, MCPS Operations and Maintenance Supervisor, is our designated asbestos program coordinator, and all inquiries regarding the asbestos plan and asbestos-related issues should be directed to him at 728-2400, ext. 3032.



Forward Thinking, High Achieving.

MCPS 2016-2017 Annual Notices To Parents/Guardians of Gr. 9-12 Students

NOTICE OF NON-DISCRIMINATION

Missoula County Public Schools does not discriminate on the basis of race, color, national origin, sex, religion, creed, physical or mental disability, age, economic or social conditions, sexual orientation, gender identity, gender nonconformity, or actual or potential marital or parental status in all its programs and activities. Additionally, the District provides equal access to the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: David Rott, MCPS Executive Director of Human Resources and Labor Relations, 215 South Sixth West, Missoula, Montana 59801; phone 406-728-2400, ext. 1038. For further information on notice of non-discrimination, contact the Seattle Office for Civil Rights (which serves the State of Montana) at the US Department of Education, 915 Second Avenue, Room 3310, Seattle, Washington, 98174-1099; call 206-607-1600 or 1-(800)-421-3481.

DIRECTORY INFORMATION

The **Family Educational Rights and Privacy Act** (FERPA), a Federal law, requires that Missoula County Public Schools District No. 1, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records.

However, Missoula County Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Missoula County Public Schools to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories—names, addresses and telephone listings—unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. ([1](#))

If you do not want Missoula County Public Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by **September 16, 2016 (opt out form provided in school handbooks)**. Missoula County Public Schools has designated the following information as directory information:

Student's name
Address
Telephone listing
Electronic mail address (if available)
Photograph
Date of birth
Dates of attendance
Grade level
Participation in officially recognized activities and sports
Weight and height of members of athletic teams
Awards and honors received

Footnotes:

1. These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908), as amended, and 10 U.S.C. § 503(c), as amended.

**NOTIFICATION OF RIGHTS UNDER
FAMILY EDUCATION RIGHTS AND PRIVACY ACT**

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. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School 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 School official 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, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students may ask the School to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the student's rights under FERPA. They should write the School principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School 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 School 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 School 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 discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

The School may disclose educational records without consent to third parties who are members of the County Interdisciplinary Child Information and School Safety Team ("Safety Team"), when necessary, in connection with any proceeding that is held prior to a youth court adjudication. Educational records shared with members of the Safety Team will not be shared beyond the organizations represented on the Safety Team by way of having a member on the Safety Team.

The Uninterrupted Scholars Act permits the School to disclose educational records without consent to a Department of Public Health & Human Services caseworker or other representative of a State or local child welfare agency who is legally responsible for the student's care and protection. The School may also disclose educational records without consent pursuant to a court order in a proceeding that involves child abuse and neglect or dependency and the parent is a party to that proceeding.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *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 20202-5901

PROTECTION OF PUPIL RIGHTS (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Missoula County Public Schools District No. 1 has adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Missoula County Public Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Missoula County Public Schools will also directly notify, such as through U.S. mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Missoula County Public Schools will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5901

IDEA/SECTION 504

Missoula County Public Schools offers evaluations, programs and services to individuals who are identified as having, or who are suspected of having, a disability as defined in either the Individuals with Disabilities Act (IDEA), or Section 504 of the Rehabilitation Act of 1973. Referrals are accepted from parents, staff members, community agencies and/or other interested parties. For more information, call Karen Allen at 728-2400, ext. 1074.

Once a year, Missoula County Public Schools sponsors a free early childhood screening for children ages 3-5 called *Child Find*. Children are screened for problems with hearing, speech, language, fine motor skills and other developmental issues. To learn more about this screening, please call 728-2400, ext. 1024.

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Missoula County Public Schools has the responsibility under federal law to serve students who are limited English proficient and need English instructional services. Title III funds are intended to help students who have limited English proficiency to attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging academic content and student academic achievement standards as all

other children in the District are expected to meet. The District will ensure opportunities are provided for parents to meet with building principals and teachers, provide information how parents can be involved in their child's education, and how parents can help their child attain English proficiency and succeed in school. The District works hard to provide information to parents in a format and language that they can understand.

Each year, the District will notify parents of a student identified as limited English proficient of the reasons their child has so been identified, the child's level of English proficiency and how it was assessed, the methods of instruction used in its programs and others, how its program will help their child, and when the child is expected to gain English proficiency.

The District will provide notice to parents of limited English proficient students when the child fails to make progress on annual achievement objectives within 30 days of learning of such status.

Parents seeking more information about the District's identification of and programs for students with limited English proficiency should contact Shirley Lindburg, Gifted Education and English Language Learner Program Coordinator at salindburg@mcps.k12.mt.us or (406) 728-2400 ext. 1057.

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ASBESTOS MANAGEMENT PLAN

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The law further requires an asbestos management plan to be in place by July 1989. Missoula County Public Schools has developed a plan, as required, which has been continually updated. The plan has several ongoing requirements: publish a notification on management plan availability and the status of asbestos activities; educate and train its employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six months to assure that they remain in good condition.

The following buildings contain no asbestos-containing building materials; therefore, no operations and maintenance programs or future inspections are required: Paxson Elementary and Chief Charlo Elementary. During the past year, asbestos containing building materials have been removed, encapsulated, or enclosed in the following buildings: Sentinel High School, Seeley Lake High School, Hellgate High School, Meadow Hill Middle School, Franklin Elementary, Cold Springs Elementary, Rattlesnake Elementary, Jefferson Center and Dickinson Lifelong Learning Center.

It is the intention of Missoula County Public Schools to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure students and employees a healthy and safe environment in which to learn and work. You are welcome to review a copy of the asbestos management plan in school district administrative office or administrative office of the school during regular business hours. Burley McWilliams, MCPS Facilities Manager, is our designed asbestos program coordinator, and all inquiries regarding the asbestos plan and asbestos-related issues should be directed to him at 728-2400, ext. 1050.



Forward Thinking, High Achieving.

CARETAKER RELATIVE'S EDUCATIONAL AUTHORIZATION AFFIDAVIT

Use of this affidavit is authorized by 20-5-503, MCA.

1. INSTRUCTIONS: The completion and signing of the affidavit before a notary public are sufficient to authorize educational enrollment and services and school-related medical care for the named child. Please print clearly.

The child named below lives in my home, and I am 18 years of age or older.

a. Name of child: _____

b. Child's date of birth: _____

c. My name (caretaker relative): _____

d. My home address _____

e. My relationship to the child (the caretaker relative must be an individual related by blood, marriage, or adoption by another individual to the child whose care is undertaken by the caretaker relative, but who is not a parent, foster parent stepparent or legal guardian of the child): _____

2. I hereby certify that this affidavit is not being used for the purpose of circumventing school residency laws, to take advantage of a particular academic program or athletic activity, to circumvent a disciplinary action of a previous school, or for an otherwise unlawful purpose.

3. My date and year of birth: _____

4. Check the following if true **(all must be checked for this affidavit to apply:)**

☐ A parent of the child identified in paragraph 1a of this affidavit has left the child with me and has expressed no definite time period when the parent will return for the child.

☐ The child is now residing with me on a full-time basis.

☐ I am unable to locate or contact the parents of the child at this time to notify the parents of my intended authorization, or the parents refuse to regain custody of the child even though I have asked in writing that the parents do so.

☐ No adequate provision, such as appointment of a Guardian ad Litem or execution of a power of attorney, has been made for enrollment of the child in school, other educational services, or educationally related medical services.

5. WARNING: DO NOT SIGN THIS FORM IF ANY OF THE STATEMENTS ABOVE ARE INCORRECT OR YOU WILL BE COMMITTING A CRIME PUNISHABLE BY A FINE, IMPRISONMENT, OR BOTH.

6. I declare under penalty of false swearing under the laws of Montana that the foregoing is true and correct.

Signed this ____ day of _____, 20____.

(Signature of caretaker relative)

SUBSCRIBED AND SWORN TO before me this ____ day of _____, 20____.

Printed Name: _____
Notary Public for the State of Montana
Residing at _____, Montana
My commission expires: _____

(SEAL)

7. NOTICES:

- a. Completion of this affidavit does not affect the rights of the child's parents or legal guardian regarding the care, custody, and control of the child and does not mean that the caretaker relative has legal custody of the child.
- b. A person who relies on this affidavit has no obligation to make any further inquiry or investigation.
- c. This affidavit is effective until the earlier of:
 - i. the end of the first school year after delivery of the affidavit to the school;
 - ii. revocation by the caretaker relative; or
 - iii. the child no longer resides with the caretaker relative.

8. ADDITIONAL INFORMATION:

- a. **TO CARETAKER RELATIVES:** If the child stops living with you, you shall notify anyone to whom you have given this affidavit, as well as anyone who received the affidavit from someone else.
- b. **TO PUBLIC AND PRIVATE SCHOOL OFFICIALS AND PUBLIC AND PRIVATE HEALTH CARE PROVIDERS:**
 - (1) A public or private school official or a public school district official may require additional reasonable evidence that the caretaker relative lives at the address provided in item 1d of the affidavit form.
 - (2) A public or private entity or individual who acts in good faith reliance upon a caretaker relative educational authorization affidavit to enroll a child in school or to provide educational services or educationally related medical care, or both, without actual knowledge of facts contrary to those indicated in the affidavit, is not subject to criminal prosecution or civil liability to any person, or subject to any professional disciplinary action, for reliance on an affidavit completed in compliance with 20 5 503, MCA.



Forward Thinking, High Achieving

FERPA Request for Release of Information

To: Records Custodian
_____ (School Name)
Missoula County Public Schools District #1

Student Name: _____

DOB: _____

I, _____, the parent and legal guardian of the above named minor student, hereby authorize the _____ School District to release any and all education records currently in its possession to _____. I understand further that: (1) I have the right not to consent to the release of my child's education records; (2) I have a right to receive a copy of such records upon request; (3) and that this consent shall remain in effect until revoked by me, in writing, and delivered to the _____ School District, but that any such revocation shall not affect disclosures previously made by the _____ School District prior to the receipt of any such written revocation.

Parent and Legal Guardian

Date

Of _____

STATE OF MONTANA)

: ss.

County of _____)

On this ____ day of _____, 20__, before me, the undersigned, a Notary Public in and for the State of Montana, personally appeared, _____, who subscribed the within instrument.

Notary Public for the State of Montana
Residing at _____, Montana
My commission expires _____

(SEAL)



Forward Thinking, High Achieving.

Acceptable Use of Technology Agreement Grades K-5

Parents and Students:

Please read together, sign and return this document to the school. This document, identified in Policy 3612 “District Provided Access to Electronic Information Services and Networks,” is also available online at www.mcpsmt.org.

This form must be returned by Friday, September 23, 2016 in order for your student’s network account to remain active. Any student who does not return this form will have their network account deactivated until the completed form is submitted to the school.

Statement of Purpose:

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

Acceptable uses of technology are devoted to activities that support teaching and learning. The following are our agreements about the use of technology in MCPS schools:

Terms of Agreement

Using the computer correctly and responsibly is very important. I promise to follow these rules:

1. I promise to use all computer equipment carefully and not damage, change or tamper with the hardware, software, settings or the network.
2. I promise never to use any form of electronic communication¹ to harass, frighten or bully anyone.
3. I promise to use the computer and the Internet for schoolwork only. I will use the programs and websites that my teacher has approved.
4. I promise not to share my passwords.
5. I will not view, send or display inappropriate messages or pictures.
6. I promise to tell an adult if I read or see something in the computer that is inappropriate.
7. I promise to obey copyright laws.
8. I will not use my personal email account or any personal electronic device at school except with the permission of a staff member.
9. I promise to print only when my teacher tells me to.
10. I promise to use my own file or my own folder on the student server.
11. I understand that if I break any of my promises, I might not be able to use the computers.

¹ “Electronic communication” means a communication transmitted by means of an electronic device, including but not limited to, a telephone, cellular phone, computer, pager, iPod, or other mp3 or audio-video players and cameras.

Missoula County Public Schools
Acceptable Use of Technology Agreement
Grades K-5

Use of New Web Tools

As part of 21st century learning, teachers and students will be using new web tools such as blogs, wikis, podcasts and video-casts. These technologies improve students' communication and collaboration skills, provide a real audience and extend learning beyond the classroom walls while building digital citizenship skills.

1. I will act safely by keeping personal information out of my web projects. I will not give out my family name, email address, home address, school name, city country or other information that could help someone locate or contact me in person. I understand that I am not prevented from providing this information only as necessary to gain authorization for use of the web tool. I will not post identifying photos or videos.
2. I will treat blog and wiki spaces as I would a classroom space, and I will use appropriate and respectful language. I will only post on school-appropriate subjects. If I include pictures on my blog, podcast, videocast or wiki, they will be appropriate.
3. If I post a link in a blog, podcast, videocast or wiki, I will have read that information carefully to be certain that it is appropriate for the school community.
4. I understand that if I fail to follow these guidelines, I may lose the opportunity to take part in the project.

I will sign my name to show that I will follow these rules.

Student Name (print) _____

Student Signature _____

Homeroom Teacher _____

Grade _____ Date Signed _____

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

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

Date Signed _____



Forward Thinking, High Achieving.

Parents and Students:

Acceptable Use of Technology Agreement Grades 6-8

Please read together, sign and return this document to the school. This document, identified in Policy 3612 “District Provided Access to Electronic Information Services and Networks,” is also available online at www.mcpsmt.org.

This form must be returned by Friday, September 23, 2016 in order for your student’s network account to remain active. Any student who does not return this form will have their network account deactivated until the completed form is submitted to the school.

Statement of Purpose:

The Missoula County Public Schools 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 online services, available to student and teachers, offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students.

Acceptable uses of technology are devoted to activities that support teaching and learning. The following are our agreements about the use of technology in MCPS schools:

Terms of Agreement

Using the computer correctly and responsibly is very important. I promise to follow these rules:

1. I will not harm other people or their work.
2. I will not damage, change or tamper with the hardware, software, settings or the network in any way.
3. I will not interfere with the operation of the network.
4. I will obey copyright laws. I will cite sources.
5. I will not seek, view, send or display offensive messages or media.
6. I will not share my passwords with another person.
7. I will not waste limited resources, such as disk or server space, bandwidth or printing capacity.
8. I will not trespass in another’s folders, work or files.
9. I will not use my personal email account or any personal electronic device at a school except with the permission of a staff member.
10. I will notify an adult immediately if by accident I encounter materials which violate the rules of appropriate use.
11. I will not use any form of electronic communication to ¹harass, intimidate or bully anyone.
12. I am prepared to be held accountable for my actions and for the loss of privileges if these rules are violated.

¹ “Electronic communication” means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular phone, computer, pager, iPod or other mp3 or audio-video players and cameras.

Use of New Web Tools

As part of 21 century learning, teachers and students will be using new web tools such as blogs, wikis, podcasts and videocasts. These technologies improve students' communication and collaboration skills, provide a real audience and extend learning beyond the classroom walls while building digital citizenship skills. The following terms and conditions relate to these new web tools.

1. I will act safely by keeping personal information out of my web projects. I will not give out my family name, email address, home address, school name, city country or other information that could help someone locate or contact me in person. I understand that I am not prevented from providing this information only as necessary to gain authorization for use of the web tool. I will not post identifying photos or videos.
2. I will treat blog and wiki spaces as I would a classroom space, and I will use appropriate and respectful language. I will only post on school-appropriate subjects. If I include pictures on my blog, podcast, videocast or wiki, they will be appropriate.
3. If I post a link in a blog, podcast, videocast or wiki, I will have read that information carefully to be certain that it is appropriate for the school community.
4. I understand that if I fail to follow these guidelines, I may lose the opportunity to take part in the project.

Student User

I have read, I understand and I will abide by the Missoula County Public Schools' Acceptable Use of Technology Agreement and the terms and conditions of the new web tools. I realize that violations may result in my loss of the network and/or Internet access, disciplinary action per the Student Code of Conduct or Student Handbook, and possible legal action.

I will sign my name to show that I will follow these rules.

Student Name (print) _____

Student Signature _____

Homeroom Teacher _____

Grade _____ Date Signed _____

I have read this Acceptable Use Agreement and have discussed it with my child. We agree that by my signature, I give my permission for my student to use the school district's network and hardware, and access the Internet.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

Date Signed _____

8/2016



Acceptable Use of Technology Agreement Grades 9-12

Forward Thinking, High Achieving.

Parents and Students:

Please read together, sign and return this document to the school. This document, identified in Policy 3612 “District Provided Access to Electronic Information Services and Networks,” is also available online at www.mcpsmt.org.

This form must be returned by Friday, September 23, 2016 in order for your student’s network account to remain active. Any student who does not return this form will have their network account deactivated until the completed form is submitted to the school.

Statement of Purpose:

While at school, students should use personal and school-provided electronic devices to support teaching and learning. Missoula County Public Schools believes that all students should have the ability to enrich their education through the collaboration and exchange of information accessible through technology. Successful use of technological resources occurs when users act in a responsible, efficient, courteous and legal manner, and regard the system as a shared resource. Users must cooperate to form a community of diverse interests with common purpose of advancing education. It is, therefore, imperative that all users conduct themselves in a responsible, ethical, and polite manner.

The following are our agreements about the use of technology in MCPS schools:

General Hardware Use

1. I will not damage, change, tamper or interfere with school-provided hardware, software, settings or the network in any way.
2. I will keep my passwords private.

General Network Use

The network is provided for students to conduct research, complete assignments, publish their work and communicate. Access to network services is given to students who agree to act in a considerate and responsible manner. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Access is a privilege - not a right. As such, general school rules for behavior and communications apply, and users must comply with District standards and honor the agreements they have signed. Network storage areas are similar to school lockers, and there should be no assumption of privacy. Network administrators may review and, if necessary, delete files and communications to maintain system integrity and ensure that the system is used responsibly.

1. I will not save software to destabilize the filter, games, porn, media with sexual references, violence, drugs, profanity, and degrading or demeaning media in shared or individual student drives. These include executable files, text, graphic, video, and audio files.
2. I will not trespass in or harm another student's folders, work or files.
3. I will not waste limited resources, such as disk or server space, time, bandwidth or printing capacity.
4. I will use the network in accordance with other school rules/and or district policies.

Internet/World Wide Web/E-mail Access/Personal Electronic Devices

Access to the Internet, and email for educational purposes when appropriate, will enable students to use thousands of libraries, databases and correspondence with experts in their field. Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive. Our intent is to make Internet access available to further educational goals and objectives. Filtering software is in use, but no filtering system is capable of blocking 100 percent of inappropriate material available on the Internet. The district believes that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed the disadvantages.

1. I will not seek, view, send or display offensive messages or media.
2. I will use my personal email account or any personal electronic device during the instructional day for educational purposes and only in accordance with school rules and/or District policy.
3. I will not use any District provided form of electronic communication to harass, intimidate or bully anyone at any time.
4. I understand email services are available through the District for students to support teaching and learning and acceptable communication. I understand that my District provided email (and communications using the District network for transmission or storage) may be reviewed and/or accessed in accordance with this policy.

Publishing to the World Wide Web

Student work may be considered for publication on the World Wide Web (in accordance with Policy 3600 *Maintenance of Student Records* and *MCPS Website & Social Media Guidelines*) on a school or classroom website. In the event anyone requests permission for copyright use of individual student work, those requests will be forwarded to the student's parent/guardian.

1. I will obey copyright laws. I will cite sources.
2. I will act safely by keeping personal information out of my web projects, unless authorized by my instructor. I will not post personal photos or videos, unless authorized by my instructor.
3. I will act safely by keeping personal information out of my web projects. I understand that I am not prevented from providing this information only as necessary to gain authorization for use of the web tool.
4. I will treat blog and wiki spaces as I do a classroom space, and I will use appropriate and respectful language, subject matter and materials.
5. I will notify a staff member immediately if I encounter materials which violate the rules of appropriate use.
6. If I post a link in a blog, podcast, video-cast or wiki, I will have reviewed the linked website to be certain that it is appropriate for the school community.

(page 2 of 3)

Parental Resources

Missoula County Public Schools recommends students and parent visit the following website for <http://www.opi.mt.gov/Resources/InternetSafety/index.html> internet safety resources:
<https://doj.mt.gov/safeinyourspace/>

Terms of Agreement

Acceptable uses of technology are devoted to activities that support teaching and learning. The following are agreements about the use of technology in MCPS schools:

- Using electronic devices correctly and responsibly is very important. Electronic devices may include, but are not limited to, a telephone, cellular phone, computer, pager, iPod, tablets, mp3 or audio-video players and cameras.
- As a student, I promise to follow the terms of this agreement and am prepared to be held accountable for my actions and for any loss of privileges if these terms are violated.

SIGNATURES

Student User

I have read, I understand and I will abide by Missoula County Public Schools' Acceptable Use of Technology Agreement. I realize that violations may result in my loss of the network and/or Internet access, disciplinary action per the Student Code of Conduct or Student Handbook, and possible legal action. I will sign my name to show that I will follow these terms.

Student Name (print)

Student Signature

Grade _____ Date Signed _____

Parent/Guardian Acknowledgement

I have read this Acceptable Use Agreement and have discussed it with my child. We agree that by my signature, I give my permission for my student to use the school district's network and hardware, and access the Internet.

Parent/Guardian Name (print)

Parent/Guardian Signature

Date Signed

8/2016

Sample Acknowledgment of Receipt of Complaint

MCPS Letterhead

DATE

Name of Complainant/Parents

Address

Missoula, MT ZIP

Re: Acknowledgment of Receipt of Complaint

Dear Mr. and Mrs. _____ OR Dear _____,

On DATE, the District received the complaint you filed against _____. The complaint alleges sex discrimination in violation of Title IX and District policy, and the District will conduct an investigation into these allegations. Any determinations resulting from the investigation shall be made on a preponderance of the evidence standard (i.e., it is more likely than not that sex discrimination occurred). The District will not disclose your identity or the nature of the complaint except as is necessary to investigate the complaint.

During this investigation, both you and the complainant will have an equal opportunity to provide information in the form of witnesses, documents, written statements, etc. You may choose to have a representative present during any investigatory interviews, but that person's role is limited to providing support to you and asking any clarification questions, if necessary. Please be aware that the District prohibits retaliation against anyone who files a complaint or takes part in an investigation of sexual discrimination. If you believe that you are subject to retaliation, please let me know immediately.

_____ will be conducting this investigation and will contact you as soon as possible. It is the District's goal to have this investigation completed as soon as feasible, but well within the 60 day time frame established by our procedures.

If you have any questions or concerns, please contact me.

Steve McHugh OR Building Level Principal

c. Complainant

Sample Notice of Receipt of Complaint

MCPS Letterhead

DATE

Name of Respondent/Parents

Address

Missoula, MT ZIP

Re: Notice of Receipt of Complaint

Dear Mr. and Mrs. _____ OR Dear _____,

On DATE, the District received a complaint against you alleging the following allegations:

INSERT SUMMARY OF ALLEGATIONS

Because these allegations allege sex discrimination in violation of Title IX and District policy, the District will conduct an investigation into these allegations. Any determinations resulting from the investigation shall be made on a preponderance of the evidence standard (i.e., it is more likely than not that sex discrimination occurred). During this investigation, you are not to discuss the substance of this complaint or the identity of the person filing the complaint with anyone except as necessary to provide evidence to the investigator regarding your response to the complaint.

During this investigation, both you and the complainant will have an equal opportunity to provide information in the form of witnesses, documents, written statements, etc. You may choose to have a representative present during any investigatory interviews, but that person's role is limited to providing support to you and asking any clarification questions, if necessary. Please be aware that the District prohibits retaliation against anyone who files a complaint or takes part in an investigation of sexual discrimination.

_____ will be conducting this investigation and will contact you as soon as possible. It is the District's goal to have this investigation completed as soon as feasible, but well within the 60 day time frame established by our procedures.

If you have any questions or concerns, please contact me.

Steve McHugh OR Building Level Principal

c. Complainant

Sample Notice of Outcome to Complainant

MCPS Letterhead

DATE

Name of Complainant/Parents

Address

Missoula, MT ZIP

Re: Notice of Outcome

Dear Mr. and Mrs. _____ OR Dear _____,

As you know, the District investigated allegations of sexual discrimination brought by you **(on behalf of your student)** against _____. Using the preponderance of the evidence standard to weigh the evidence presented to me, I (the investigator) have determined as follows:

(PUT IN A SUMMARY OF THE CONCLUSIONS)

OPTION 1

Because I have substantiated the concerns you raised in your complaint, I will address the issues and the consequences with _____. While Federal and state may prohibit the release of certain information to you regarding those consequences, I have determined that _____ (will be moved to a different class) (will be prohibited from contacting your student) (will be suspended for a period of time, and will be given specific warnings regarding repeating this type of activity) (will be recommended for serious disciplinary consequences) and will be strictly warned about engaging in any retaliatory activity.

OPTION 2

Because I have not substantiated the concerns you raised in your complaint, I am recommending that your complaint be dismissed.

If you are not satisfied with the findings from the investigation you may appeal to Executive Regional Director _____. The appeal must be made within ten (10) days of receipt of this Notice of Outcome.

Please do not hesitate to contact me if you have any questions or concerns.

Notice of Outcome to the Respondent

MCPS Letterhead

DATE

Name of Respondent/Parents

Address

Missoula, MT ZIP

Re: Notice of Outcome

Dear Mr. and Mrs. _____ OR Dear _____,

As you know, the District investigated allegations of sexual discrimination brought against you (**your student**) by _____. Using the preponderance of the evidence standard to weigh the evidence presented to me, I (the investigator) have determined as follows:

(PUT IN A SUMMARY OF THE CONCLUSIONS)

OPTION 1

Because I have substantiated the concerns raised in the complaint against you, I will recommend the following consequences: (will be moved to a different class) (will be prohibited from contacting you or your student) (will be suspended for a period of time, and will be given specific warnings regarding repeating this type of activity) (will be recommended for serious disciplinary consequences). In addition, you will not engage in any retaliatory conduct of any kind toward _____ or any person involved in this complaint. Failure to follow this directive will result in disciplinary action up to and including expulsion (termination from employment.)

OPTION 2

Because I have not substantiated the concerns raised in the complaint against you, I am recommending that the complaint be dismissed.

If you are not satisfied with the findings from the investigation you may appeal to Executive Regional Director _____. The appeal must be made within ten (10) days of receipt of this Notice of Outcome.

Please do not hesitate to contact me if you have any questions or concerns.

**MISSOULA COUNTY PUBLIC SCHOOLS
TITLE IX SEX DISCRIMINATION/SEXUAL HARASSMENT COMPLAINT FORM**

Person filing complaint:

Name (last, first, middle)	
Home Address (street, city, zip)	
Home Telephone:	Other Contact Number:
Person Filing Complaint is: Parent Advocate Student Employee Other	

Complaint filed on behalf of self (person filing complaint as indicated above) or on behalf of:

Name (last, first, middle)	
For Student: Date of Birth - Grade -	For Employee: Relationship to Employee -
School/Work Site	

Please give the facts about the complaint and attach any relevant documents if available:

Date of Incident:	Place of Incident:
Name of Accused Persons:	
Name of Witnesses:	
Brief Description of Incident:	

Has your complaint been discussed with any personnel? Yes No

If yes, to whom (person/office) have you spoken and what was the outcome?

Signature _____ Date _____

MISSOULA COUNTY PUBLIC SCHOOLS
INCIDENT REPORT FORM – COMPLAINT/INVESTIGATION RECORD

Confidential –For School/District Recording Purposes only

Send a copy of the completed Incident Report Form –Complaint/Investigation Record to Your Local District Operations Coordinator.

Date of Report:

School:

School Phone #:

Name/Title of Reporting Party:

Phone #

Brief Description of Incident:

--

Incident Information:

Date/Time:

Place/Incident:

Names of any witnesses:

Name of person who is the target of the behavior:

Student/Grade/DOB:

Adult/Position:

M

F

Name of person who is the target of the behavior:

Student/Grade/DOB:

Adult/Position:

M

F

Name of person who is the target of the behavior:

Student/Grade/DOB:

Adult/Position:

M

F

Name of person who is the target of the behavior:

Student/Grade/DOB:

Adult/Position:

M

F

Brief Description of School Actions Taken/Administrative Follow-Up:

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School:	Date of Report: Local District:
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CATEGORY OF INCIDENT/COMPLAINT:

Discrimination/Harassment	Yes	No	Hate-Motivated Incident/Crime	Yes	No
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If yes is indicated above, then the attached Complaint/Investigation Record MUST be used to document the actions taken to address the complaint and to monitor or assess the effectiveness of those actions.

REPORTED TO/SPOKE TO(as applicable):

Office/Unit Contacted	Name of Contact/Person Taking Report
Food Services	
Maintenance & Operations	
Mental Health (Crisis Team)	
Neighboring Schools (if applicable)	
Nursing Services	
HR	
Transportation	
Building Level Staff	

NOTE: FOR ALL INCIDENTS/ACCIDENTS INVOLVING AN INJURY TO STUDENTS, EMPLOYEES, OR VISITORS, A SEPARATE INJURY/ACCIDENT INVESTIGATION REPORT MUST BE FILED WITH THE RISK MANAGEMENT DEPARTMENT

School:	Date of Report:
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**COMPLAINT/INVESTIGATION RECORD
DISCRIMINATION/HARASSMENT AND/OR HATE-MOTIVATED
INCIDENT/CRIME**

I. RECORD OF INVESTIGATION:

Interview alleged target of incident/crime	Date
Interview accused person	Date
Interview witnesses (if any)	Date

Seek assistance from supervisor, other District offices, or other sources, as needed:

Person/Office	Date
Person/Office	Date
Person/Office	Date

II. FINDINGS/DETERMINATION:

<p>Findings indicate that discrimination/harassment occurred.</p> <p>Findings indicate that act of hate-motivated incident/crime occurred.</p> <p>Findings indicate that inappropriate behavior occurred</p> <p>Nature of incident/complaint (check all that apply): race color national origin</p> <p style="padding-left: 40px;">other religion disability sex sexual orientation gender identity</p> <p>There are no findings of hate-motivated incidents/crimes, discrimination/harassment, or inappropriate behavior.</p>
--

III. ACTIONS TAKEN:

Involving Accused Person(s)	Date	Involving Alleged Target(s)	Date
Provide copy/explain District Nondiscrimination Policy/Procedures		Provide copy/explain District Nondiscrimination Police/Procedures	
Provide copy/explain District Policy "Hate-Motivated Incidents and Crimes"		Provide copy/explain District Policy "Hate-Motivated Incidents and Crimes"	
Disciplinary Conference		Administration Conference	
Referral for School Counseling		Referral for School Counseling	
Education/Behavior Contract		Referral for Outside Counseling	
Class Schedule Change		Parent Informed of Incident	
Detention Assigned		Conference Letter	
		Telephone	

Parent Informed of Incident		<p>**Caution: In incidents involving sexual orientation or gender identity, consult with the student to determine an appropriate way to inform the student's parent(s) or guardian(s) of the incident or harassing conduct. Student sexual orientation and/or gender identity cannot be divulged without permission of the student.</p>	
Conference Letter			
Telephone			
Suspension			
Opportunity Transfer		<p>Monitor to check that Unwanted Behavior Has Stopped</p> <p>After One Week</p> <p>After Two Weeks</p>	
Expulsion			
Accused Person's Parents Notified of Resolution of Incident			

IV. DESCRIBE ANY OTHER ACTIONS TAKEN OR FURTHER REMEDIAL ACTION TO BE UNDERTAKEN TO PREVENT RECURRENCE OF THE INCIDENT/BEHAVIOR:

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V. NOTIFICATION OF FINDINGS AND ACTIONS TAKEN:

Targeted Person	Date	Parents	Date
Accused Person	Date	Parents	Date

Harassment Reporting Form for Students

School: _____ Date: _____

Student's Name: _____
(If you feel uncomfortable leaving your name, you may submit an anonymous report, but please understand that an anonymous report will be much more difficult to investigate. We assure you that we'll use our best efforts to keep your report confidential.)

➤ Who was responsible for the harassment or incident(s) _____

➤ Describe the incident(s). _____

➤ Date(s), time(s), and place(s) the incident(s) occurred. _____

➤ Were other individuals involved in the incident(s)? ☐ yes ☐ no
If so, name the individual(s) and explain their roles. _____

➤ Did anyone witness the incident(s)? ☐ yes ☐ no
If so, name the witnesses. _____

➤ Did you take any action in response to the incident? ☐ yes ☐ no
If yes, what action did you take? _____

➤ Were there any prior incidents? ☐ yes ☐ no
If so, describe any prior incidents. _____

Signature of Complainant: _____

Signatures of Parents/Legal Guardians: _____