



Montana Board of Public Education

Public Charter School Application

September 2023

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INTRODUCTION

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

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

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

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

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

Applicants are strongly encouraged to review all information and resources available on the Board’s webpage under the Public Charter School tab prior to drafting and submitting a public charter school application.

SUBMISSION PROCEDURES

To facilitate the Montana Board of Public Education’s review of public charter school applications, applicants must submit the application to bpe@mt.gov no later than November 1, 2023. The Board will review the public charter school application, and if completed, will facilitate an interview, and take public comment on the application at the November 15-17, 2023 Board meeting. Final approval of the application will take place at the January 18-19, 2024 Board meeting.

We recognize that this application does not provide the space to fully and accurately respond to each of the questions in the application. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located within the application.

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

PUBLIC CHARTER APPLICATION COVER PAGE

Check One: New Public Charter under Existing Local School Board New Public Charter District

Name of Public Charter School The East Helena 227 Academy

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

The East Helena Public Schools, School District #9, East Helena, MT

Contact Information for the Governing Board Chair

Contact Person: Scott Walter Board Chair
Name Title

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Contact Information for the Person Completing this Application

Contact Person: Dan Rispens Superintendent
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PUBLIC CHARTER APPLICATION

Name of Public Charter School: The East Helena 227 Academy

Provide an executive summary with the general purpose and rationale for the creation of the public charter school.

The East Helena 227 Academy will be an alternative to traditional school programming for students of promise and students at risk. There has long been a need in our community for an alternative path to success for a select subset of students. The EHPS Board of Trustees recognizes this need and has set goals in its strategic plan to meet the needs of all students through the services we provide. The strategic plan specifically envisions charter school(s) in East Helena in the near term future.

Our community has recently witnessed significant growth and change as we have transitioned to a K-12 district. We anticipate that the district population will continue to grow and could double or triple in size over the next 20-30 years. As we have grown, there has been an acute need in the district for an alternative to traditional school programming in both the middle and high school. At EHHS, we currently have a small, but effective alternative program that has not been fully developed. The middle school does not have any program at all for students needing additional support, additional challenge, or alternative instruction.

This charter school application, if approved, will create opportunities to fully develop and create an alternative school for East Helena 6th - 12th grade students. The new school will provide a safe and nurturing environment for all students to succeed and thrive. The approach to instruction will be individualized in nature and allow for transformational learning credit as well as work credit for internships and workplace learning. The schedule will be flexible and adjust according to student need and competencies, and there will be remote and hybrid learning options for students to utilize as needed.

Opening Date: August 28, 2024 Public Charter Term Length: 5 Years
 Grades to be served: 6-12
 Minimum Enrollment Per Year: 62
 Planned Enrollment Per Year: 100
 Maximum Enrollment Per Year: 150

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1							2	5	8	10	15	12	10	62
Year 2							3	6	10	12	18	15	12	76
Year 3							4	8	12	14	20	18	15	91
Year 4							5	10	14	16	22	22	20	109
Year 5							5	11	16	18	23	24	22	119

ACADEMIC PROGRAM

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

The Mission of The 227 Academy is to provide a personalized education enabling all students to achieve, succeed, and thrive.

The vision of this program is to provide a productive learning environment providing students more flexibility to earn and recapture credits, working toward their high school diploma.

This program is critical to ensure students at risk of failure or dropping out have alternative avenues to success in school and in life. The services and personalized approach of The 227 Academy will benefit, not only the individual student, but the community at large in having a more successful and more educated populace and workforce.

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

- At risk, twice exceptional students who don’t function well in the regular academic setting.
- Students who may be credit deficient.
- Students who possess average to above average academic promise but struggle with certain academic or social constructs such as those found in a typical middle or high school setting. .

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

Enrollment for this school will be available on a continual, rolling basis throughout the school year. We will focus on two primary enrollment periods, the start of each semester according to the traditional school calendar for the other East Public Schools students. Outside of these natural start dates, The 227 Academy staff will meet on a monthly basis to discuss the program, the students in the program, and plans. At this time, dependent on seat availability in the program, the team will also discuss new applicants and placement.

In order to recruit, the counselors, building team, and school staff within the traditional school setting are educated on the purpose and ideals behind this program. Students who are identified as potential candidates will be invited to increase their understanding of the program and the possibilities available to them by applying to enroll.

Two yearly meetings will also be held at the mid-point of the semesters to inform families and students about the program. These meetings will coincide with our main enrollment periods.

When capacity has been met, students will be placed on a waiting list. Rubrics will be developed for accepting students.

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

In our secondary schools, the curriculum efforts have set the tone for high rigor and time engaged in complex text. Current data-driven dialogues have repeatedly shown that although we are strengthening our core programs our Tier 2 and 3 students need more individualized attention. Evidence-based interventions curriculum will greatly support the foundational skills and rigor for 6-12. Middle school will expand on this with charter-wide high-leverage training around comprehension strategies such as reciprocal teaching as a Tier 1 application of standard based/transformational instruction. Access to technology, skilled teachers, and evidenced-based materials will be the focus for our high schools as they support disadvantaged, twice exceptional, and enrichment students and their families.

Students will complete benchmark assessments through iReady Reading and Math three times a year for students on grade level. Students who fall within tier 2 and 3 will be assessed every six to eight weeks providing data information that interventions put into place increase student's performance or if the intervention in place needs to be changed. Other data will be used such as curriculum progress, formative state assessments, and ACT.

College enrolled students will also have the opportunity to connect and use office hours during school to support their needs to be successful in their dual credit courses.

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

None Required

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

Transformational Learning, Community based learning, proficiency based approach.

The basis for this school will be centered around a true Competency-Based (Proficiency-Based) Learning approach that allows for students to move at their own guided pace and demonstrate their knowledge of a concept through various measures instead of the required seat time. This will allow for the teachers in the program to develop proficiency-scales that allow for a better understanding of expectations of learning and provide students an opportunity to move faster through a curriculum if they so choose. This opens up doors for students to get caught up in a quicker fashion if they are credit deficient, as well as providing students greater opportunity to enroll in dual credit and dual enrollment opportunities as they progress at a quicker pace through our curriculum.

Additionally, the learning at this school will be community-focused and work-based in nature, working to establish internships, apprenticeships, and opportunities for engaging in the community. Students will take advantage of MCIS provided through the Montana Department of Labor and Industry to determine potential career paths and interests. Continued connections with Helena College, the OPI Career Coach, and through the work already being completed by our CTE Committees, students at this school will be allowed to fully partake in these programs.

7. Describe plans for identifying and successfully serving students with disabilities, students who are English Language Learners, students who are academically challenged, and gifted students, including compliance with applicable laws and regulations.

Through the personalized nature of this school, it will be easier for the development of individualized programs to serve students in the above mentioned categories. The enrollment numbers we have set for the school will keep enrollment at a number that allows for adequate one-on-one time, small group work, and the development of strong educational practices and specialized instruction, tailored to the individual needs of each student to allow learning to happen at the student's level.

The district is a member of the Prickly Pear Cooperative for Special Education services. As a member district, students in The 227 Academy will receive services for OT, PT, Speech, and other related services through the PPC staff. PPC Staff will assist the staff at The 227 Academy in Child Find activities to identify and serve students with disabilities according to IDEA regulations. School psych services for educational evaluation and social emotional learning goals will also be delivered by PPC staff. Case management and delivery of specialized instruction for students who have Individual Education plans will be performed by a licensed Special Education teacher employed by the district.

The 227 Academy will be in compliance with all applicable laws and regulations including IDEA, Section 504, Title IX, McKinney-Vento, and The Equal Educational Opportunities Act.

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

We will plan to initially follow our current handbook and discipline matrix that is steeped in PBIS and MTSS structures with the intent to adjust these plans and documents as the school evolves.

Our current student handbook can be found at the [following link](#), as well as in Appendix A (Attached).

Our current discipline matrix can be found at the [following link](#), as well as in Appendix B (Attached).

SCHOOL GOVERNANCE

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

The 227 Academy will fall under the purview of the locally elected Board of Trustees of the East Helena Public Schools. The school’s administrator will report directly to the district superintendent. Monthly reports of the school’s activity and progress will be required by the school board. A parent council will be formed consisting of parents and guardians of enrolled students as well as teacher representation. This council will meet at least Quarterly to advise administration regarding issues related to school operations. The school’s administrator will be a member of the School Administrators of Montana and the National Alternative Education Association.

Principal’s Advisory Council (Consists of parents of enrolled students and teachers/staff)

v

Meets with and advises

v

School administration

v

Reports to

v

District Superintendent

v

Reports to

v

Locally Elected Board of Trustees

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

Roles and responsibilities:

The locally elected Board of Trustees will:

- Set policy for the school district. The 227 Academy will fall under this umbrella of policies,
- Provide financial resources,
- Provide oversight
- Accept public input
- Manage resident vs non-resident enrollment,

The district superintendent shall:

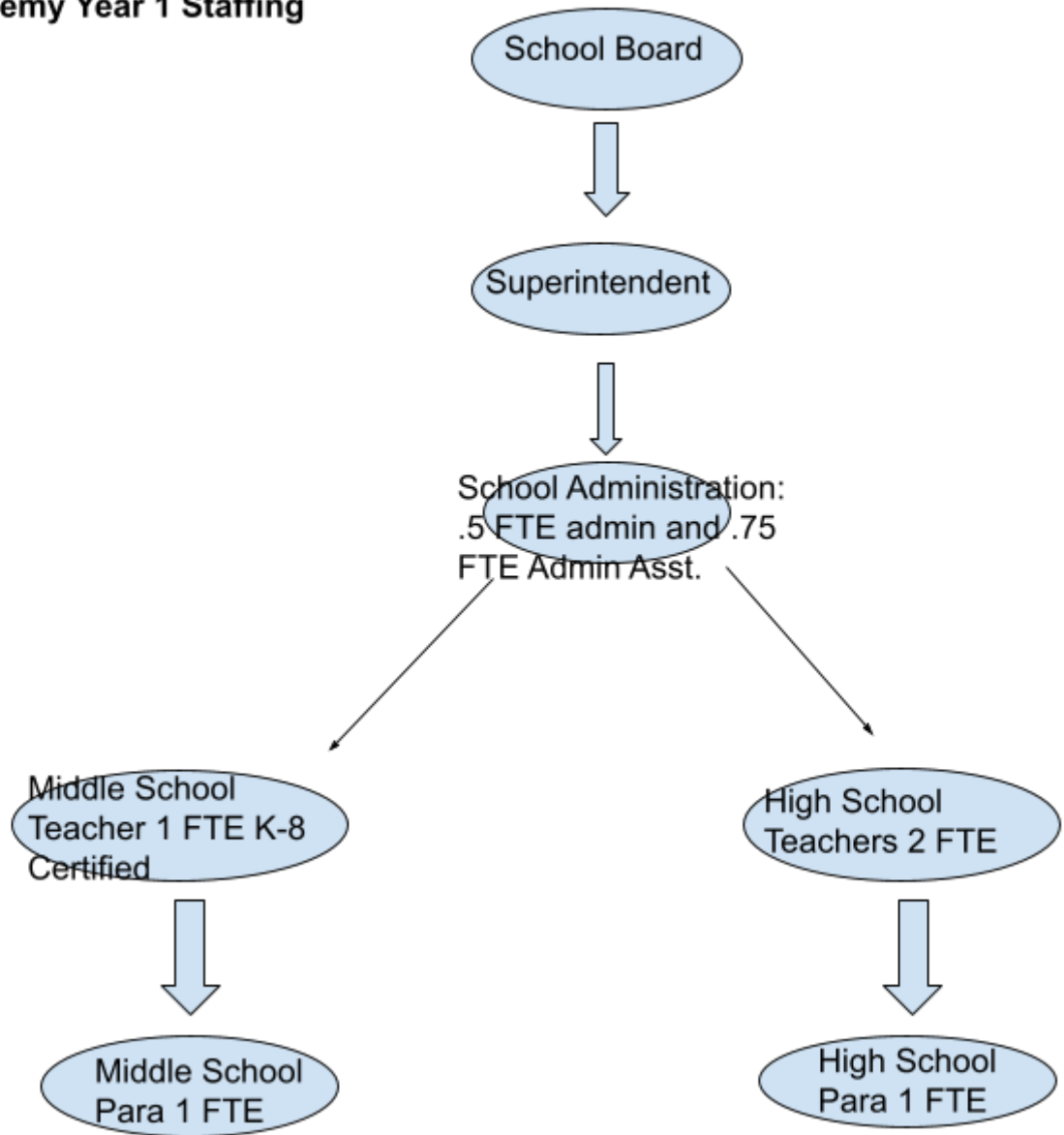
- Manage operational budgets for all schools including The 227 Academy,
- Hire and evaluate the school administrator
- Provide program oversight and curricular support

The school administrator shall:

- Manage day to day operations at The 227 Academy
- Develop and manage enrollment procedures including a possible lottery system,
- Lead staff in curriculum development and material selection
- Develop a student handbook
- Enforce school rules and policies
- Hire and evaluate instructional staff and classified staff,
- Create and implement a functional Principal's Advisory council,
- Manage the school's portion of the student information system (Infinite Campus)

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

The 227 Academy Year 1 Staffing



Year 2 - 2025-26 Staffing plan

Administration - .5 FTE
Admin Assistant - .75 FTE
Paraprofessionals - 2 FTE
3 FTE Licensed instructional

Year 3 - 2026-27 Staffing plan

Administration - .5 FTE
Admin Assistant - 1 FTE
Paraprofessionals - 2 FTE
3 FTE Licensed instructional

Year 4 - 2027-28 Staffing Plan

Administration - .75 FTE
Admin Assistant - 1 FTE
Paraprofessionals - 3 FTE
3.5 FTE Licensed instr.

Year 5 - 2028-29 Staffing Plan

Administration - 1 FTE
Admin Assistant - 1 FTE
Paraprofessionals - 3 FTE
4 FTE Licensed instr. Staff

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

January 2024 - Official Notification from the MT BPE of application approval

- District administration team meets to review timelines and duties
- Inform Trustees of approval
- Central Office post for 2024-25 positions: .5 FTE School Administrator, .75 FTE Admin Assistant, 3 FTE certified teachers, 2 FTE paraprofessionals

February 2024 -

- Admin Team create Draft Student handbook and student application and selection rubrics
- Form teacher advisory council to guide development of instructional practices related to Competency Based Education/transformational Learning.
- Teacher advisory council begins process of curriculum development and material selection
- If possible, interview and hire school administrator

March 2024

- Superintendent and business manager begin budget development for The 227 Academy and all district schools
- Interview and hire school administrator
- Advertise application procedures to students/parents and the larger community. Open application window for student admissions.
- If possible, the school administrator begins hiring instructional staff. internal and external candidates can be considered as well as shared assignments for current staff.
- report on progress to school board

- Meet with maintenance and facilities staff to discuss facilities adjustments and transition need for summer 2024
- Finalize instructional materials selection

April 2024

- School administrator finalizes instructional staffing -
- Admin team Plans for selection of students with school administrator and instructional staff
- report on progress to school board
- End of April/beginning of May - Student selection

May 2024

- Notify students and families of selection
- report on progress to school board
- Form principal's advisory council of parents/teachers - Review student handbook and expectations - accept comment and input.
- Interview/hire administrative assistant to begin August 2024

Summer 2024

- District facilities and maintenance crew prepares space for school(s)
- report on progress to school board
- Interview and hire paraprofessional staff - Internal and external candidates can be considered.
- Admin and instruction staff attend professional development - regional or national event.

August 2024

- Staff PD, meetings
- report on progress to school board
- Opening Day!!!!

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

Recruitment will begin by reviewing interest within our district staff for both instructional and administrative assignments. Interested individuals will be involved in initial start up planning and organization as well as professional development on the topics of personalized learning, competency based education, gifted and talented, and alternative schooling. If necessary we will advertise outside the district for some positions.

Several district administrators are already well-trained in the areas of Multi tiered systems of support, exceptionality, Competency based education, transformational learning, and working with students affected by the culture of poverty. We will seek out state and national training opportunities to complement our current knowledge base and prepare our team to develop the most robust alternative program possible for East Helena.

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

All staff at The 227 Academy will fall under current district policy and collective bargaining agreements. Current evaluation procedures for formative and summative performance evaluations will apply to all staff at The 227 Academy.

15. State the proposed governing bylaws.

Expectations of Teachers

As a teacher in The 227 Academy, the following expectations are present and should be adhered to:

1. Provide a learning environment in which students are able to access education in a safe and orderly way.
2. Teachers should be teaching on a consistent basis. While the intent is for more personalized learning opportunities, there is still a need for students to receive direct instruction on the material. There should be limited time at the teacher desk and more time structuring the students into learning pods and activities.
3. Consistent and accurate communication to the student, parent, and other teachers is essential to ensure all members of the team are on the same page with student success. This will include phone calls home with periodic updates, not just email.
4. Enforce and uphold students to the expectations set. This includes all expectations mentioned in the student/parent agreement, as well as the aspects of Behavior Matrix. Reporting of student behaviors and progress will need to be consistent.
5. Help to establish a welcoming and comfortable environment for all students. This helps toward the goal of creating a positive experience and opportunity for students.
6. Teachers dictate where students are learning during class time. Students need to be where they are supposed to be, if they choose not to do this, it is the expectation that the teacher works with administration to get them in the right location.

Expectations of Students

As a student in The 227 Academy, the following expectations are present and should be adhered to:

1. Come to school prepared and ready to participate in a learning environment each day. As a member of this program, it is your responsibility to be an active participant in your learning.
2. Take proper steps to put yourself in a situation where you are able to be present and learn. This learning environment is not intended to be nap time or movie watching time. You are here to learn and progress toward graduation, teachers and school staff are here to support you in this, we look forward to you taking advantage of this.
3. Attend school regularly.
4. Actively engage in the learning happening during the period you are assigned to learning.
5. Follow the expectations set forth in the parent/student agreement.
6. Clean up after yourself and help maintain a suitable learning environment for everyone present.
7. Adhere to the 227 Academy Student Handbook and recognize the consequences of not following those expectations.

Expectations of Administration

1. Provide a strong leadership presence to provide support for students and staff.
2. Help to maintain adequate numbers of students and help with the tracking process to ensure everyone is given an opportunity for success.
3. Oversee all aspects of the program to ensure adequate materials and time is given to develop a proper program.

Consistency of Expectations

In order for this program to be successful, it is imperative that we all work together to be consistent and apply expectations in a consistent manner each and every day. The intent of this team is to work cooperatively to ensure that we are not only providing successful opportunities for students, but to also support each other in the development of a quality program.

Communication of Progress/Success

To document that conversations are being had with parents, students, and to keep all staff involved aware of when contact is being made. We will utilize the following progress for reporting:

- We will use this [shared document](#) on when a teacher meets with a student and briefly describe what was discussed with them.
- Every 3 weeks, an email will be sent home to parents to document progress made, or lack thereof, and what their child is working on. This contact will be documented in the shared document linked above.
- If a student is not making adequate progress, a phone call (not email) will be made home and documented in the shared document linked above. If a voicemail is left, or there is no answer, document that and then send a follow up email as well.

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

Helena College
Lewis and Clark Public Library
Job Service
American Chemet
Blue Cross Blue Shield
Carroll College

17. Provide the proposed calendar and sample daily schedule.

The language provided in board policy 1005FE for proficiency based education will dictate the need for student attendance and enrollment.

In general, the school year will start in accordance with the start date of the other schools in the district as agreed upon by the District Calendar Committee and approved by the EHPS School Board. This school will also take the scheduled breaks as outlined in the district calendar.

A bell schedule, similar to the one listed below will be used to guide student focus on a certain subject area. In accordance with the proficiency language and due to agreements between the school, student, and their family, if a student is completed with their work and in good standing, they may be allowed to leave earlier in the day than what the schedule shows.

1st Period - 8:25-10:00 - students would be working on a core subject area

2nd Period - 10:04-11:34 - students may work either on a core subject area or an elective

Lunch - 11:34-12:11

3rd Period - 12:16-1:46 - students would be working on a core subject area

4th Period - 1:50-3:20 - many would be encouraged to do a work-based learning elective here, or work on another elective

BUSINESS OPERATIONS

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

Transportation for resident students will be provided by district owned transportation in compliance with state laws controlling and governing pupil transportation. Food service and meals will be provided by the district's food service program in compliance with the National School Lunch Program. Additionally, students will be able to cook their own food (or food provided through Food Share or other programs) in the kitchen set up in the school area. All operation and ancillary services (maintenance, custodial, financial) will be provided under the umbrella of school district operations.

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

Through our current adopted policies and state law, as outlined below, we will offer any and all students who qualify the opportunity to participate in this programming. Extracurricular participation will follow MHSA guidelines and students will compete for East Helena High School. Middle school students will have the opportunity to join sports teams and activities at East Valley Middle School.

High School Considerations and Guidelines

The first initial step in this direction was moved in part by the inclusion of the 2021 Legislative Session to allow home school and nonpublic school students to participate in extracurricular activities. This opportunity will extend to students at the 227 Academy. This is outlined in the Montana High School Association Official Handbook By-Laws:

Article II, Section (2), 2.1: A student must be enrolled...Exception: students who are enrolled and participating in a transformational learning program in their school that meets a district's proficiency-based learning requirements pursuant to the adopted policies of the local school board is exempt from the ten hours per week bricks and mortar requirement. Exception: Non-public or home school students who meet the requirements of 20-5-109 can participate in MHSA member school extra-curricular activities with the following stipulations...

At the high school, further requirements to allow for participation are:

1. The family of the student wishing to participate must reside in the district boundaries.
2. Prior to being able to participate, the family must meet with the high school principal and provide copies of the curricular material being used to educate the student wishing to participate. The principal

will review those materials and assure that the curriculum is creditable and that they are enrolled in enough classes to remain eligible.

3. If the student has completed at least a semester of high school coursework, the parent will need to provide documentation of the grades/marks received to allow the principal to determine whether the student wishing to participate passed at least four (4) classes the prior semester to be academically eligible.

4. The student must maintain the same requirements as those students who are enrolled full-time at the high school in regards to academics, attendance, behavioral, and all other aspects as outlined in the student-athlete and student handbooks.

Middle School Considerations and Guidelines

The middle school follows the same guidelines as EHHS in regard to athletic and activity participation as outlined in the Montana High School Association Handbook and referenced above, home school and non-public school students as well as students in The 227 Academy will be eligible to participate as long as the requirements listed in the high school section are also met.

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

The school and its required operating expenses will be included in the district's general fund budget. The additional state base aid funds will be directed to the operating costs for staffing, supplies, curriculum, and expenses for The 227 Academy. The school will operate under all board fiscal policies regarding controls and audit requirements (See attached Appendix C).

21. Describe the insurance coverage that will be obtained.

We are currently unaware of any insurance company in Montana that carries policies for charter schools. We believe that the new school will fall under our current Property, Casualty, and Liability coverage (See attached Appendix D). We will continue to seek a carrier and solution to this issue.

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

Startup - The district has experience in successfully starting new schools.

District administrators will collaborate with district teachers and business office staff to execute the necessary start up planning. This planning team will report to the school board and community regularly and accept input and public comment. When the first students are accepted to the program, parents will be consulted for input in developing programmatic materials, handbooks, schedules, and operational plans. This group will morph into the parent council mentioned above when the doors open in the fall of 2024. Budgetary considerations will be met by current general fund allocations for salaries and benefits for district employees involved in the planning. Any additional ancillary or supply costs (which will be minimal) can be borne by district funds set aside in an interlocal agreement for this purpose.

The budget projections below reflect anticipated general fund increases in base aid as well as some ANB funding the district will allocate to the new school as enrollment grows.. We anticipate the initial majority of The 227 Academy's students will be students already enrolled in the EHPS and will not bring new ANB with them. As enrollment grows with programmatic development, we will shift some resources away from current district schools as needed to The 227 Academy to reflect the transition in ANB to the new school. Compensation rates are based on current district pay rates.

Year 1 - 2024-25 budget assumption approximately \$375,000

- Administration salary, benefits, employment costs (.5 FTE) - \$57,870
- Admin Assistant salary, benefits, employment costs(.75 FTE) - \$32,124
- Paraprofessionals salary, benefits, employment costs(2 FTE) - \$66,769
- 3 FTE Licensed instructional Staff salary, benefits, employment costs- \$207,237
- Supplies - \$4500
- Utilities, copier supplies, materials - \$5500
- Repair and maintenance - \$1000

Year 2 - 2025-26 budget assumption approximately \$384,375

- Administration salary, benefits, employment costs (.5 FTE) - \$59,027
- Admin Assistant salary, benefits, employment costs(.75 FTE) - \$32,767
- Paraprofessionals salary, benefits, employment costs(2 FTE) - \$68,104
- 3 FTE Licensed instructional Staff salary, benefits, employment costs- \$211,977
- Supplies - \$5000
- Utilities, copier supplies, materials - \$6000
- Repair and maintenance - \$1500

Year 3 - 2026-27 budget assumption approximately \$398,984

- Administration salary, benefits, employment costs (.5 FTE) - \$60,207
- Admin Assistant salary, benefits, employment costs(1 FTE) - \$43,905
- Paraprofessionals salary, benefits, employment costs(2 FTE) - \$69,466
- 3 FTE Licensed instructional Staff salary, benefits, employment costs- \$212,906
- Supplies - \$5000
- Utilities, copier supplies, materials - \$6000
- Repair and maintenance - \$1500

Year 4 - 2027-28 budget assumption approximately \$490,479

- Administration salary, benefits, employment costs (.75 FTE) - \$91,277
- Admin Assistant salary, benefits, employment costs(1 FTE) - \$44,563
- Paraprofessionals salary, benefits, employment costs(3 FTE) - \$88,135
- 3.5 FTE Licensed instr. Staff salary, benefits, employment costs- \$252,116
- Supplies - \$5500
- Utilities, copier supplies, materials - \$6500
- Repair and maintenance - \$2000

Year 5 - 2028-29 budget assumption approximately \$562,584

- Administration salary, benefits, employment costs (1 FTE) - \$120,440
- Admin Assistant salary, benefits, employment costs (1 FTE) - \$45,231

- Paraprofessionals salary, benefits, employment costs (3 FTE) - \$89,457
- 4 FTE Licensed instr. Staff salary, benefits, employment costs- \$292,456
- Supplies - \$6500
- Utilities, copier supplies, materials - \$6500
- Repair and maintenance - \$2000

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

Start up planning and work will be performed by current district staff in cooperation with the board of trustees and the soon to be formed parent council. We assume an increase in base aid to the district's general fund of approximately \$375,000. The amount will provide the funding necessary to start the school and provide year 1 staffing and supplies without impacting current operations or programs. See question 22 for more detail about this plan. .

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

At this time we do not have any ongoing fundraising commitments. The district has not been a beneficiary of the Income Tax Credit program in the past. We have solid relationships with community partners including Blue Cross Blue Shield, American Chemet, and Town Pump. These organizations along with the EH PTO and EHHS boosters have provided ongoing support for school functions and needs.

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

At the current time, there is dedicated space within the East Helena High School (approximately 4,500 sq ft) that was intended and designed as an alternative learning space. It is attached to the regular high school but set apart and separate. The planning team will determine if the 6-8 students will attend in the alternative space at EHHS or if we need to separate the students due to age disparity and in that case, we can reallocate space at EVMS for the middle school students. Again this space will be dedicated and set aside for The 227 Academy students and will be separate and apart from the regular school.

On the long term horizon, the district is in the process of completing a facility master plan with SMA Architects of Helena. Part of the planning scenarios is space for an alternative school. If this application is successful and the school flourishes like we expect, we will have long range plans that include The 227 Academy.

COMMUNITY SUPPORT AND NEED

26. Describe the specific evidence of significant community support.

The EHPS Trustees voted unanimously in favor of this application at their special meeting held October 30, 2023. It was stated specifically in this meeting by Board Chair Walter that this application and The concept of The 227 Academy meets the goals and objectives inclined in the Strategic Plan (Appendix E) created and maintained by the trustees to set the direction of the district.

27. Describe the opportunities and expectations for parent involvement.

Evidence-based practices and resources are available to support community and family engagement.

Grades 6-8

- Family nights twice a year, November and March that will start with each student and guardian having a one on one presentation providing parents the communication to know where their student is and where they need to end up.
- Independent reading. Librarians, parents, teachers, and administrators on strategies to expose students to books in the area of interests, daily supported independent reading of challenging self selected books, Interest based choice opportunities for independent reading, and Key tools to finding evidence while reading across curriculums
- Community members Mentoring students

Grades 9-12

- Family Nights three times a year,
 - August- Orientations before school to provide/check out chromebooks and train parents/students on Google Classroom. Also, go over Restorative Justice Procedures led by administrators, literacy instructional coach, and teachers.
 - Sept. Literacy night. Provide tools and strategies for parents to teach literacy skills at home to help their student's growth in credit recovery
 - Post Graduation night where guardians and students come to talk about year 5-6 options outside of a 4 year college,
- Parents teacher conferences twice a year to increase attendance while giving parents tools to help their students increase their literacy skills in all subject areas.
- Staff training and time to plan literacy across curriculum
- Strategies to be used: expose students to books in the area of interests, daily supported independent reading of challenging self selected books, Interest based choice opportunities for independent reading, and Key tools to finding evidence while reading across curriculums, clear pathways with parent input to help students with credit recovery through online tools.
- arranging on-site visits to potential schools, helping their children stay abreast of important admissions requirements, and helping their children find opportunities for job exploration and work-based learning experiences such as internships and job shadows.
- Staff Mentoring Students with daily check in's
- Community members Mentoring students
- Partner with businesses within their communities to provide students with more opportunities for job shadowing, internships and other work-based experiences.
- Partner with community organizations to provide entrepreneurship and/or service learning opportunities during or after school.

Grades 6-12

- Parent and school contracts reviewed along with progress check ins once a semester
- Access to college counselors to provide continual education plans
- Holiday dinners prepared by the students of The 227 Academy.
- Weekly communication to parents about upcoming events.

NOT AN EXISTING LOCAL SCHOOL BOARD? COMPLETE THE FOLLOWING INFORMATION

1. Provide specific evidence that the applicant has sought from the local school board the creation of a school or program of the located school district serving the mission and vision of the proposed public charter school.

N/A

2. Provide specific evidence that the local school board declined to create the school or program and declined to submit a proposal for the creation of a public charter school to the Board of Public Education.

N/A

3. Provide a legal description of the property of the existing school district from which the boundaries of the public charter school district are proposed to be formed.

N/A

4. Share background information on the initial governing board members and, if identified, the proposed school leadership and management team.

N/A

Questions? Contact bpe@mt.gov

EAST HELENA HIGH SCHOOL



STUDENT HANDBOOK 2023-2024

Message from the Principal

Dear Vigilantes -

Welcome to the 2023-2024 school year! I am excited to see what this year has in store for us as we all grow and learn together.

As we move into this school year, I am excited to watch the continual growth we are experiencing that is helping our school become a great place to be. As we look to fully implement our Vigilante Expectations this year, we appreciate your cooperation and attention to helping be positive members of our school community.

Serving as Principal has been a great experience at EHHS. I am amazed each day at the many talented individuals we have walking our halls. The diversity we see each day is also welcoming, knowing that we encourage each other to be ourselves and accept everyone in our school. I look forward to see where the future takes all of you, we are in good hands!

This handbook has been written and revised by the staff and administration at EHHS this past summer. The purpose of this handbook is to give students and their families an overview of the ins and outs of East Helena High School. Throughout these pages, you will be introduced to the many services and opportunities available for the students in our building. In addition, you will find the student code of conduct and the expectations we have for everyone who steps foot on our campus. Through this, our goal is to ensure that all students at EHHS feel welcome, live by the Vigilante Code, and continue to work their way to being a productive member of society.

I ask that all students and their families review this handbook and abide by the codes set forth within here. Please give yourself the best opportunity to be successful at our school, involve yourself in activities or athletics, and help us build the Vigilante pride.

Good luck this year!

Mr. Kessler



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**East Helena High School
2760 Valley Drive
East Helena, MT 59635
(406) 227-7730**

For additional information on school policies, activities and events, please visit our website <http://ehps.k12.mt.us/>

Mission Statement:

East Helena Public Schools in partnership with the parents and community will offer a caring environment where students gain knowledge, grow in wisdom, develop confidence and value learning for life.

"Success For All Students"

Non-Discrimination Assurance

East Helena Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities (Policy #3000) and provides equal access to all students, employees and youth groups. The East Helena Public Schools Superintendent has been designated to handle inquiries regarding the non-discrimination policies. He can be contacted at: Dan Rispens, Superintendent East Helena Public Schools P.O. Box 1280 East Helena, MT 59635 (406) 227-7700 For further information on notice of nondiscrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

East Helena School District Board of Trustees

Scott Walter, Board Chair

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East Helena, MT 59635
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Stacy Baird, Trustee

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East Helena, MT 59635
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Tristan Ulmer, Trustee

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Administration:

[Brian Kessler](#), Principal 227-7730

[Duane Schlabach](#), Assistant Principal 227-7730

[Shaun Murgel](#), Activities Director 227-7730

[Bridget Guerin](#), Registrar 227-7730

[Sydnee Clairmont](#), Attendance/Activities 227-7730

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Laurie Leistiko	Custodial	
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East Helena High School

2023-2024

A/B Rotation Schedule

July 23						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 23						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October 23						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 23						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

January 24						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 24						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

March 24						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 24						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 24						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July 24						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 23						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

December 23						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 24						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 24						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Events

- First Day - August 30
- Labor Day - Sept 4 - No School
- MEA Days - Oct 19-20
- Thanksgiving - Nov 22-24
- Winter Break - Dec 21 - Jan 1
- MLK, Jr. Day - Jan 15
- President's Day - Feb 19
- Spring Break - Mar 25-29
- Memorial Day - May 27
- Graduation - May 31
- Last Day - June 6
- Back to School Teacher Days - August 28 and 29
- No School
- Blue Day Assembly
- Silver Day Assembly
- Blue Day Early Release
- Silver Day Early Release

EHHS Student Council 2023-2024

Student Body President - Sonny Silverthorne
Student Body Vice President - Keston Sargent
Student Body Secretary/Treasurer - Copen Earley

Our Vigilante Credo - We are the Vigilantes. We value the power of community. We stand up and speak up for what is right and true. We defend and empower each other with pride and honor. We are the Vigilantes!

East Helena High School Song

Original Composition rights exclusively held by EHHS

Created by the first 2019 student body in cooperation with the community & Board of Trustees.

Vigilantes Proud and True

East Helena High Loyal Silver and Blue,
Proudly we strive, victorious for you.
With honor we fight for victory, Fearless we Prevail.
Worthy in our quest united we march on!
East Helena High triumphant Silver and Blue!
We are the Valiant Vigilantes; our honor and pride renew.
EHHS Proud and True!

**East Helena High School
Bell Schedules
2023-2024**

2023-2024 East Helena High School Bell Schedules				
Silver Day			Blue Day	
<i>Period</i>	<i>Time</i>		<i>Period</i>	<i>Time</i>
0	7:30-8:20 (Daily)		0	7:30-8:20 (Daily)
1	8:25-10:00		5	8:25-10:00
2	10:04-11:34		Flex 1	10:04-10:47
Lunch	11:34-12:11		Flex 2	10:51-11:34
3	12:16-1:46		Lunch	11:34-12:11
4	1:50-3:20		6	12:16-1:46
			7	1:50-3:20
Silver Day Early Release			Blue Day Early Release	
<i>Period</i>	<i>Time</i>		<i>Period</i>	<i>Time</i>
0	7:30-8:20 (Daily)		0	7:30-8:20 (Daily)
1	8:25-9:10		5	8:25-9:10
2	9:14-9:59		Flex 1	9:14-9:59
3	10:03-10:48		6	10:03-10:48
4	10:52-11:37		7	10:52-11:37
Lunch	11:37-12:15		Lunch	11:37-12:15
Silver Day Assembly Schedule			Blue Day Assembly Schedule	
<i>Period</i>	<i>Time</i>		<i>Period</i>	<i>Time</i>
0	7:30-8:20 (Daily)		0	7:30-8:20 (Daily)
1	8:25-9:40		5	8:25-9:40
Assembly	9:44-10:44		Assembly	9:44-10:44
2	10:48-12:03		Flex 1	10:48-12:03
Lunch	12:03-12:38		Lunch	12:03-12:38
3	12:42-1:57		6	12:42-1:57
4	2:01-3:20		7	2:01-3:20

Time schedules are subject to change with notice given



Be Responsible

EHHS ATTENDANCE POLICIES

Based on Semester Attendance

Regular school attendance is essential for the student to make the most of his or her education to benefit from teacher-led activities, to build each day's learning on that of the previous day, and to grow as an individual. Attendance is paramount to a quality education whether that is in the Alternate Wing, Montana Digital Academy [MTDA] coursework, or in the regular education setting. East Helena High School will work cooperatively with students and parents to achieve this goal.

- A student between the ages of 7 and 16 **must** attend school unless the student is otherwise legally exempted or excused. A student who voluntarily attends or enrolls after his or her sixteenth birthday must meet the same attendance requirements.
- A student who persistently does not attend school and is considered unexcused for the day or any part of the school day equivalent to the length of one class period is truant and may be subject to disciplinary action. Truancy may also result in assessment of a penalty by a court of law against the student and his or her parents. The District's Attendance Officer may request a meeting with the truant student's parent or legal guardian to develop a truancy plan in the event of continued truancy.
- The principal or designee will attempt to contact a student's parent, guardian, or legal custodian by the end of the school day in order to inform him or her of the student's absence if no excuse has been offered.

When a student is absent from school, the parent/guardian must call the school at **227-7730** any time after 7:30 a.m. to notify the school of the absence. If the parent/guardian does not call, a call home will be made when an absence has occurred. If contact has been made with the parent/guardian, it will not be necessary for the parent/guardian to send a written excuse with the student upon his/her returning to school, unless requested by the administration. If no contact was made, the student will have two school calendar days to bring a note or the absence will be unexcused. A student who is absent for any reason other than an unexcused absence has two school calendar days for each day missed to make up specific assignments missed and/or complete additional in-depth student projects assigned by the teacher. A student who does not make up assigned work within the time allotted will receive a grade of zero for the assignment.

*Please note - it is the student's responsibility to check in with their teachers at an appropriate time to determine assignments missed and to make plans to make up said assignments.

Students are encouraged to check their Google Classroom when gone.

Students who miss school for activities are responsible for communicating with the teachers of those classes missed **prior** to departing for that activity. Tests, assignments, and other projects due the day of the absence should either be completed and turned in ahead of time, or a plan should be made with the teacher about when a make-up can/will occur.

Students will be permitted a maximum of 10 absences in any class during a semester as long as these absences have had parental/guardian approval and/or medical documentation. School related absences are not included in the 10 absences. The building administration has the authority to grant extensions beyond 10 absences when the reasons for the 8th and subsequent absences are documented by a medical note or extended trip approval, or reflect extraordinary circumstances.

In order for a medical absence to be excused and not count toward the 10 day limit, a note is requested from the Doctor/Nurse, Dentist, Orthodontist, Counselor, etc. to clarify that you were at that appointment. Any extended illnesses require a note from the doctor or hospital explaining when you are to return to school.

Note: On the 11th and subsequent absences, the student is considered unexcused and teachers may not give makeup work for unexcused absences. This does not apply to school-related absences, verified medical absences, or extraordinary circumstances as determined by the administration.

Extraordinary circumstances must be cleared with the Assistant Principal in advance. Please call or email Mr. Duane Schlabach (dschlabach@ehps.k12.mt.us) with the details of the situation.

In order to participate in an extracurricular activity, including practice, the student must be in school for the previous 2 periods on Blue and Silver Days, and previous 4 periods on Vigilante Days prior to the start of the event or the bus leaving in order to be eligible to play (this equates to being in school for at least half the school day prior to leaving). For practices, students must be in school for all periods following lunch in order to be able to participate. Students must work with the Activities Director well in advance for an exception to be made. It is understood that instances will arrive that require a student to miss classes unexpectedly. If that happens, please communicate with the Activities Director and Coach/Advisor of that activity asap. Coaches and sponsors may impose stricter attendance obligations that will be noted in their player/participant handbook.

MAKE UP WORK PROCEDURES

<i>SCHOOL RELATED</i>	<i>EXCUSED</i>	<i>UNEXCUSED</i>
<ul style="list-style-type: none"> ● Any absences required for a school sponsored activity. ● Students must notify the teacher before the absence. ● Teachers may require make-up work before the absence. ● All work and assignment are due on the assigned due date, no extra time shall be given for missing due to an activity, unless prearranged with the instructor 	<ul style="list-style-type: none"> ● Any absence that has been verified by parent/guardian. ● Work can be made up at full credit. ● Students have 2 school calendar days to make up work for each day missed. 	<ul style="list-style-type: none"> ● Any absence that has not been approved by parent or guardian either previous to or within 2 school calendar days following the absence(s). ● Work received and/or work made up from an absence that remains unexcused after 2 school calendar days may not receive credit.

Appeals

Students, parents/guardians may appeal the 10-day policy for medical, legal or family related reasons. Appeals must be submitted in writing along with date, specific supporting evidence to the school before the absence(s) takes place or within five days of receiving the 8 day letter.

Tardiness

Students are expected to be in class on time. The passing time will be four minutes before school, after lunch and four minutes between classes. Teachers will take roll within the first five minutes of class, and they are responsible for recording all student tardies. Students arriving after 5 minutes past the tardy bell will need to check in at the main office and receive an admittance ticket to class. Students who are more than 15 minutes late to class will be marked with an unexcused tardy for that class. If a student enters a class with less than 30 minutes left in the class will be considered absent for that class. An accumulation of three (3) tardies per class may equal one half-hour of detention to be served during lunch or after school as assigned by the teacher. Refusal to serve consequences is considered insubordination and will result in an Office Referral and an In-School Suspension if the detention is not served.

Awards & Honors

Students will be recognized as being part of the honor roll if their quarter GPA falls in the below categories:

- 3.75 - 4.0 – High Honors
- 3.25-3.74 – Honors

Valedictorians and Salutatorians will be selected after review of their first 7 semesters' GPAs. Credits from other high schools if the student is a transfer student, as well as any Dual Enrollment courses if the student wishes to put those on their high school diploma will be part of the consideration.

Valedictorians will be those students who have a cumulative GPA of 4.0 through 7 semesters. Salutatorians will be those who have a 3.8-3.9 cumulative GPA through 7 semesters. These students will be recognized by a gold (Valedictorian) or silver (Salutatorian) sash at the graduation ceremony.

Honor Society: A student who earns a GPA of 3.85 by the third, fourth, fifth or sixth semester is eligible for Honor Society membership. Once eligible a student is granted membership when he/she:

- Fills out and hands in the Honor Society application by a specified date
- Receives at least a 3.5 average score out of 5.0 on teacher evaluations
- Is recommended by the Faculty Council, which is made up of four faculty members and the guidance counselor.
- Membership may be lost or a member may become disqualified for any disqualifying event documented with the building administration including but not limited to the GPA falling below a 3.85 average. *See National Honor Society rules and regulations for further details.

In accordance with [MCA 20-5-201\(4\)](#), the district reserves the right to withhold the awarding of a diploma to a student 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. Additionally, the district reserves the right to remove honor designations from the graduation program and not allow cords, sashes, or other references to graduating with honors if the student violates the student conduct code so egregiously to cause potential or undue harm or destruction of personal or school property.

Online Learning

Online learning at East Helena High School currently plans to use the Montana Digital Academy [MTDA]. These online vendors offer students a way to enrich their high school experience or make up courses to fulfill graduation requirements. Online learning requires a lot of determination on the part of the student to succeed in a digital computer environment. It takes dedication and personal accountability to complete the work.

- The first priority is for the student to work on their Online Learning in class. Most online learning classes require 5 to 8 hours per week per class to meet course requirements.
- The instructional monitor will generally be available during class time, before and after school and will also check in with the student once per period to visit with the student about their progress.
- If a course is offered during the school year MTDA courses will not be available to replace that course.

Transformational Learning

Transformational learning at East Helena High School is suited to meet the individual needs of students, which requires a high level of commitment from the student. Some of these courses require a student to be off campus. All documentation including waivers must be signed by all parties prior to the class.

- Students will commit to participating in their assigned transformational learning activitie[s] for the duration of the semester.
- Students will check in weekly with their assigned Counselor to visit about their progress in their transformational learning course.

Drop/Add Procedure

- Classes may not be dropped after the first five school days of the given semester
- A student requesting a drop when a class has been in progress for more than five full school days will receive a withdrawal/fail "W/F" on their transcript.
- Students must obtain a petition to drop a class from the Guidance Office. Students must return the completed petition, alongside a parent signature, to the Guidance Office for review by counselors and approval by the administration.
- Counselors will review the request. If the change is approved, the counselor will make the necessary change to the student's schedule and notify the student. If the change is not approved, the form is returned to the student with an explanation.
- Change-of-teacher requests will not be granted without approval of the principal.
- Students must present the schedule printout to both the new (add) teacher and drop teacher as proof that the change has been approved.

Enrollment Eligibility

No pupil may be enrolled in the District if that pupil has reached his or her 19th birthday on or before September 10 of the school year in which the child registers to enter school. A student may request a waiver of the age limitation, which must be approved by the Board of Trustees.

Homework

It is the practice of the district to give students limited additional work that requires some out of the classroom time to review, practice skills, and research critical issues important to their learning. Purposeful assignments enhance student achievement by embracing the development of self-discipline and good work habits. Typically, Wednesday night will be the lightest of the homework nights to allow for family activities that evening.

Library

Our Library is a fantastic facility, but it takes *you* to keep it that way. Libraries are community spaces, with shared resources, which means they rely on integrity, scholarship, compassion, and respect to ensure that all patrons (students, staff and community members) feel welcome to utilize the space, and its contents, as their needs require.

Our EHHS library media program aims to serve our patrons the very best that we can. We support the State of Montana's idea that, "The school library media program is essential in creating independent learners who are efficient consumers and producers of information. By using a variety of information formats, focusing on the learning process and collaborating with other disciplines, school libraries provide the entire school community with opportunities to acquire the information skills they need to interact responsibly in a global society. An ongoing desire to know, a love for reading, and a respect for information will transform a student into a lifelong independent learner. The role of libraries in a democratic society is to embrace the social responsibility of learning." ([ARM 10.55.1801](#))

Here are some things to keep in mind:

- **Class Periods:** Students may come to the library during class time with permission from their teacher. Please note that students take digital learning courses in the library throughout the day. Please be respectful and visit the library spaces/work in a quiet manner. Also, please be advised that the library may be closed from time to time for media maintenance.
- **Library Hours:** Library hours are from 8:05 am to 3:40 pm. If you need more time, please

- make arrangements with the librarian.
- **Library Checkout:** Please check out materials properly and respect others' rights to reading by returning your materials on or before the due date. You will be contacted if your materials are overdue. Notices will be sent through email, your advisory teacher, and by librarian contact if your book or materials are overdue. If they are not returned in a timely fashion, the administration will be notified. If you have materials out from the previous school year or over the summer you will need to return those and clear up any fines before you are cleared for the new school year.
 - **Electronic Resources:** In addition to print materials, there are several electronic resources available. Check with the teacher librarian for details, if needed.
 - **Requests:** If you need a resource to complete a school project, please request it from the school librarian far in advance so that they can acquire it or make a suitable suggestion for an alternate resource to fulfill the requirement.

Join us in the EHHS Library in your quest to become an independent, lifelong learner!

Report Cards, Progress Reports and Conferences

Progress reports will be emailed through our Campus Messenger system via Infinite Campus at the midterm and end of each grading period. These reports will include the child's grade, absences, and any notes teachers provide.

Student Records

A student's school records are confidential and are protected from unauthorized inspection or use pursuant to the Family Educational Rights and Privacy Act (FERPA). The District maintains two sets of records: a permanent record and a cumulative record.

See District notices and Annual Disclosures at www.ehps.k12.mt.us .

Rights Under FERPA

Specific parental and eligible student rights. [See this information from the US Department of Education regarding the Family Educational Rights and Protection Act.](#)

Individuals with Disabilities Education Act (IDEA) Notice of Procedural Safeguards

The district will provide free appropriate public education (FAPE) and necessary related services to all children with disabilities residing within the district. Those wishing to gain more information about these safeguards and evaluation procedures can reference Board Policy 2161

Privacy Matters – Photographs and Social Media

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

Textbooks

Board-approved textbooks are provided free of charge for each subject or class. Books must be covered by the student, as directed by the teacher, and treated with care. A student who is

issued a damaged book should report the damage to the teacher. Any student failing to return a book issued by the school or damaging a book issued by the school will be charged to replace or repair the book.



Be a Graduate

Grading Guidelines

Grades will comply with the following:

EHHS uses a 4.0 grading scale. Grades will be recorded on report cards and transcripts as letters, allowing for variations with the use of pluses and minuses. All A's will be counted 4 points, B's as 3 points, C's as 2 points, D's as 1 point and F's as 0 points for GPA calculations.

Grading Scale

Grade/Code	Percentage	Explanation
A	90-100	Superior
B	80-89.999	Above Average
C	70-79.999	Average
D	60-69.999	Below Average
F	0-59.999	Unsatisfactory
M	No Grade	Medical Excused
W/M	No Grade	Medical Withdrawal
W/F	Fail	Withdrawal Fail
W	No Grade	Withdraw
I	No Grade	Incomplete

Incomplete Grades

Incomplete (I) grades must be changed to a letter grade within 5 days following the end of the quarter, unless other arrangements have been made with school administration. Incompletes (I) not changed to a letter grade within that time frame will automatically become Fs. (Incompletes from other institutions, such as Montana Digital Academy, will be subject to the same procedure.) Incomplete grades will be awarded based on discussions with the teacher and administration.

Failures and Retakes

All classes attempted at East Helena 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 will be awarded only once regardless of repetition of the course.

****NOTE:** It is critical to realize that failed core (required) courses must be retaken and receive a passing grade.

Graduation

Participation in graduation activities is reserved for those members of the senior class who have completed state and District requirements for graduation before the ceremony. Some graduating students may be invited to participate in graduation exercises. Students invited to participate in graduation exercises may decline.

Requirements For A Diploma

As of June, 2023 graduation requirements have been updated by the School Board by approving a move to require 3 math credits for graduation, as well as a tiered diploma approach. These changes are effective for the Class of 2027. The breakdown in graduation requirements are listed below.

Grad Requirements for the Class of 2024 thru the Class of 2026	Grad Requirements Starting with the Class of 2027	Advanced Diploma Requirements Starting with the Class of 2027*
4 credits - English	4 credits - English	4 credits - English
2 credits - Math	3 credits - Math	4 credits - Math
2 credits - Science	2 credits - Science	3 credits - Science
3 credits - Social Studies**	3 credits - Social Studies**	3 credits - Social Studies**
1.5 credits - Physical Education	1.5 credits - Physical Education	1.5 credits - Physical Education
0.5 credit - Health	0.5 credit - Health	0.5 credit - Health
1 credit - Fine Art	1 credit - Fine Art	1 credit - Fine Art
1 credit - CTE	1 credit - CTE	1 credit - CTE
7 credits - Electives	7 credits - Electives	7 credits - Electives
22 credits total	23 credits total	25 credits total

*The East Helena High School Advanced Diploma is being provided to encourage students to continue to take rigorous coursework and achieve a higher number of credits.

Valedictorians and Salutatorians will be selected from those who have declared they are working towards an advanced diploma. In addition, students will be required to take the following courses:

- 2 Honors Credits in their Freshman or Sophomore Year
- At least 4 AP Courses
- At least 1 Dual Credit/Enrollment Course

**Social Studies Courses that are required include Human Geography, US History, and US Government. In 2022, the Board of Public Education adopted new guidance to require students to take a 0.5 credit of financial literacy. EHHS is still working through guidance on this, but note that students in the Class of 2026 will likely have this additional requirement for graduation as well.

Graduation Exercises

The graduation exercise is a privilege, not a right. It is an extracurricular activity; therefore, participation is earned. The administration reserves the right to exclude from graduation exercises any student who violates set procedures and expectations.

The expectations are for each graduate to:

Successfully complete all coursework/correspondence classes with posted grades.

Be free from drugs and alcohol.

To follow the established graduation procedures.

Not violate school rules or policies prior to graduation following the end of your coursework at EHHS.

Graduation with Honors

Students with the following cumulative GPAs, as measured through the 7th semester of high school, will be recognized as such at the graduation ceremony by the inclusion of a stole or cord, and a denotation in the commencement program:

- Valedictorian – gold stole – students achieving a 4.0 cumulative GPA
- Salutatorian – silver stole – students achieving a 3.8-3.99 cumulative GPA
- Summa cum laude – gold cord – students achieving a 3.6-3.79 cumulative GPA
- Magna cum laude – silver cord – students achieving a 3.4-3.59 cumulative GPA

Early Graduation

A goal-motivated student who demonstrates a high degree of ability, maturity and responsibility and can show need may petition for early graduation from East Helena High School.

All early graduation applicants must meet the following requirements:

- Apply for early graduation by the last day of the third quarter of the junior year. Any applications received after this date will be processed at the beginning of the following school year.
- Successfully completed seven semesters of high school, unless otherwise approved by administration.
- Complete all graduation requirements of School District #9 by the end of the first semester of the senior year, unless otherwise approved by the administration.
- Maintain a cumulative grade point average of 3.00 through six semesters.
- Provide a justification for early graduation.
- Arrange and complete all required coursework. College and correspondence classes must be approved by the principal prior to enrollment. Students will be responsible for the cost of their college or correspondence classes.

Note: Permission to graduate early may be revoked if the above requirements are not met. The student seeking early graduation must first discuss his/her plan with the appropriate school counselor. The counselor will meet with the student and the student's parents to

complete the "Petition for Early Graduation." The completed form with student and parent signatures will be submitted to the principal. The principal will review the documentation and inform the student and their family on whether the petition has been approved.

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

Graduation requirements will not generally be waived; however, in rare and unique circumstances, a principal may recommend that the Superintendent approve a minor deviation from the graduation requirements.



Be Respectful

Advertising

All advertising materials must be approved by the *SUPERINTENDENT* before they can be presented to the students in any manner (announcements, posters, flyers, etc.)

Distribution of Material

School Materials

School publications are distributed to students including the school newspaper, yearbooks, announcements, and memos or notes home. All school publications are under the supervision of a teacher, sponsor, and the principal and are part of the curriculum. School officials have the discretion to edit or delete material which is inconsistent with the District's educational mission. School-sponsored groups are permitted to distribute materials directly to students upon approval of the building Principal or Superintendent.

Non-School Materials

Written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials may not contain material that is obscene, libelous, invasive of the privacy of others, substantially disruptive to the proper and orderly operation and discipline of the school or school activities, or which advocates conduct inconsistent with the shared values of civilized social order are not permitted. Outside groups, including governmental agencies, parent and student organizations not sponsored by the school, and community organizations are permitted to display their materials on a centrally-located bulletin board and/or table available for the displaying of these materials.

Any student who posts material without prior approval will be subject to disciplinary action. Prior approval must be obtained before displaying these materials. Materials should be submitted to the Principal at least one week prior to the requested distribution.

Instructional Materials

Parents have the right to inspect instructional materials used as a part of their child's educational curriculum within a reasonable time. This does not include academic tests or assessments

Checkout Privileges

Checkout privileges during the day are reserved for doctor/dental appointments and legal matters. Parent notification by phone or in writing is also required in such circumstances. Students are asked to check out with the attendance office for permission to leave the building, along with having a parent talk to a secretary. Failure to do so constitutes an unexcused absence which may result in detention or further disciplinary action.

Bullying/Harassment/Intimidation/Hazing

East Helena High School, along with the East Helena Public Schools, are committed to providing students with a safe and civil school environment, free from the threat of harassment, intimidation, and/or bullying. We will not tolerate bullying, harassment, or intimidation in any form at school, school-related events both on and off campus, activities, or on school buses.

East Helena Public Schools expressly prohibits any form of intimidation, hazing, bullying, or harassment that includes, but is not limited to: any gesture, written, verbal or physical act that is reasonably perceived as being motivated by any actual or perceived characteristic (race, color, religion, ancestry, creed, national origin, gender, sexual orientation, gender identity, age, culture, social origin or condition, marital status, political affiliation, or mental, physical or sensory handicap).

These include acts that a reasonable person knew or should have known that the gesture, written, or physical act would: a) have the effect of harming a student or damaging the student's property, b) place a student in reasonable fear of harm to the student's person or damage the student's property, c) Have the effect of insulting or demeaning any student or group of students in such ways as to disrupt or interfere with the school's educational mission.

We ask students and/or families to utilize Form 3225F if they suspect or feel that their child is being bullied at school. This will provide clear documentation for the school on what is going on and initiate the process to resolve the problem. These forms can be found on the district website, or in the main office.

See Board Policy 3225 and also See District Website Link to Parent Notices for additional clarification and information.

Campus Door Security

For the security of our students and staff, all exterior doors will remain locked during the school day at East Helena High School. Students are asked to enter the building each morning and after lunch by using the north doors off the student parking area or the main doors on the east side of the building. These doors will be unlocked from 7:45 a.m. to 8:25 a.m. as well as during lunch. If a student is late to school or needing to leave for the day, they must use the main entrance doors on the east side of the building. There, students will identify themselves correctly and sign in to receive a pass to class, or sign out for an appointment as approved by a parent/guardian. If a student makes a willful decision to intentionally "prop open" a door by putting an object in it, or willingly opens a door to a stranger jeopardizing the safety of the entire school, disciplinary consequences will be assigned by building administration according to the Discipline Matrix.

Cell Phones and Other Electronic Devices (Earbuds, Headphones, Smart watches, etc.)

Student cellular telephones and other electronic devices (personal devices) are personal property and fall under the personal property rule. Students are discouraged from bringing personal property to school.

While devices for using the internet are available in classrooms, the school recognizes that cellular and other electronic devices can have educational benefits when used appropriately. During the school day, phones, headphones, smart watches, and other electronic devices should be used solely for educational purposes. Students are expected to follow the guidelines set forth by their instructors on when, or if, use of electronic devices is permitted in that classroom.

Parents, please refrain from texting your children during classes. If you need to get a message out to them, you can call the main office at 227-7730 and we will get a note out to them.

Unless otherwise stated in the syllabus, it is expected that phones are put away and sound turned off while in the classroom. Social media sites should not be visited throughout the school day and messages should only be checked during passing periods.

Under no circumstances will cell phone usage be permitted in bathrooms or locker room areas at any time.

If a student chooses to not follow these expectations, the following consequences may be applied per the Discipline Matrix.

In the classroom:

First Offense: Teacher warns student, makes contact home with parents about phone or electronic issues in the classroom.

Second Offense: Teacher sends the student to the office with their phone or other electronic device. The student can pick up the phone/device at the end of the day. Parent contact will be made.

If the problem persists:

Student brings the phone or other electronic device to the office, parent or guardian will need to come pick up the phone.

If the student continues to have issues with their phone/device, the student will turn the phone/device in at the beginning of the day for a specified period of time, or not bring them to school.

If a student fails to comply with the requests by a teacher to hand over their phone, it will be treated as insubordination.

Open Campus Lunch (is a privilege)

All students will have the privilege to leave campus for lunch. Students have the opportunity to make responsible choices pertaining to academics, attendance, and behaviors. Students are expected to be back to school on time and to behave appropriately in the community during this time. If a student chooses not to utilize this privilege appropriately, their opportunity to leave campus during this time will be revoked and lunch detention will be assigned to that student for a specified amount of time.

Identification Cards

All students will be provided an East Helena High School Student Identification Card. Students are reminded to carry these and produce them when asked. student identification cards with them at all times.

Protection of Student Rights

Surveys:

Parents have the right to inspect any survey or evaluation and refuse to allow their child to participate in such survey or evaluation.

Collection of Personal Information from Students for Marketing

The District will not administer or distribute to students any survey or other instrument for the purposes of collecting or compiling personal information for marketing or selling such information, with the exception of the collection, disclosure, or use of personal information collected for the exclusive purpose of developing, evaluating, or providing educational products/services for, or to, students or educational institutions.

Pursuant to federal law, the District will seek parental consent prior to and will not request, nor disclose, the identity of a student who completes any survey or evaluation (created by any person or entity, including the District) containing one or more of the following:

- Political affiliations.
- Mental and psychological problems
- Illegal, antisocial, self-incriminating, and demeaning behavior.
- Criticism of other individuals with whom the student or the student's family has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of students or the student's parent/guardian.
- Income, except when the information will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

Release of Students From School

A student will not be released from school at times other than at the end of the school day except with permission from the principal or designee and according to the building sign-out procedures. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

A student who will need to leave school during the day must bring a note from his or her parents that morning or have a parent/guardian place a call to the front office. A student who becomes ill during the school day should, with the teacher's permission, report to the office or school nurse. The administrator or nurse will decide whether or not the student should be sent home and will notify the student's parents. When in doubt as to custodial rights, the District will rely on the most recent information available in the student's records. A student will only be released with prior written permission from the custodial parent to a previously unauthorized adult unless an emergency situation justifies a waiver. Students who leave campus without being signed out by parents pose a safety and liability concern for students. Parents will be contacted immediately, the SRO will be informed, and an In-School Suspension will be administered per the Discipline Matrix.

Religious Practices

Each student has a right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt instructional or other activities of the school. Students may also pray in groups and discuss their religious views with other students as long as they are not disruptive or coercive. The school will not require, encourage, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity. Student prayer, even if nonsectarian or non-proselytizing, will not be broadcast over the school public

address system.

Students may study religions ancillary to the studies of human history and development and various national, cultural, and ethnic groups. This study will give neither preferential nor derogatory treatment to any religion or religious belief. The inclusion of religious music, symbols, art, or writings during instruction or in school programs or performances may occur where the religious content has a historical and/or independent educational purpose consistent with the approved curriculum.

Drug/Alcohol/Tobacco Policy

Any student who possesses, furnishes, is under the influence of, or uses drugs, look-alike drugs, alcohol, tobacco, nicotine, or other intoxicants on school premises or at school functions shall be subject to appropriate corrective action per the Discipline Matrix. This can include an educational program and out-of-school suspension. In addition, all offenses may be reported to law enforcement.

Any student who pushes or has saleable possession, or has second and subsequent personal possessions of alcohol, tobacco, nicotine, and/or other drugs shall be subject to appropriate corrective action, per the Discipline Matrix, which may include an educational program, long term suspension, or recommendation for expulsion. All violations will be reported to law enforcement.

Weapons Policy

Having or transferring weapons, including but not limited to knives, guns, martial arts weapons, flammables, explosives or anything that could cause danger to the health and safety of students or staff (facsimiles of weapons are considered to be weapons) is strictly prohibited on school grounds. All violations will be subject to appropriate corrective action, per the Discipline Matrix, which may include recommendation for expulsion. Violations may be reported to law enforcement.

School Resource Officer

East Helena School District works with local law enforcement to staff a full-time school resource officer who will assist the school by serving as a safety expert and law enforcer, a problem solver and liaison to community resources, and an educator.

Searches and Seizures

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

District officials may conduct reasonable searches of school property and equipment, students and their personal effects, and vehicles parked on District property to maintain health, safety,

and security in the schools. The types of property that may be searched by school officials include but are not limited to lockers, desks, purses, backpacks, cellular phones or other electronic communication devices, or vehicles parked on District property.

Students and their Personal Effects

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

Vehicles Parked on School Property

Parking on District property is a privilege for all students. Students may not use, transport, carry, or possess alcohol, illegal drugs, or any weapons in their vehicles on school property. While on school property, vehicles may be inspected at any time by staff, or by contractors employed by the District utilizing trained dogs, for the presence of alcohol, illegal drugs, drug paraphernalia, or weapons. In the event the school has reason to believe that alcohol, drugs, drug paraphernalia, or weapons are present, including by alert-trained dogs, the District is authorized to contact law enforcement to conduct a search of the interior of the student's vehicle. A student who removes a vehicle prior to a search by law enforcement when staff have reason to believe that alcohol, drugs, drug paraphernalia or weapons are present may be subject to discipline and be prohibited thereafter from parking on District property.

School Property

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

Seizure of Property

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

Trespassing

Persons coming on campus that the administration deems to have no legitimate school business may be subject to trespassing charges and will be reported to the appropriate law enforcement agencies.

Discipline Policy

Discipline and Due Process

Students who violate District policies, rules, and directives are subject to discipline at the discretion of District administration. Discipline will adhere to the Discipline Matrix and may include referrals, detention, in-school suspension, out-of-school suspension, and expulsion.

Administrators have the discretion to impose, or in the case of expulsion, recommend the level of discipline deemed appropriate for the misconduct.

Suspension

Suspensions are generally in-school suspensions, although the administrator has the authority to suspend a student out of school for up to ten (10) school consecutive days. The student is entitled to oral or written notification of the charges and is entitled to the opportunity to provide his or her version.

Immediate suspension when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process may occur without notice or the opportunity to be heard provided that notice and the opportunity to be heard shall follow as soon as practicable.

Written notice of the suspension containing a statement of its basis and notice of the right to a review of the suspension will be sent to the parents as soon as possible.

Uniform Grievance Procedure

If a parent or legal guardian disagrees with the punishment that has been imposed upon their child, they are to follow the uniform complaint procedure as found in Policy 1700. Through this process, a parent/legal guardian, not agreeing with the initial punishment can appeal it to the building principal. If the principal confirms the decision of the assistant principal, the parent or legal guardian can then challenge the ruling to the Superintendent.

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

Expulsion

Expulsion is any removal of a student for more than twenty (20) school days without the provision of educational services. Only the Board has the authority to expel a student after holding a hearing that provides the student with an opportunity to be heard.

See Board Policy 3300 - Suspension and Expulsion

As outlined in the *Student Discipline Matrix 2023-24* [see Appendix] single incidents of specific behaviors may warrant a recommendation for expulsion. In other instances the escalation, or continuation of behaviors, that lead to multiple out-of-school suspension[s] warrants a required re-entry meeting with the district superintendent where any additional suspensions lead to a recommendation for expulsion.

Process of Expulsion:

After an investigation into the student's conduct, the building principal must send a written notice to the parents and the district superintendent with a recommendation to expel the student that includes the specific charges against the student and supporting evidence, a description of the rule or regulation broken. The superintendent will review the recommendation regarding expulsion and

- a) send a notification to the parents and the school board with a recommendation for expulsion that includes the specific charges against the student and supporting evidence, a description of the rule or regulation broken, the date, time, and location of the board hearing, a copy of the Board's procedure, and a description of the student's

and parents' rights at the hearing.*
OR

- b) send a notification to the parents that the recommendation for expulsion has been terminated with a supporting rationale.

* Any infractions that involve weapons or firearms that pose a threat, or have posed a threat, to students may result in immediate recommendation to the Board for review for potential expulsion.

Detentions

The faculty and administration retain the right to assign detention at any time. There may be other situations not listed that could be considered by the administration as major offenses.

EHPS Discipline Matrix

The [EHHS Discipline Matrix](#) can be reviewed via the hyperlink provided or in the appendix.

Students with Disabilities

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

Student Demonstration Policy

The procedure for handling these instances will be to follow Montana State Law, Section 45-8-101 (Disorderly Conduct). Additionally, families may reference Policy 3200 - Students Rights and Responsibilities.

Inclement Weather

In case of inclement weather, parents and students are asked to listen to local radio stations and consult the East Helena High School Facebook page for announcements concerning bus delays or closures. Information is also posted on the school web page and sent through Infinite Campus Messenger to alert you to what is going on.

CODE OF CONDUCT

Our Vigilante Credo - We are the Vigilantes. We value the power of community. We stand up and speak up for what is right and true. We defend and empower each other with pride and honor. We are the Vigilantes!

Code of Conduct

Participation in all aspects of student life in the East Helena High School is a privilege afforded to students that portray the essential characteristics of an individual who exemplifies the values and spirit of the East Helena High School Vigilantes. As such, the students who choose to attend are expected to maintain high standards of performance, moral, and ethical behavior. The student participants in all student life opportunities from the classroom, bleachers, or participating in competition[s] will be accountable to school rules and expectations of behavior at all times.

In order for students to take advantage of available learning opportunities and to be productive

members of our campus community, each student is expected to:

- Demonstrate courtesy — even when others do not.
- Behave in a responsible manner and exercise self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet District or building standards of grooming and dress.
- Obey all building and classroom rules.
- Respect the rights and privileges of other students, teachers, and other District staff.
- Respect the property of others, including District property and facilities.
- Cooperate with or assist the school staff in maintaining safety, order, and discipline.

See Board Policy 3310.

Dress and Grooming

The East Helena High School Staff recognizes that a student's choice of dress and grooming habits demonstrate style and preference while ensuring proper and appropriate conditions for learning, along with protecting the health and safety of its student body. Even though East Helena High School will allow a wide variety of clothing styles, dress and grooming must not materially or substantially disrupt the educational process of the school or create a health or safety hazard for students, staff, or others.

See Board Policy 3224 - Student Dress

Appropriate dress, grooming, and personal hygiene are expected of students. This includes:

1. Students shall not wear bandannas, scarves, or sunglasses in the school before, during, or after school hours without specific written authorization from the building principal.
2. Students shall not wear clothing, jewelry that advertises tobacco, alcohol, drugs, violence, or other harmful substances.
3. Students are prohibited from wearing to school any jewelry or other ornaments (such as safety pins, studs, spikes, chains, etc.) that could cause personal harm to the student or another student.
4. Students shall not wear articles of clothing to school that have sexually suggestive slogans, profanity, lewd pictures, vulgar or obscene displays, or that which may be offensive to another's religion, race, or national origin.
5. Students shall wear shoes or sandals to school. Footwear that is determined to be unsanitary or hazardous in the building may not be worn.
6. Any hairstyle if permitted so long as it is neat, clean, and controlled. Facial hair is permitted if it is kept neat and clean.

Repeated violations of these rules concerning student dress may result in a student being subjected to disciplinary action.

Extra-Curricular & Co-Curricular Activities - Appearance - Directors of extra curricular and co-curricular activities may establish standards of personal appearance, including student dress requirements for such activities. Students participating in those extra-curricular and co-curricular activities shall abide by those standards.

Food Services

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

Foreign Exchange Students

EHHS students who participate in a foreign exchange program *MUST* complete the appropriate paperwork with the counselor BEFORE leaving. Failure to complete the paperwork and make an academic plan before the foreign exchange program starts could result in a credit deficiency and delayed graduation. A foreign exchange program can be an excellent educational opportunity given proper research and effort. Please check with all aspects of the requirements for graduation. See Policy #3145.

Full Time Student

The term "full-time student" is defined as a student taking at least six (6) credits' worth of courses, grades 9-12. Students are encouraged to enroll in more classes on a "space available basis". A waiver from the Principal is required if a student is to enroll in fewer than six solid classes. Waivers by the Principal will only be considered in extreme situations.

LAW ENFORCEMENT

Questioning of Students

Consistent with Montana Law, law enforcement or social service workers are permitted to interview students at school.

Students Taken into Custody

State law requires the District to permit a student to be taken into legal custody by a law enforcement officer or probation officer to comply with a lawful court order, a warrant for arrest, or a law enforcement determination that probable cause exists for the arrest. See MCA § 41-3-301.

Lockers

The office will assign lockers and locks to students who request one. Students are to use only the locker and lock officially assigned to them for the current year. Do not leave valuables in your locker. Keep your locker neat and clean. Fines will be assessed in cases where lockers are written upon or otherwise defaced. Your locker's appearance is your responsibility. Indecent pinups and other such nuisances are not allowed (e.g. alcohol advertisements). The administration reserves the right to inspect all lockers at any/all times. Never bring large sums of cash to school. East Helena High School is not and cannot be held responsible for personal property or school property that has been checked out to students. Such property is the responsibility of the student involved. Therefore, students should not leave such property unattended/unsecured in their lockers or elsewhere in the school.

Lost and Found

Students who find lost articles are asked to take them to the office where they will be placed on the lost and found table. If the item[s] are of high value the office will retain these items behind the desk until the owner can claim them. Items not claimed in a timely fashion will be disposed of appropriately.

Lunch

East Helena High School offers a hot and cold lunch option daily through our cafeteria for purchase. Students are prohibited from having UberEats, DoorDash, or other delivery systems deliver food to the school during their scheduled periods. If a student orders food from these services, they must be at the main office, waiting for their food to arrive during the school lunchtime. Make sure the delivery time is for our lunch period as you will not be released from class to go pick up food. It is not the responsibility of the office staff to search a student down so that their food can either be paid for or picked up.

Out of School Misconduct

Any East Helena School District student whose misconduct outside of school and off school property has a negative impact on normal school system operations, as determined by the school district administration, may be held accountable for such misconduct. Student penalties may include suspension, recommendation for expulsion, removal from activities or offices, or some other appropriate form of punishment available to district administrative staff. Examples of such misconduct may include harassment or vandalism directed against school staff, crimes directed at other students, unlawful acts committed while participating as a member of a school activity, or other offenses that would justify such school district response.

Parent Involvement, Responsibilities and Rights

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

- Encourage good student attendance.
- Encourage his or her child to put a high priority on education and commit to making the most of the educational opportunities the school provides.
- Review the information in the student handbook with his or her child and sign and return the acknowledgment form(s) and the directory information notice. A parent with questions is encouraged to contact the building principal or assistant principal.
- Become familiar with all of the child's school activities and with the academic programs, including special programs, offered in the District. Discuss with the counselor or principal any questions, such as concerns about placement, assignment, early graduation, or the options available to the child.
- Monitor the child's academic progress and contact teachers as needed. Parents have the right to review their child's education records upon request.
- Attend scheduled conferences and request additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office for an appointment. A teacher will usually arrange to return the call or meet with the parent during his or her conference period or at a mutually convenient time before or after school.
- Become a school volunteer.
- Participate in campus parent organizations. Parents have the opportunity to support and be involved in various school activities, either as leaders or in supporting roles.

Parking Lot Regulations

The student parking lot is for student convenience. The following rules and expectations for the North parking lot at EHHS are in effect and will be enforced:

- Parking your vehicle in a safe manner requires you to park frontwards into any and all parking stalls.

- Students must obtain a parking permit to park in the lot throughout the school day. Permits can be purchased for \$10 a year. Seniors who choose to paint their own parking spot will be assigned a specific parking number. All other students must park appropriately in any location in the Student Parking Lot other than the painted senior parking spots on a first come, first serve basis.
- Illegally parked vehicles may receive a warning first, followed by a parking citation for further illegal parking violations. Warnings are not guaranteed, so use good judgment to avoid a citation.
- Vehicles that are parked and blocking normal traffic flow and vehicles parked in fire and/or emergency zones will be cited immediately and/or towed away at owner's expense
- State law stipulates the maximum driving speed on or adjacent to school property is 15 mph when school is in session. Drive slowly and carefully observing all posted traffic signs.
- Dispose of trash in proper receptacles, not the parking lot.

Firearms and/or all other weapons are not allowed on school property or within vehicles.

Sexual Harassment/ Discrimination

The District encourages parental and student support in its efforts to address and prevent sexual harassment and sexual discrimination in the public schools. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with a teacher, counselor, or principal.

Students must not engage in unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or a District employee. This prohibition applies whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors. All students are expected to treat other students and District employees with courtesy and respect, to avoid any behaviors known to be offensive, and to stop these behaviors when asked or told to stop.

The East Helena School District will make equal educational opportunities available for all students without regard to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or mental handicap or disability, economic or social condition, actual or potential marital or parental status. No student will be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, or advantage, or denied equal access to educational and extracurricular programs and activities.

Inquiries regarding sexual harassment, sex discrimination, or sexual intimidation should be directed to the District Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both. The Board designates the following individual as the District's Title IX Coordinator:

Title: Brian Kessler, EHHS Principal
 Office Address: 2760 Valley Drive, East Helena, MT 59635
 Email: bkessler@ehps.k12.mt.us
 Phone Number: 406-227-7730

Or

Title: Staci Dawes, EVMS Physical Education
Office Address:
Email: sdawes@ehps.k12.mt.us
Phone Number: 406-227-7884

Inquiries regarding discrimination on the basis of disability or requests for accommodation should be directed to the District Section 504 Coordinator. The Board designates the following individual to serve as the District's Section 504 Coordinator:

Title: Dan Rispens - Superintendent
Office Address: 226 E Clinton Street, East Helena, MT 59635
Email: drispens@ehps.k12.mt.us
Phone Number: 406-227-7700

Form 3225F will be made available to all students requesting it in order to file a complaint alleging a violation of Policy 3200 - Students Rights and Responsibilities, 3210 - Equal Education, Nondiscrimination and Sex Equity, 3225 - Sexual Harassment, Sexual Intimidation, and Sexual Misconduct, and 3226 - Bullying/Harassment/Intimidation/Hazing.

Students Eighteen Years or Older

All school policies, rules, and regulations of East Helena High School will be followed by all students, including those who are 18 years of age or older.

Student Expression

Students may enjoy the right of expression as provided in state and federal law. Students may not, by speech, conduct, or writings disrupt class work or educational programs, or cause substantial disorder or invasion of the rights of others, or substantially interfere with the requirements of appropriate discipline, educational programs or other school activities in the operation of the school. The use of vulgar, offensive, lewd or indecent speech or conduct is prohibited in the school district. Students are encouraged to bring concerns and grievances before the student council, which will, in turn, meet with the administration.

Telephone Use (Main Office)

The office phone may be used only to call a parent or guardian regarding school business. Please ask an office secretary before using this line. If it is necessary to call during or between classes, you must get staff permission to use the telephone in your classroom.

Transportation

School Sponsored

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent personally requests, in writing, that the student be permitted to ride with the parent. Written permission needs to be submitted at least 48 hours BEFORE the scheduled trip and include who the student is permitted to ride with.

Visitors

Parents and others are welcome to visit District schools. For the safety of those within the school, all visitors must first check in to the main office and state the purpose of their visit. Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Proper identification such as a school

visitor badge will be provided before a visitor is allowed access to the building without close supervision.



Be Engaged

Dances

East Helena High School dances are exclusively for the pleasure and benefit of high school students. Non-students are allowed to attend dances but are required to complete the EHHS Guest Dance form and return it to the main office one week prior to the dance. They must also be enrolled in another high school or have graduated within one year. All the rules and regulations of EHHS apply to both you and your guest. For security purposes, doors will be locked one (1) hour after the dance begins and no one will be admitted after that time. Once students choose to leave the dance, under no circumstances will they be allowed to return and they must vacate the campus. Use of cameras during dances will be strictly prohibited. Sexually suggestive dancing will not be allowed.

Extracurricular Activities, Clubs and Organizations

Participation in extracurricular activities, clubs, and organizations is a worthwhile endeavor to enhance students' development and educational experience. Specific eligibility and conduct rules may be adopted regarding participation in activities, clubs, and organizations. Please refer to the Student Activity Handbook. All activities, clubs and organizations require a faculty advisor or school sponsor. If a student wishes to create a new club at the school, they must complete the application found in the main office or online and submit it to the Principal for approval. The form will align with Board Policy 3550.

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

A current list of clubs and activities will be maintained on the East Helena High School webpage and in the Main Office. If a student wishes to start a new club, they are to complete the New Club form, found in the main office, and submit it to the EHHS Principal for approval.

MHSA Sponsored Activities at East Helena High School

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Cross Country – Boys, Girls	Basketball – Girls, Boys	Baseball
Football	Swimming – Boys, Girls	Softball
Golf – Boys, Girls	Wrestling – Girls, Boys	Tennis – Boys, Girls
Soccer – Girls, Boys		Track – Girls, Boys
Band, Chorus	Band, Chorus	Band, Chorus
Cheerleading	Cheerleading	
Speech, Debate, Drama	Speech, Debate, Drama	

FEES

Materials that are part of the basic educational program are provided with state and local funds and are at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including, but not limited to:

- Costs for materials for a class project that the student will keep as noted in the registration book and course syllabi.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Activity Passes for Students (\$30)
- Personal physical education and athletic equipment and apparel.
- Personal supply of clay for usage in pottery courses.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument/percussion rental and uniform maintenance when uniforms are provided by the District.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards. (Parking passes will be \$10 per year.)
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on District premises.
- Summer school courses

Any required fee or deposit may be waived if the student and parent are unable to pay.

Application for such a waiver may be made to the District Business Office.

Athletic Fees will be \$40 for the first sport and \$35 for each additional activity, not to exceed \$160 per school year for a family.

Fundraising

Student clubs or classes, outside organizations, and/or parent groups may occasionally be

permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the building principal, or to their designee, at least 15 days before the event. Fundraising by non-school groups is not permitted on school property except as approved by the building principal, or to their designee.

Sportsmanship

Participation in school activities is a privilege afforded to students that portray the essential characteristics of an individual who exemplifies the values and spirit of the East Helena High School Vigilantes. As such, the student athlete or student participant is expected to maintain high standards of performance and moral and ethical behavior. The student participant and/or athlete will be accountable to school rules and expectations of behavior at all times. Students will exhibit good sportsmanship and good conduct at all school activities at all times. Students who fail to display good sportsmanship will be asked to leave the activity and appropriate disciplinary action will be taken. Respectful behavior by spectators is expected and will be enforced by administration and local law enforcement representatives at all times at all events.

Board Policy

See Board Policy on the District Website at: <https://www.ehps.k12.mt.us/domain/129>

Acceptable Use Policy for Network Access & Equipment Use

The information systems and Internet access available through EHPS are available to support learning, enhancing instruction, and support system business practices.

EHPS information systems are operated for the mutual benefit of all users. The use of the EHPS equipment and its Network is a privilege, not a right. Users should not do, or attempt to do, anything that might disrupt the operation of the network or equipment and/or interfere with the learning of other students or work of other EHPS employees. The EHPS Network is connected to the Internet and to a network of networks which enables people to interact with hundreds of thousands of networks and computers. All access to the EHPS Network shall be pre-approved by the principal or technology coordinator. The school or office may restrict or terminate any user's access, without prior notice, if such action is deemed necessary to maintain computing availability and security for other users of the systems. Additional information can be found in Children's Online Privacy Protection Act (COPPA), Children's Internet Protection Act (CIPA) as well as references stated in EHPS Board Policy 3095 for students and 5090 for staff.

Respect for Others

Users should respect the rights of others using the EHPS Network by:

- Using assigned equipment as directed;
- Being considerate when using scarce resources.
- Always logging off equipment and closing apps after finishing work;
- Not deliberately attempting to disrupt system performance or interfere with the work of other users;
- Leaving equipment and room in good condition for the next user or class.

Ethical Conduct for Users

Accounts on the EHPS Network, both school-based and central, are considered private, although absolute security of any data cannot be guaranteed. It is the responsibility of the

user to:

- Use only his or her account or password. It is a violation to give access to an account to any other user.
- Recognize and honor the intellectual property of others; comply with legal restrictions regarding plagiarism and the use and citation of information resources.
- Not read, modify, or remove files owned by other users.
- Restrict the use of the EHPS Network and resources to the mission or function of the school system.

The EHPS Network is not intended for personal use or private gain. Help maintain the integrity of the school information system. Deliberate tampering or experimentation is not allowed, which includes the use of EHPS Network and resources to illicitly access, tamper with, or experiment with systems outside EHPS.

Respect for Property

The only software, other than student projects, to be used on school computers or the school network are those products that the school may legally use. Copying copyrighted software without full compliance with terms of a pre-authorized licensing agreement is a serious federal offense and will not be tolerated. Modifying any copyrighted software or borrowing software is not permitted.

- Do not download or install software applications without permission.
- Do not modify or rearrange keyboards, individual keycaps, monitors, printers, or any other peripheral equipment.
- Report equipment problems immediately to the teacher or technology coordinator.
- Leave equipment and peripherals in their designated places.
- Do not use offensive, obscene, or harassing language when using any EHPS Network system.

Information may not be posted if it:

- Violates the privacy of others,
- Jeopardizes the health and safety of students,
- Is obscene or libelous,
- Causes disruption of school activities,
- Plagiarizes the work of others, i
- Is a commercial advertisement, or
- Is not approved by the principals or technology coordinator.

Users will not change or delete files belonging to others.

Students are not to reveal personal information (last name, home address, phone number) in correspondence with unknown parties.

Users exercising their privilege to use the Internet as an educational resource shall accept the responsibility for all material they receive.

Users are prohibited from accessing portions of the Internet that do not promote the instructional mission of EHPS.

All student-produced web pages are subject to approval and ongoing review by the responsible teacher and/or principal. All web pages should reflect the mission and character of the school.

Parents must be vigilant in teaming with the district to monitor and educate students of the potential dangers of inappropriate uses of electronic media. The District assumes no responsibility for inappropriate actions taken by a student.

Academic Dishonesty/Cheating /Plagiarism

The staff and faculty of East Helena High School take great pride in the academic achievements

of their students. Work is put in to ensure that students understand the expectations and parameters of assignments. Additionally, students are given explanations as to the importance of maintaining academic integrity and taking responsibility for completing assignments and giving credit where appropriate to works consulted during assignments. As such:

Students shall not cheat or act in the conduct of cheating. Cheat or cheating means that a student is acting dishonestly in carrying out any assignments. This may include, but is not limited to, copying assignments, using unauthorized crib sheets for tests, looking at someone else's test, plagiarizing, copying others' work from the internet or building servers or permitting another person to perform the assignment.

Students shall refrain from plagiarizing or submitting the work of others and claim it as their own. Plagiarism is defined as any of the following: directly copying a paper or portion of a paper without proper attribution; taking the ideas of another person without proper attribution; turning in someone else's work as your own; or citing works that the student did not consult in writing of the paper. Changing the wording of another document does not avoid the problem of plagiarism.

Per the Discipline Matrix if students fail to adhere to these standards the following will apply:
First Offense:

- The student will receive a 0 on the assignment with the opportunity to re-do the assignment, or complete an alternative assignment, for half-credit after consultation with the instructor and a phone call home.

Second Offense:

- The student will receive a 0 for the assignment and further disciplinary action as needed by the administration.

Third and Subsequent Offense[s]:

- The student will automatically receive a failing grade in the course in which the incident has occurred. and further disciplinary action as needed by the administration.

Health

Counseling

The School Counseling Services offered are geared toward giving students and their families information regarding post-secondary choices and planning. In addition, they are to offer help to students in establishing self-worth and belonging, and to help with providing resources for further help they may need. School Board Policy 2140 explains the role and purpose of the school counselor more completely. We encourage students to reach out to the school counselor, especially in the following ways:

1. Future Career and Career Counseling Services
2. Montana University System (MUS) information including college applications, scholarships, and career pathways
3. Additional post-secondary preparatory options such as internships, trade schools, and apprenticeships

Academic Counseling

Students and parents are encouraged to talk with a school counselor, teacher, or principal to learn about course offerings and the graduation requirements of various programs. Each

spring, students in grades 8 through 11 will be provided information on anticipated course offerings for the next year and other information that will help them make the most of academic and vocational opportunities. See **Graduation Requirements**.

Students who are interested in attending a college, university, or training school or pursuing some other type of advanced education should work closely with the counselor so that they take the high school courses that best prepare them. The counselor can also provide information about entrance examinations and deadlines for application, as well as information about state colleges and universities, financial aid, housing, and scholarships. In addition, the District offers to its high school students College and Career Readiness platforms that help connect academic achievement to post-secondary goals. This comprehensive college and career readiness solution empowers students and families to connect learning and life while providing us with the information we need to help students prepare for life after high school. It also allows students to create a plan for their futures by helping them discover their individual strengths, interests, and learning styles. Students and families can explore college and career options based on their results. All students will have an account that will become their personal platform and electronic portfolio throughout their high school years.

Personal Counseling

Comprehensive School and Community Treatment (CSCT) and Aware Community Based counselors are available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. Counselors may also make available information about community resources to address these concerns.

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

Aware Program

When available, Aware Inc. offers a professional mental health counseling program on-site at East Helena High School to serve students and their families. Students and families who qualify for the program, receive group, individual, and family counseling, as well as support as needed throughout the day in the school environment. Counseling is provided by a professional team consisting of a Licensed Clinical Professional Counselor and Mental Health Worker. Crisis response is available during the day on-site and through a 24-hour crisis care line after hours, on weekends and holidays, for students and families enrolled in the program. CSCT staff provides care coordination with other agencies such as case management services, medical psychiatric services, and access to acute care and residential treatment resources. To enroll in the program, contact your high school principal or our District Nurse at **227-7730**.

Accidents

It is important that every accident in the school building, on the school grounds, at practice sessions or at any extra-curricular event sponsored by the school must be reported immediately to the person in charge and to the school office.

Communicable Diseases

To protect children from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of a student with a communicable or contagious disease should call the school nurse or building principal so that other students who **may** have been exposed to the disease can be alerted.

Immunizations

A student must be fully immunized against certain diseases or must present a certificate or statement that the student will not be immunized for medical or religious reasons. The immunizations required are: diphtheria, pertussis, rubeola (measles), rubella, mumps, poliomyelitis, varicella, and tetanus. Haemophilus influenza type B is required for students under age five (5).

A student who transfers into the District may photocopy immunization records in the possession of the school of origin. The District will accept the photocopy as evidence of the immunization. Within thirty days after a transferring student ceases attendance at the school of origin, the District must receive the original immunization records for the student who transfers into the District.

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

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a physician licensed in the United States or Canada stating that, in the doctor's opinion, some or all of the required immunizations are not considered safe. This certificate must indicate the specific nature and probable duration of the medical condition or circumstances which contraindicate immunization. This certificate will be maintained as part of the student's immunization records.

Insurance

The Board of Trustees of School District No. 9 encourages and strongly recommends that all students participate in the voluntary insurance plan for pupils available each year. Participants in athletic activities **MUST** have insurance coverage or they will not be allowed to participate. East Helena High School is not and cannot be held responsible for personal injury that results from horseplay or accidents on school grounds or at school activities. It is recommended that all students carry personal insurance to cover such situations.

Medicine at School

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

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

Nut Allergy Information

Because there are students in the East Helena School District who have severe, potentially life-threatening allergies to nuts, we ask students, parents and guardians to refrain from bringing classroom snacks or food to be shared at school that contains peanuts, tree nuts, or any nut by-products. Allergic reactions can appear immediately after ingestion or exposure to the allergen and students at the highest risk for a severe reaction are those that have a peanut or tree nut allergy. We hope that with your cooperation and our monitoring, we can continue to enhance the safety of our students.

Safety

Accident Prevention

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

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

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school will need to have written parental consent to obtain emergency medical treatment and information about allergies to medications, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up to date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the office to update any information.

Drills: Fire, Earthquake, and Other Emergencies

From time to time, students, teachers, and other District employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Sick Room

If a student becomes ill or does not feel well during school hours, there is a sick room to isolate the student from others. A school official or the school nurse will inform a parent or guardian as soon as possible about the illness and request the parent or guardian to pick up the student or provide consent for the student to leave school. If necessary, the parent or guardian will provide a number for an emergency contact to pick up the student in their place.

McKinney-Vento Homeless Assistance Act

Every child of a homeless individual and every homeless child are entitled equal access to the same free appropriate public education as those with permanent housing. Please refer to Board Policy 3125 for more information. If you have questions, please contact the district's Homeless liaison, Ethan Hoffman, at ehoffman@ehps.k12.mt.us or (406) 227-7730.

EAST HELENA HIGH SCHOOL

My student and I have reviewed this student handbook for the **2023-2024** school year and have signed a document indicating so. We understand that the handbook contains information that my child and I may need during the school year. We understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the handbook.

Student

Parent

Acceptable Use Policy Sign-off

Date

Date

I, _____ (User's Name) understand that access to the EHPS network is designed for educational purposes but will also allow my access to external computer databases, networks, etc. that are not controlled by EHPS. I also Understand that some materials available through these external sources may be inappropriate and objectionable; however, I acknowledge that it is impossible for EHPS to screen or review all of the materials available through these sources. I agree to adhere and convey standards for appropriate and acceptable use when using the EHPS Network or any other electronic media or communications associated with EHPS.

Date User's Name (Please Print) User's Signature

Date Parent/Guardian Name (Please Print) Signature



East Helena High School



Office Referral Guidelines



Example Behavior	Interventions/Supports	Procedures
Absent but in sports practice	<ol style="list-style-type: none"> 1) Warning/Detention 2) Parent/Coach meeting 3) Loss of game time 	<ol style="list-style-type: none"> 1) Denotes first incident 2) Denotes second incident 3) Denotes third incident <p><i>*Any incidents that occur more than three times are considered chronic and Tier 3 supports will be implemented at administrator discretion.</i></p> <p>All Office Referrals Include:</p> <ul style="list-style-type: none"> ● A call home ● Discipline Referral Form completed in Infinite Campus ● Follow-up with reporting staff members ● Referral to counselor as appropriate <p>Interventions:</p> <p><u>Behavior Plan:</u></p> <ul style="list-style-type: none"> ● Created by the educational team, parents, and student with clear expectations, supports, and listed steps should the behavior continue. <p><u>Curriculum:</u></p> <ul style="list-style-type: none"> ● Assigned curriculum that is specific to the behavioral concern. <p><u>Detentions:</u></p> <ul style="list-style-type: none"> ● 30 minute increments during lunch or after-school.
Inappropriate cell phone use	<ol style="list-style-type: none"> 1) Detention/Cell Phone Confiscation for the day 2) Detention/Phone confiscation & parent must up the phone at the office 3) Detention/Phone must be turned in at the office daily for a specified period of time. <p><i>*First offense must be addressed by the teacher via a warning and parent contact.</i></p>	
Disruptive behavior	<ol style="list-style-type: none"> 1) Warning 2) Detention[s] 3) Parent Meeting/Plan of improvement 	
Insubordination/Defiance	<ol style="list-style-type: none"> 1) Detention/Apology 2) Detention[s]/Plan of improvement 3) ISS/Curriculum 	
Overextended Lunch Period	<ol style="list-style-type: none"> 1) Detention 2) Detention[s] for one week 3) Detentions for one month 	
Parking Violations	<ol style="list-style-type: none"> 1) Warning 2) Fine[s] 3) Loss of parking privileges 	

Profanity	1) Warning 2) Detention[s]/Apology 3) Behavior Plan	<u>Fine[s]:</u> <ul style="list-style-type: none"> Monetary charges dependent on the cost to replace/fix the damaged item. <u>Legal Charges:</u> <ul style="list-style-type: none"> Involvement with the SRO that includes charges. <u>Plan of Improvement:</u> <ul style="list-style-type: none"> Created by the student and articulates a clear step by step guide to improved behavior, supports, and expectations. <u>Suspensions:</u> <ul style="list-style-type: none"> ISS In-School Suspension Tier 1 interventions attempted without significant improvement = Tier 2
Public Display of Affection Beyond Holding Hands	1) Warning 2) Detention 3) Detention[s]/Plan of improvement	
Violating Technology Agreement	1) Detention 2) Detention[s]/Plan of improvement 3) Loss of internet access	
Tardy *Three tardies in one class result in a detention by the teacher. This is for additional tardies.	1) Detention[s]/Plan of improvement 2) Plan of improvement 2) ISS/Curriculum	
Violating Dress Code *Clothing that promote drugs, alcohol, or violence	1) Warning/Removal of clothes 2) Detention[s]/Removal of clothes 3) ISS/Curriculum/Plan of improvement	
Other/Not Listed	Administrator discretion based on the incident	



East Helena High School



Office Referral Guidelines



Example Behavior	Interventions/Supports	Procedures
Alcohol <i>*[Possession/Under the Influence]</i>	1) ISS/Legal charges/Curriculum 2) ISS/Legal charges/Advanced curriculum 3) ISS/Legal charges/Parent meeting	1) Denotes first incident 2) Denotes second incident 3) Denotes third incident <i>*Any incidents that occur more than three times are considered chronic and Tier 3 supports will be implemented at administrator discretion.</i> All Office Referrals Include: <ul style="list-style-type: none"> • A call home • Discipline Referral Form completed in Infinite Campus • Follow-up with reporting staff members • Referral to counselor as appropriate Interventions <u>Curriculum:</u> <ul style="list-style-type: none"> • Assigned curriculum that is specific to the behavioral concern. <u>Conflict Resolution:</u> <ul style="list-style-type: none"> • Both parties involved agree to engage in conflict resolution activity <u>Detention:</u> <ul style="list-style-type: none"> • 30 minute increments during lunch or after-school. <u>Fines:</u> <ul style="list-style-type: none"> • Timeline for payment
Creates Unlawful Recording <i>*Includes video recordings via phone and/or posting such on social media</i>	1) Detention/Apology 2) ISS/Curriculum 3) ISS/Legal Charges <i>*Legal charges on the first offense possible depending on severity of incident.</i>	
Forgery/Impersonation of a parent	1) Detention[s] 2) ISS/Curriculum 3) ISS/Parent Meeting	
Gang Related Behavior	1) ISS/Curriculum 2) ISS/Plan of Improvement 3) OSS/Threat Assessment/Legal Charges <i>*Legal charges on the first offense possible depending on severity of incident.</i>	
Harassment	1) Detention[s]/Harassment Contract 2) ISS/Curriculum 3) Escalated to Tier 3 Bullying at Step 2	
Out of School Misconduct <i>*Behavior impacts enrolled students at EHHS ability to learn.</i>	1) Detention/Plan of Improvement 2) Detention[s]/Parent Meeting 3) ISS/OSS dependent on issue <i>*Legal charges on the first offense possible depending on severity of incident.</i>	

Plagiarism	1) New assignment at ½ credit/Detention 2) Zero for assignment/Detention[s] 3) Automatic failing grade for semester in impacted class.	<p><u>Harassment Contract:</u></p> <ul style="list-style-type: none"> Contract between all parties to cease and desist from any negative interactions. <p><u>Legal Charges:</u></p> <ul style="list-style-type: none"> Involvement of law enforcement through the School Resource Officer [SRO] with legal charges being filed. <p><u>Plan of Improvement:</u></p> <ul style="list-style-type: none"> Created by the student and articulates a clear step by step guide to improved behavior, supports, and expectations. <p><u>Restitution for damages:</u></p> <ul style="list-style-type: none"> Timeline for payment <p><u>Review of Plagiarism Policy:</u></p> <ul style="list-style-type: none"> Student reviews district plagiarism policy Written response embedded in Plan of Improvement <p><u>Suspensions:</u></p> <ul style="list-style-type: none"> ISS - In School Suspension OSS - Out of School Suspension <p><u>Threat Assessment:</u></p> <ul style="list-style-type: none"> School Team assembles to determine threat level of situation and any necessary next steps including suspensions and/or recommendations for expulsion. <p>Tier 2 interventions attempted without significant improvement = Tier 3</p>
Propping Open Locked Door	1) Warning 2) Detention[s] 3) ISS/Curriculum	
Tobacco Use/ Possession <i>*Includes being in possession of a vape or vaping</i>	1) ISS/Curriculum 2) ISS/Legal Charges 3) ISS/Legal Charges/Plan of improvement	
Truancy <i>*Leaving campus without permission</i>	1) ISS/Curriculum 2) ISS/Parent Meeting 3) ISS/Restrictions to movement on campus	
Verbal Abuse of Staff/Student[s]	1) Warning/Detention[s]/Apology 2) Conflict Resolution/Detention[s] 3) ISS/Curriculum	
Verbal Altercation	1) Warning/Detention[s]/Apology 2) Conflict Resolution/Detention[s] 3) ISS/Curriculum	
Other/Not Listed	Administrator discretion based on the incident	



East Helena High School



Office Referral Guidelines



Example Behavior	Intervention Options (Implemented by Admin) (* = Mandatory)	Procedures
Assault	1) OSS/Curriculum/Legal Charges/Parent Meeting 2) Recommendation for expulsion <i>*Threat assessments may be implemented at any time if the incident warrants such alongside an emergency suspension</i>	1) Denotes first incident 2) Denotes second incident 3) Denotes third incident <i>*Due to the severity of Tier 3 behavior, some incidents are only marked with first incident responses.</i>
Bullying	1) ISS/Curriculum/Conflict Resolution with Plan of improvement/Legal charges 2) OSS/Curriculum/Conflict Resolution with Plan of improvement/Legal charges 3) Recommendation for expulsion <i>*Threat assessments may be implemented at any time if the incident warrants such alongside an emergency suspension</i>	All Office Referrals Include: <ul style="list-style-type: none"> ● A call home ● Discipline Referral Form completed in Infinite Campus ● Follow-up with reporting staff members ● Referral to counselor as appropriate Interventions <u>Emergency Suspension:</u> <ul style="list-style-type: none"> ● Due to school safety the student is placed on an immediate suspension effective for ten days or until the threat assessment is completed
Destruction of Property <i>*Includes arson</i>	1) ISS/Curriculum/Restitution 2) ISS/Plan of improvement/ Legal charges 3) OSS/Parent Meeting/Legal charges <i>*Threat assessments may be implemented at any time if the incident warrants such alongside an emergency suspension</i>	<u>Legal Charges:</u> <ul style="list-style-type: none"> ● Involvement of law enforcement through the School Resource Officer [SRO] with legal charges being filed
Having a Firearm at School <i>*Review Threat Assmt in Appendix</i>	1) Emergency Suspension/Threat Assessment/Expulsion by the School Board [M.C.A. requirement]/Legal charges <i>*Threat assessment recommendations will determine next steps</i>	<u>Suspensions:</u> <ul style="list-style-type: none"> ● ISS - In School Suspension ● OSS - Out of School

<p>Having a Weapon at School *Review Threat Assmt in Appendix</p>	<p>1) Emergency Suspension/Threat Assessment/Possible expulsion by the school board/Possible legal charges *Threat assessment will determine next steps</p>	<p>Suspension</p> <p><u>Recommendation for Expulsion:</u></p> <ul style="list-style-type: none"> School team submits a recommendation for expulsion to the school board
<p>Intimidation/Threats</p>	<p><i>Contingent upon the level of threat or act of intimidation</i> 1) Emergency suspension/Threat assessment/Legal charges *Threat assessment recommendations will determine next steps</p>	<p><u>Threat Assessment:</u></p> <ul style="list-style-type: none"> School Team assembles to determine threat level of situation and any necessary next steps including suspensions and/or recommendations for expulsion.
<p>Physical Altercation [Fighting]</p>	<p>1) OSS/Curriculum/Legal charges/Parent meeting/Potential recommendation for expulsion *Threat assessments may be implemented at any time if the incident warrants such alongside an emergency suspension</p>	<p><u>Title IX Investigation:</u></p> <ul style="list-style-type: none"> Per federal law, any charges of sexual harassment requires a Title IX investigation to be conducted. Formalized investigation where the findings determine next steps
<p>Reasonable Suspicion of Possession of Item that poses an Imminent Threat *Review Threat Assmt in Appendix</p>	<p>1) Student search/seizure *Implement Search Procedures in Appendix</p>	
<p>Sexual Harassment</p>	<p>1) Title IX investigation initiated *Title IX investigation findings guide next steps that could include suspensions and legal charges.</p>	
<p>Theft</p>	<p>1) ISS/Curriculum/Restitution/ 2) ISS/Legal charges/Plan of improvement 3) ISS/Legal charges/Monitoring plan</p>	
<p>Using or possessing any drugs, including marijuana, on school grounds</p>	<p>1) OSS/Curriculum/Legal charges 2) OSS/Legal charges/Plan of improvement 3) OSS/Recommendation for expulsion *Threat assessments may be implemented at any time if the incident warrants such alongside an emergency suspension</p>	<p>Tier 3 interventions attempted without significant improvement = Referral to School Board for expulsion.</p>



East Helena High School



Office Referral Guidelines



Example Behavior	Interventions/Supports	Procedures
Absent but in sports practice	<ol style="list-style-type: none"> 1) Warning/Detention 2) Parent/Coach meeting 3) Loss of game time 	<ol style="list-style-type: none"> 1) Denotes first incident 2) Denotes second incident 3) Denotes third incident <p><i>*Any incidents that occur more than three times are considered chronic and Tier 3 supports will be implemented at administrator discretion.</i></p> <p>All Office Referrals Include:</p> <ul style="list-style-type: none"> • A call home • Discipline Referral Form completed in Infinite Campus • Follow-up with reporting staff members • Referral to counselor as appropriate <p>Interventions:</p> <p><u>Behavior Plan:</u></p> <ul style="list-style-type: none"> • Created by the educational team, parents, and student with clear expectations, supports, and listed steps should the behavior continue. <p><u>Curriculum:</u></p> <ul style="list-style-type: none"> • Assigned curriculum that is specific to the behavioral concern. <p><u>Detentions:</u></p> <ul style="list-style-type: none"> • 30 minute increments during lunch or after-school.
Inappropriate cell phone use	<ol style="list-style-type: none"> 1) Detention/Cell Phone Confiscation for the day 2) Detention/Phone confiscation & parent must pick up the phone at the office 3) Detention/Phone must be turned in at the office daily for a specified period of time. <p><i>*First offense must be addressed by teacher via a warning and parent contact.</i></p>	
Disruptive behavior	<ol style="list-style-type: none"> 1) Warning 2) Detention[s] 3) Parent Meeting/Plan of improvement 	
Insubordination/Defiance	<ol style="list-style-type: none"> 1) Detention/Apology 2) Detention[s]/Plan of improvement 3) ISS/Curriculum 	
Overextended Lunch Period	<ol style="list-style-type: none"> 1) Detention 2) Detention[s] for one week 3) Detentions for one month 	
Parking Violations	<ol style="list-style-type: none"> 1) Warning 2) Fine[s] 3) Loss of parking privileges 	

*Applicable administrative discretion on a case-by-case basis.

Profanity	1) Warning 2) Detention[s]/Apology 3) Behavior Plan	<u>Fine[s]:</u> <ul style="list-style-type: none"> Monetary charges dependent on the cost to replace/fix the damaged item. <u>Legal Charges:</u> <ul style="list-style-type: none"> Involvement with the SRO that includes charges. <u>Plan of Improvement:</u> <ul style="list-style-type: none"> Created by the student and articulates a clear step by step guide to improved behavior, supports, and expectations. <u>Suspensions:</u> <ul style="list-style-type: none"> ISS In-School Suspension Tier 1 interventions attempted without significant improvement = Tier 2
Public Display of Affection Beyond Holding Hands	1) Warning 2) Detention 3) Detention[s]/Plan of improvement	
Violating Technology Agreement	1) Detention 2) Detention[s]/Plan of improvement 3) Loss of internet access	
Tardy *Three tardies in one class result in a detention by the teacher. This is for additional tardies.	1) Detention[s]/Plan of improvement 2) Plan of improvement 2) ISS/Curriculum	
Violating Dress Code *Clothing that promote drugs, alcohol, or violence	1) Warning/Changing into appropriate clothes 2) Detention[s]/Changing into appropriate clothes 3) ISS/Curriculum/Plan of improvement	
Other/Not Listed	Administrator discretion based on the incident	

*Applicable administrative discretion on a case-by-case basis.



East Helena High School



Office Referral Guidelines



Example Behavior	Interventions/Supports	Procedures
Alcohol <i>*[Possession/Under the Influence]</i>	<i>*Student[s] will be subject to an alcohol sensor device.</i> 1) ISS/Legal charges/Curriculum 2) ISS/Legal charges/Advanced curriculum 3) ISS/Legal charges/Parent meeting	1) Denotes first incident 2) Denotes second incident 3) Denotes third incident <i>*Any incidents that occur more than three times are considered chronic and Tier 3 supports will be implemented at administrator discretion.</i>
Creates Unlawful Recording <i>*Includes video recordings via phone and/or posting such on social media</i>	1) Detention/Apology 2) ISS/Curriculum 3) ISS/Legal Charges <i>*Legal charges on the first offense possible depending on severity of incident.</i>	All Office Referrals Include: <ul style="list-style-type: none"> • A call home • Discipline Referral Form completed in Infinite Campus • Follow-up with reporting staff members • Referral to counselor as appropriate
Forgery/Impersonation of a parent	1) Detention[s] 2) ISS/Curriculum 3) ISS/Parent Meeting	
Gang Related Behavior	1) ISS/Curriculum 2) ISS/Plan of Improvement 3) OSS/Threat Assessment/Legal Charges <i>*Legal charges on the first offense possible depending on severity of incident.</i>	
Harassment	1) Detention[s]/Harassment Contract 2) ISS/Curriculum 3) Escalated to Tier 3 Bullying at Step 2	
Out of School Misconduct <i>*Behavior impacts enrolled</i>	1) Detention/Plan of Improvement 2) Detention[s]/Parent Meeting 3) ISS/OSS dependent on issue	

*Applicable administrative discretion on a case-by-case basis.

<i>students at EHHS ability to learn.</i>	<i>*Legal charges on the first offense possible depending on severity of incident.</i>	<ul style="list-style-type: none"> • Timeline for payment <p><u>Harassment Contract:</u></p> <ul style="list-style-type: none"> • Contract between all parties to cease and desist from any negative interactions. <p><u>Legal Charges:</u></p> <ul style="list-style-type: none"> • Involvement of law enforcement through the School Resource Officer [SRO] with legal charges being filed. <p><u>Plan of Improvement:</u></p> <ul style="list-style-type: none"> • Created by the student and articulates a clear step by step guide to improved behavior, supports, and expectations. <p><u>Restitution for damages:</u></p> <ul style="list-style-type: none"> • Timeline for payment <p><u>Review of Plagiarism Policy:</u></p> <ul style="list-style-type: none"> • Student reviews district plagiarism policy • Written response embedded in Plan of Improvement <p><u>Suspensions:</u></p> <ul style="list-style-type: none"> • ISS - In School Suspension • OSS - Out of School Suspension <p><u>Threat Assessment:</u></p> <ul style="list-style-type: none"> • School Team assembles to determine threat level of situation and any necessary next steps including suspensions and/or recommendations for expulsion. <p>Tier 2 interventions attempted without significant improvement = Tier 3</p>
Plagiarism	1) New assignment at ½ credit/Detention 2) Zero for assignment/Detention[s] 3) Automatic failing grade for semester in impacted class.	
Propping Open Locked Door	1) Warning 2) Detention[s] 3) ISS/Curriculum	
Tobacco Use/ Possession <i>*Includes being in possession of a vape or vaping</i>	1) ISS/Curriculum 2) ISS/Legal Charges 3) ISS/Legal Charges/Plan of improvement	
Truancy <i>*Leaving campus without permission</i>	1) ISS/Curriculum 2) ISS/Parent Meeting 3) ISS/Restrictions to movement on campus	
Verbal Abuse of Staff/Student[s]	1) Warning/Detention[s]/Apology 2) Conflict Resolution/Detention[s] 3) ISS/Curriculum	
Verbal Altercation	1) Warning/Detention[s]/Apology 2) Conflict Resolution/Detention[s] 3) ISS/Curriculum	
Other/Not Listed	Administrator discretion based on the incident	

*Applicable administrative discretion on a case-by-case basis.



East Helena High School



Office Referral Guidelines



Example Behavior	Intervention Options (Implemented by Admin) (* = Mandatory)	Procedures
Assault	1) OSS/Curriculum/Legal Charges/Parent Meeting 2) Recommendation for expulsion <i>*Threat assessments may be implemented at any time if the incident warrants such alongside an emergency suspension</i>	1) Denotes first incident 2) Denotes second incident 3) Denotes third incident <i>*Due to the severity of Tier 3 behavior, some incidents are only marked with first incident responses.</i>
Bullying	1) ISS/Curriculum/Conflict Resolution with Plan of improvement/Legal charges 2) OSS/Curriculum/Conflict Resolution with Plan of improvement/Legal charges 3) Recommendation for expulsion <i>*Threat assessments may be implemented at any time if the incident warrants such alongside an emergency suspension</i>	All Office Referrals Include: <ul style="list-style-type: none"> ● A call home ● Discipline Referral Form completed in Infinite Campus ● Follow-up with reporting staff members ● Referral to counselor as appropriate Interventions <u>Emergency Suspension:</u> <ul style="list-style-type: none"> ● Due to school safety the student is placed on an immediate suspension effective for ten days or until the threat assessment is completed
Destruction of Property <i>*Includes arson</i>	1) ISS/Curriculum/Restitution 2) ISS/Plan of improvement/ Legal charges 3) OSS/Parent Meeting/Legal charges <i>*Threat assessments may be implemented at any time if the incident warrants such alongside an emergency suspension</i>	<u>Legal Charges:</u> <ul style="list-style-type: none"> ● Involvement of law enforcement through the School Resource Officer [SRO] with legal charges being filed
Having a Firearm at School <i>*Review Threat Assmt in Appendix</i>	1) Emergency Suspension/Threat Assessment/Expulsion by the School Board [M.C.A. requirement]/Legal charges <i>*Threat assessment recommendations</i>	<u>Suspensions:</u> <ul style="list-style-type: none"> ● ISS - In School Suspension

*Applicable administrative discretion on a case-by-case basis.

	<i>will determine next steps</i>	<ul style="list-style-type: none"> OSS - Out of School Suspension <p><u>Recommendation for Expulsion:</u></p> <ul style="list-style-type: none"> School team submits a recommendation for expulsion to the school board <p><u>Threat Assessment:</u></p> <ul style="list-style-type: none"> School Team assembles to determine threat level of situation and any necessary next steps including suspensions and/or recommendations for expulsion. <p><u>Title IX Investigation:</u></p> <ul style="list-style-type: none"> Per federal law, any charges of sexual harassment requires a Title IX investigation to be conducted. Formalized investigation where the findings determine next steps
Having a Weapon at School <i>*Review Threat Assmt in Appendix</i>	1) Emergency Suspension/Threat Assessment/Possible expulsion by the school board/Possible legal charges <i>*Threat assessment will determine next steps</i>	
Intimidation/Threats	<i>Contingent upon the level of threat or act of intimidation</i> 1) Emergency suspension/Threat assessment/Legal charges <i>*Threat assessment recommendations will determine next steps</i>	
Physical Altercation [Fighting]	1) OSS/Curriculum/Legal charges/Parent meeting/Potential recommendation for expulsion <i>*Threat assessments may be implemented at any time if the incident warrants such alongside an emergency suspension</i>	
Reasonable Suspicion of Possession of Item that poses an Imminent Threat <i>*Review Threat Assmt in Appendix</i>	1) Student search/seizure <i>*Implement Search Procedures in Appendix</i>	
Sexual Harassment	1) Title IX investigation initiated <i>*Title IX investigation findings guide next steps that could include suspensions and legal charges.</i>	
Theft	1) ISS/Curriculum/Restitution/ 2) ISS/Legal charges/Plan of improvement 3) ISS/Legal charges/Monitoring plan	
Using or possessing any drugs, including marijuana, on school grounds	1) OSS/Curriculum/Legal charges 2) OSS/Legal charges/Plan of improvement 3) OSS/Recommendation for expulsion <i>*Threat assessments may be implemented at any time if the incident warrants such alongside an emergency suspension</i>	<p>Tier 3 interventions attempted without significant improvement = Referral to School Board for expulsion.</p>

*Applicable administrative discretion on a case-by-case basis.

Policy 7000: Goals

Status: ADOPTED

Original Adopted Date: 09/14/2020 | **Last Reviewed Date:** 09/14/2020

Goals

Because educational programs are dependent on adequate funding and the proper management of those funds, District goals can best be attained through efficient fiscal management. As trustee of local, state, and federal funds allocated for use in public education, the Board shall fulfill its responsibility to see that funds are used to achieve the intended purposes.

Because of resource limitations, fiscal concerns often overshadow the educational program. Recognizing this, the District must take specific action to ensure that education remains primary. This concept shall be incorporated into Board operations and into all aspects of District management and operation.

The Board seeks to achieve the following goals in the District's fiscal management:

1. Engage in advance planning, with staff and community involvement, to develop budgets which will achieve the greatest educational returns in relation to dollars expended.
 2. Establish levels of funding which shall provide superior education for District students.
 3. Provide timely and appropriate information to staff who have fiscal responsibilities.
 4. Establish efficient procedures in all areas of fiscal management.
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Policy 7008: Nonresident Student Attendance Agreement, Tuition, and Transportation Costs.

Status: ADOPTED

Original Adopted Date: 09/14/2020 | **Last Reviewed Date:** 09/14/2020

Nonresident Student Attendance Agreement (Tuition/Transportation Costs)

Whenever a nonresident student is to be enrolled in the District, either by choice or by placement, an attendance agreement must be filed with the Board. Terms of the agreement must include tuition rate, the party responsible for paying tuition and the schedule of payment, transportation charges, if any, and the party responsible for paying transportation costs.

Tuition rates shall be determined annually, consistent with Montana law and approved by the Board.

Policy 7110: Budget and Program Planning

Status: ADOPTED

Original Adopted Date: 09/14/2020 | Last Reviewed Date: 09/14/2020

Budget and Program Planning

The annual budget is evidence of the Board's commitment to the objectives of the instruction programs. The budget supports immediate and long-range goals and established priorities within all areas – instructional, noninstructional, and administrative programs.

Before presentation of a proposed budget for adoption, the Superintendent and business manager/district clerk will prepare, for the Board's consideration, recommendations designed to meet the needs of students, within the limits of anticipated revenues.

Program planning and budget development may provide for staff participation and the sharing of information with patrons before any action by the Board.

Policy 7121: Budget Adjustments

Status: ADOPTED

Original Adopted Date: 09/14/2020 | Last Reviewed Date: 09/14/2020

Budget Adjustments

When any budgeted fund line item is in excess of the amount required, the Board may transfer any of the excess appropriation to another line item(s) within the same fund.

The Board authorizes the administration to transfer line items within the same budgeted fund to adjust line item overdrafts or to meet special line item needs. Line item budget transfers to adjust line item overdrafts are at the discretion of the administrators.

Total budget expenditures for each fund as adopted in the final budget shall constitute the appropriations of the District for the ensuing fiscal year. The Board will be limited in the incurring of expenditures to the total of such appropriations.

With timely notice of a public meeting, trustees, by majority vote of those present, may declare by resolution that a budget amendment (in addition to the final budget) is necessary. Budget amendments are authorized for specified reasons by § 20-9-161, MCA. The resolution must state the facts constituting the need for the budget amendment, the funds affected by the budget amendment, the anticipated source of financing, the estimated amount of money required to finance the budget amendment, and the time and place the trustees will meet for the purpose of considering and adopting the budget amendment for the current school fiscal year.

The meeting to adopt a budget amendment will be open and will provide opportunity for any taxpayer to appear and be heard. Budget procedures will be consistent with statutory requirements. When applicable, the District will apply for state financial aid to supplement the amount to be collected from local taxes.

Policy 7210: Revenues

Status: ADOPTED

Original Adopted Date: 09/14/2020 | **Last Reviewed Date:** 09/14/2020

Revenues

The District will seek and utilize all available sources of revenue for financing its educational programs, including revenues from non-tax, local, state, and federal sources. The District will properly credit all revenues received to appropriate funds and accounts as specified by federal and state statutes and accounting and reporting regulations for Montana school districts.

The District will collect and deposit all direct receipts of revenues as necessary but at least once monthly. The District will make an effort to collect all revenues due from all sources, including but not limited to rental fees, bus fees, fines, tuition fees, other fees and charges. Uncollectible checks may be turned over to the county attorney for collection.

Policy 7215: Obligations and Loans

Status: ADOPTED

Original Adopted Date: 09/14/2020 | **Last Reviewed Date:** 09/14/2020

Obligations and Loans

The District may, without a vote of the electors of the District, secure loans from or issue and sell to the Board of investments or a bank, building and loan association, savings and loan association, or credit union that is a regulated lender under Montana law, obligations for the purpose of financing all or a portion of:

- A. the costs of vehicles and equipment and construction of buildings used primarily for the storage and maintenance of vehicles and equipment;
- B. the costs associated with renovating, rehabilitating, and remodeling facilities, including but not limited to roof repairs, heating, plumbing, electrical systems, and cost-saving measures as defined in Montana law;
- C. the costs of nonpermanent modular classrooms necessary for student instruction when existing buildings of the district are determined to be inadequate by the trustees;
- D. any other expenditure that the district is otherwise authorized to make including the payment of settlements of legal claims and judgments; and
- E. the costs associated with the issuance and sale of the obligations.

Before seeking to secure a loan or issue and sell obligations to a regulated lender, the District shall first offer the Board of investments a written notice of the Board's right of first refusal. If the Board of investments accepts the offer to issue a loan or purchase obligations, the Board shall provide a written response to the trustees by the later of:

- A. 120 days following delivery of the trustees' offer to the Board; or
- B. the day after the next meeting of the Board of investments.

If the trustees have not received a written acceptance by the deadline the District may seek to secure a loan or issue and sell an obligation to a regulated lender as outlined in this policy and Montana law.

The District may access its major maintenance aid account for school facility projects, including the payment of principal and interest on obligations issued in accordance with this policy and Montana law for school facility projects,

Policy 7220: Title I Supplement Supplant

Status: ADOPTED

Original Adopted Date: 04/12/2021 | **Last Reviewed Date:** 04/12/2021

Use of Federal Title I Funds

The School District will ensure that federal Title I funds, are used only to supplement, and not supplant, state and local funds that would, in the absence of federal funds, be spent on Title I programs or services supported by federal funds.

Title I funds will not take the place of funds supporting education services that are to be provided to all students. The School District uses Title I funds only to supplement funds that would, in the absence of Title I funds, be made available from state and local non-Federal sources for the education of children participating in Title I programs.

Policy 7225: Crowdfunding Proposals

Status: ADOPTED

Original Adopted Date: 09/14/2020 | Last Reviewed Date: 09/14/2020

Crowdfunding Proposals

All crowd funding requests and receivables are governed and supervised by Board policy. Crowd funding endeavors are generally viewed as beneficial when coordinated with district goals, initiatives, and existing plans. Proposals, products, and resources generated through crowd funding must receive prior approval from the Superintendent or designee. Approvals for proposals or gifted resources may be denied based upon but not limited to: technology, curricular, and/or activities incompatibility; long term sustainability concerns regarding materials, service, and/or staffing; conflicts with district initiatives, state or federal law.

If a proposal is successfully funded:

- The author(s) shall immediately notify the building principal, Superintendent and the district office.
- A check should be requested to be mailed to the school in the name of the school, not to an individual person.
- All gifts, grants, bequests and contributions must be officially accepted in accordance with Policy 7260 (Endowments, Gifts, and Investments).
- All non-monetary items (supplies, equipment, etc.) obtained are the property of the East Helena School District and all inventory procedures apply, and, if applicable, will remain in the school where the author(s) was (were) located at time of the grant award.
- All monetary donations should be recorded by the business manager/clerk in the Schools Funds accounting system at each school.

A file is to be maintained at the school for any crowd funding request. This file should include: the principal's/administrator's fundraising approval form, the written detail of the projects as well as what is posted on the platform website, any photos or images posted with the project and a copy of all agreements and permission forms.

Only district related/approved groups are permitted to operate under this policy and that non-District groups may not use the District's name, network or infrastructure to conduct online fundraising.

As public employees, staff members are subject to Montana public employees ethics laws. Staff members may not solicit or accept material, cash, or equipment intended for personal use from individuals or through a crowd source effort that could be considered a gift of substantial value or that otherwise violates the ethics statutes.

Policy 7231: Federal Impact Funds

Status: ADOPTED

Original Adopted Date: 09/14/2020 | **Last Reviewed Date:** 09/14/2020

Federal Impact Funds

It is the intent of the District that all American Indian children of school age have equal access to all programs, services, and activities offered in the District.

It is also the intent of the District to fully comply with the requirements of Title VII of the Elementary and Secondary Education Act (ESEA) and regulations relating thereto. To that end, the District shall:

1. Provide tribal officials and parents of Indian children with relevant applications, evaluations, program plans and information related to the District's education program and activities sufficient advance notice for an opportunity to comment on the participation of Indian children on an equal basis in all programs and activities offered by the District;
2. Annually assess the extent to which Indian students are participating on an equal basis in the educational programs and activities of the District;
3. If and when necessary, modify its educational programs to ensure that Indian children participate on an equal basis with non-Indian children served by the District;
4. Respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPP's.
5. Provide an opportunity for tribes and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and how the District may help those children realize their benefits of the District's education programs and activities.
6. Provide a copy of the IPP's annually to the affected tribe or tribes.

Assessments

Tribal officials and parents of Indian children are encouraged to assess the effectiveness of their input regarding the participation of Indian children in the District's educational programs and activities and the development and implementation of the District's Indian policies and procedures and share the results of such assessment with the District.

Policy 7251: Disposal of School District Property

Status: ADOPTED

Original Adopted Date: 09/14/2020 | Last Reviewed Date: 09/14/2020

Disposal and Sale of School District Property

Without a Vote

The Board is authorized to dispose of a site, building, or any other real or personal property of the District, that is or is about to become abandoned, obsolete, undesirable, or unsuitable for school purposes.

To effect proper disposal, the trustees shall pass a resolution stating their decision concerning property disposal. The resolution will not become effective until fourteen (14) days after the resolution is published in a newspaper of general circulation in the District.

Should any taxpayer properly protest the resolution during the fourteen (14) days after the date of publication, the trustees shall submit testimony to the court with jurisdiction.

Once the resolution is effective, or if appealed the decision has been upheld by the court, the trustees shall sell or dispose of the real or personal property in a reasonable manner determined to be in the best interests of the District. Proceeds from the sale of fixed assets can be deposited to the general, debt service, building, or any other appropriate fund.

With a Vote

Unless the property can be disposed of without a vote, the Board has the power to dispose of all District property, only when the qualified electors of the District approve of such action at an election called for such approval or when the trustees adopt a resolution stating their intention to dispose of the property. When the trustees adopt such a resolution, they shall schedule a meeting to consider a resolution to authorize the sale of the real property. The conduct of the meeting and any such subsequent appeals shall be in accord with § 20-6-604, MCA.

The money realized from the sale or disposal of real or personal property of the district must be credited to the debt service fund, building fund, general fund, or other appropriate fund, at the discretion of the trustees.

Policy 7260: Endowments, Gifts, and Investments

Status: ADOPTED

Original Adopted Date: 09/14/2020 | Last Reviewed Date: 09/14/2020

Donations, Endowments, Gifts, and Investments

The Board may accept gifts, endowments, legacies, and devises subject to the lawful conditions imposed by the donor or without any conditions imposed. Unless otherwise specified by the donor, when a district receives a donation the trustees may deposit the donation in any budgeted or non-budgeted fund at the discretion of the trustees and may thereafter transfer any portion of the donation to any other fund at the discretion of the trustees. If the trustees accept a donation and the donor specifies the donation for an endowment, the trustees shall deposit the donation in the endowment fund. Neither the Board nor the Superintendent will approve any gifts that are inappropriate.

If the District deposited donated funds in an endowment fund without specific instruction by the donor, the Board may move the donated funds and any accumulated interest to any other budgeted or nonbudgeted fund of the District and may spend donated funds and any accumulated interest unless restricted by condition imposed by the donor.

The Board authorizes the Superintendent to establish procedures for determining the suitability or appropriateness of all gifts received and accepted by the District. Once accepted, donated funds are public funds subject to state law. Donated funds may not be transferred to a private entity. Benefactors may not adjust or add terms or conditions to donated funds after the donation has been accepted.

The Board directs that all school funds be invested in a prudent manner so as to achieve maximum economic benefit to the District. Funds not needed for current obligations may be invested in investment options as set out in Montana statutes, whenever it is deemed advantageous for the District to do so.

Educational Foundations may exist in the community, but are not managed, directed, or approved by the Board of Trustees.

Policy 7310: Budget Implementation and Execution

Status: ADOPTED

Original Adopted Date: 09/14/2020 | Last Reviewed Date: 09/14/2020

Budget Implementation and Execution

Once adopted by the Board, the operating budget shall be administered by the Superintendent's designees. All actions of the Superintendent/designees in executing programs and/or activities delineated in that budget are authorized according to these provisions:

1. Expenditure of funds for employment and assignment of staff shall meet legal requirements of the state of Montana and adopted Board policies.
 2. Funds held for contingencies may not be expended without Board approval.
 3. A listing of warrants describing goods and/or services for which payment has been made must be presented for Board ratification each month.
 4. Purchases will be made according to the legal requirements of the state of Montana and adopted Board policy.
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Policy 7320: Purchasing

Status: ADOPTED

Original Adopted Date: 09/14/2020 | **Last Revised Date:** 03/14/2022 | **Last Reviewed Date:** 03/14/2022

Purchasing

Authorization and Control

The Superintendent is authorized to direct expenditures and purchases within limits of the detailed annual budget for the school year. The Board must approve purchase of capital outlay items, when the aggregate total of a requisition exceeds \$50, 000, except the Superintendent shall have the authority to make capital outlay purchases without advance approval when necessary to protect the interests of the District or the health and safety of staff or students. The Superintendent will establish requisition and purchase order procedures to control and maintain proper accounting of expenditure of funds. Staff who obligate the District without proper authorization may be held personally responsible for payment of such obligations.

Bids and Contracts

Whenever it is in the interest of the District, the District will execute a contract for any building furnishing, repairing, or other work for the benefit of the District. If the sum of the contract or work exceeds Eighty Thousand Dollars (\$80,000). The District will call for formal bids by issuing public notice as specified in statute. Specifications will be prepared and made available to all vendors interested in submitting a bid. The contract shall be awarded to the lowest responsible bidder, except that the trustees may reject any or all bids as per § 18-4-307, MCA as stated below in the legal reference. The Board, in making a determination as to which vendor is the lowest responsible bidder, will take into consideration not only the amount of each bid, but will also consider the skill, ability, and integrity of a vendor to do faithful, conscientious work and to promptly fulfill the contract according to its letter and spirit. Bidding requirements do not apply to a registered professional engineer, surveyor, real estate appraiser, or registered architect; a physician, dentist, pharmacist, or other medical, dental, or health care provider; an attorney; a consulting actuary; a private investigator licensed by any jurisdiction; a claims adjuster; or an accountant licensed under Title 37, Chapter 50.

Advertisement for bid must be made once each week for two (2) consecutive weeks, and a second (2nd) publication must be made not less than five (5) nor more than twelve (12) days before consideration of bids.

When possible and is in the best interest of the District, multiple bids for school bus purchases will be solicited reviewed, and considered.

The Superintendent will establish bidding and contract-awarding procedures. Bid procedures will be waived only as specified in statute.

Cooperative Purchasing

The District may enter into cooperative purchasing contracts with one or more districts for procurement of supplies or services. A district participating in a cooperative purchasing group may purchase supplies and services through the group without complying with the provisions of 20-9-204(4), MCA if the cooperative purchasing group has a publicly available master list of items available with pricing included and provides an opportunity at least twice yearly for any vendor, including a Montana vendor, to compete, based on a lowest responsible bidder standard, for inclusion of the vendor's supplies and services on the cooperative purchasing group's master list.

Policy 7325: Accounting System Design

Status: ADOPTED

Original Adopted Date: 09/14/2020 | **Last Reviewed Date:** 09/14/2020

Accounting System Design

The District accounting system will be established to present, with full disclosure, the financial position and results of financial operations of District funds and account groups in conformity with generally accepted accounting principles. The accounting system must be in compliance with accounting system requirements established by legislative action. The accounting system shall be able to demonstrate compliance with finance-related legal and contractual provisions.

Policy 7326: Documentation and Approval of Claims

Status: ADOPTED

Original Adopted Date: 09/14/2020 | **Last Reviewed Date:** 09/14/2020

Documentation and Approval of Claims

All financial obligations and disbursements must be documented in compliance with statutory provisions and audit guidelines. Documentation will specifically describe acquired goods and/or services, budget appropriations applicable to payment, and required approvals. All purchases, encumbrances and obligations, and disbursements must be approved by the administrator designated with authority, responsibility, and control over budget appropriations. The responsibility for approving these documents cannot be delegated.

The District business office is responsible for developing procedures and forms to be used in the requisition, purchase, and payment of claims.

Policy 7329: Petty Cash Funds

Status: ADOPTED

Original Adopted Date: 09/14/2020 | Last Reviewed Date: 09/14/2020

Petty Cash Funds

The use of petty cash funds shall be authorized for specific purchases only. Those purchases will include purchases of supplies and materials under the amount of (\$50.00). Individual personal reimbursements which exceed fifty dollars (\$50.00) should not be made from petty cash funds. The petty cash account will be maintained as a checking account, with the total dollar amount limited to \$350.00 for the District Office. The District Office petty cash account will be used for postage, delivery charges, and freight.

The District Business Manager is designated as fund custodian to carry out bookkeeping and security duties. Monies not specifically designated as petty cash will not be commingled with the petty cash fund. At the conclusion of each year, all petty cash funds must

be closed out and the petty cash on hand returned to the business office for processing.

The District business office is responsible for establishing procedures for use and management of petty cash funds.

Policy 7330: Payroll Procedures

Status: ADOPTED

Original Adopted Date: 09/14/2020 | Last Reviewed Date: 09/14/2020

Payroll Procedures/Schedules

The District will establish one (1) or more days in each month as fixed paydays for payment of wages in accord with the current collective bargaining agreement or District practice. Employees may choose to have their salaries paid in full upon the last pay date following completion of their assignments or may annualize their pay. Employees who choose to receive payment of wages beyond the period in which the wages were earned (deferred payment) will be subject to Internal Revenue Service (IRS) penalties, unless they provide a written election of such deferral prior to (the first (1st) duty day) (July 1)¹ of the year of deferral. Forms for such deferral shall be made available. Any change to the election must be made prior to the first (1st) duty day of the fiscal year of the deferment.

When a District employee quits, is laid off, or is discharged, wages owed will be paid on the next regular payday for the pay period in which the employee left employment or within fifteen (15) days from the date of separation of employment, whichever occurs first.

Policy 7332: Advertising in Schools

Status: ADOPTED

Original Adopted Date: 09/14/2020 | **Last Reviewed Date:** 09/14/2020

enhancement activities will not:

1. Promote hostility, disorder, or violence;
 1. Attack ethnic, racial, or religious groups;
 3. Discriminate, demean, harass, or ridicule any person or group of persons on the basis of gender;
 4. Be libelous;
 5. Inhibit the functioning of the school and/or District;
 6. Promote, favor, or oppose the candidacy of any candidate for election, adoption of any bond/budget issues, or any public question submitted at any general, county, municipal, or school election;
 7. Be obscene or pornographic, as defined by prevailing community standards throughout the District;
 8. Promote the use of drugs, alcohol, tobacco, firearms, or certain products that create community concerns;
 9. Promote any religious or political organization;
 10. Use any District or school logo without prior approval.
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Policy 7335: Personal Reimbursements

Status: ADOPTED

Original Adopted Date: 09/14/2020 | **Last Reviewed Date:** 09/14/2020

Personal Reimbursements

While it is recommended that all purchases of goods or services be made within established purchasing procedures, there may be an occasional need for an employee to make a purchase for the benefit of the District from personal funds. In that event, an employee will be reimbursed for a personal purchase under the following criteria:

1. It is clearly demonstrated that the purchase is of benefit to the District;
2. The purchase was made with the prior approval of an authorized administrator;
3. The item purchased was not available from District resources; and
4. The claim for personal reimbursement is properly accounted for and documented with an invoice or receipt.

The District business office is responsible for developing procedures and forms to be used in processing claims for personal reimbursements.

Policy 7336: Travel Allowances and Expenses

Status: ADOPTED

Original Adopted Date: 09/14/2020 | **Last Reviewed Date:** 09/14/2020

Travel Allowances and Expenses

The District will reimburse employees and trustees for travel expenses while traveling outside the District and engaged in official District business. District employees who are not exempted by another policy will be reimbursed according to the current state/federal levels pursuant to Montana/Federal law. All travel expenses must be reported on the established travel expense and approved by the employee's supervisor and the Superintendent.

The District business office is responsible for development of procedures and forms to be used in connection with travel expense claims and reimbursements.

Policy 7400: Credit Card Use

Status: ADOPTED

Original Adopted Date: 09/14/2020 | Last Reviewed Date: 09/14/2020

Credit Card Use

The Board of Trustees permits the use of District credit cards by certain school officials and Board members to pay for actual and necessary expenses incurred in the performance of work-related duties for the District. A list of those individuals that will be issued a District credit card will be maintained in the business office and reported to the Board as requested. All credit cards will be preapproved by the Board and will be in the name of the District.

The District shall establish a credit line not to exceed \$1,500 for each card issued and an aggregate credit limit of \$150,000 for all cards issued to the District.

Credit cards may only be used for legitimate District business expenditures. The use of credit cards is not intended to circumvent the District's policy on purchasing.

Users must take proper care of District credit cards and take all reasonable precautions against damage, loss, or theft. Any damage, loss, or theft must immediately be reported to the business office and to the appropriate financial institution. Failure to take proper care of credit cards or failure to report damage, loss, or theft may subject the employee to financial liability.

Purchases that are unauthorized, illegal, represent a conflict of interest, are personal in nature, or violate the intent of this policy may result in credit card revocation and discipline of the employee.

Users must submit detailed documentation, including itemized receipts for commodities, services, travel, and/or other actual and necessary expenses which have been incurred in connection with school-related business for which the credit card has been used.

The Superintendent shall establish regulations governing the issuance and use of credit cards. Each cardholder shall be apprised of the procedures governing the use of the credit card, and a copy of this policy and accompanying regulations shall be given to each cardholder.

The District Clerk shall monitor the use of each credit card every month and report any serious problems and/or discrepancies directly to the Superintendent and the Board.

Policy 7405: Procurement Cards

Status: ADOPTED

Original Adopted Date: 09/14/2020 | **Last Revised Date:** 09/11/2023 | **Last Reviewed Date:** 09/11/2023

Procurement Card Use

The Board of Trustees permits the use of procurement cards for actual and necessary expenses incurred in the performance of work-related duties for the District. A list of those individuals that will be issued a District procurement card will be maintained in the business office and reported to the Board each year at its meeting in June.

The District has procurement cards, with a credit limit not to exceed \$170,000.

Procurement cards may only be used for legitimate District business expenditures. The use of procurement cards is not intended to circumvent the District's policy on purchasing.

Users must take proper care of District credit cards and take all reasonable precautions against damage, loss, or theft. Any damage, loss, or theft must immediately be reported to the business office and to the appropriate financial institution. Failure to take proper care of credit cards or failure to report damage, loss, or theft may subject the employee to financial liability.

Purchases that are unauthorized, illegal, represent a conflict of interest, are personal in nature, or violate the intent of this policy may result in procurement card revocation and discipline of the employee.

Users must submit detailed documentation, including itemized receipts for commodities, services, travel, and/or other actual and necessary expenses which have been incurred in connection with school-related business for which the procurement card has been used.

The Superintendent shall establish regulations governing the issuance and use of procurement cards. Each cardholder shall be apprised of the procedures governing the use of the procurement card, and a copy of this policy and accompanying regulations shall be given to each cardholder.

The District Clerk shall monitor the use of each procurement card every month and report any serious problems and/or discrepancies directly to the Superintendent and the Board.

Policy 7425: Extra-Curricular Funds

Status: ADOPTED

Original Adopted Date: 09/14/2020 | **Last Reviewed Date:** 09/14/2020

Extra- and Co-Curricular Funds

The Board is responsible for establishment and management of student extra- and co-curricular funds. The purpose of student extra- and co-curricular funds is to account for revenues and disbursements of those funds raised by students through recognized student body organizations and activities. The funds shall be deposited and expended by check, in a bank account maintained by the District for student extra- and co-curricular funds. The use of the student extra- and co-curricular funds is limited to the benefit of the students. Students will be involved in the decision-making process related to use of the funds.

The Board shall follow the *Student Activity Fund Accounting* (published by the Montana Association of School Business Officials (MASBO)) in establishing accounting procedures for administration of student extra- and co-curricular funds and will appoint a fund administrator.

Specific procedures are available in the Clerk's office.

Policy 7430: Financial Reporting and Audits

Status: ADOPTED

Original Adopted Date: 09/14/2020 | **Last Reviewed Date:** 09/14/2020

Financial Reporting and Audits

The Board directs that financial reports of all District funds be prepared in compliance with statutory provisions and generally accepted accounting and financial reporting standards. In addition to reports required for local, state, and federal agencies, financial reports will be prepared monthly and annually and presented to the Board. Financial reports shall reflect financial activity and status of District funds.

Appropriate interim financial statements and reports of financial position, operating results, and other pertinent information will be prepared to facilitate management and control of financial operations.

The Board directs that District audits be conducted in accordance with Montana law. Each audit shall be a comprehensive audit of the affairs of the District and District funds. The audits shall comply with all statutory provisions and generally accepted governmental auditing standards. Each audit may be made every two (2) years and cover the immediately preceding two (2) fiscal years, or it may be conducted annually.

Policy 7500: Property Records

Status: ADOPTED

Original Adopted Date: 09/14/2020 | Last Reviewed Date: 09/14/2020

Property Records

Property and inventory records will be maintained for all land, buildings, and physical property under District control and will be updated annually.

For purposes of this policy, "equipment" means a unit of furniture or furnishings, an instrument, a machine, an apparatus or a set of articles which retains its shape and appearance with use, is nonexpendable, and does not lose its identity when incorporated into a more complex unit. The Superintendent will ensure inventories of equipment are systematically and accurately recorded and updated annually. Property records of facilities and other fixed assets will be maintained on an ongoing basis. No equipment will be removed for personal or non-school use except in accordance with Board policy.

Property records will show, appropriate to the item recorded, the:

1. Description and identification
2. Manufacturer
3. Date of purchase
4. Initial cost
5. Location
6. Serial number, if available
7. Model number, if available

Equipment may be identified with a permanent tag providing appropriate District and equipment identification.

Policy 7510: Capitalization Policy for Fixed Assets

Status: ADOPTED

Original Adopted Date: 09/14/2020 | Last Reviewed Date: 09/14/2020

Capitalization Policy for Fixed Assets

A fixed asset is a property that meets all the following requirements:

1. Must be tangible in nature;
2. Must have a useful life of longer than the current fiscal year; and
3. Must be of significant value.

Fixed assets may be acquired through donation, purchase, or may be self-constructed. The asset value for a donation will be the fair market value at the time of donation. The asset value for purchases will be the initial cost plus the trade-in value of any old asset given up, plus all costs related to placing the asset into operation. The cost of self-constructed assets will include both the cost of materials used and the cost of labor involved in construction of the asset.

The following significant values will be used for different classes of assets:

<u>Class of Fixed Asset</u>	<u>Significant Value</u>
Equipment and machinery	\$5000.00 or more
Buildings - improvements	\$5000.00 or more
Improvements other than to buildings	\$5000.00 or more
Land	Any amount

Policy 7515: GASB 54

Status: ADOPTED

Original Adopted Date: 09/14/2020 | **Last Reviewed Date:** 09/14/2020

Fund Balances

Note: The provisions of this policy include the provisions of Statement No. 54 of the Governmental Accounting Standards Board (GASB), we are now operating under GASB 75 that adds provisions.

I. PURPOSE

The fund balance policy establishes a framework for the management of all excess funds managed by the East Helena School District. The policy is in accordance with GASB Statement 54; management of fund balance. It also provides guidance and direction for elected and appointed officials as well as staff in the use of excess funds at year-end.

II. SCOPE

This fund balance policy applies to all funds in the custody of the School District Business Manager/Clerk of the East Helena School District, East Helena, Montana. These funds are accounted for in the District's annual audited financial reports and include, but are not limited to, the following:

- General Fund
- Special Revenue Funds
- Capital Project Funds
- Enterprise Funds
- Any new funds created by the District, unless specifically exempted by the governing body; in accordance with state law or GASB pronouncements.

III. CLASSIFICATION OF FUND BALANCES

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

IV. DEFINITIONS

A. Fund balance---means the arithmetic difference between the assets and liabilities reported in a school district fund.

B. Committed fund balance--amounts constrained to specific purposes by the District itself, using its highest level of decision-making authority; to be reported as committed, amounts cannot be used for any other purpose unless the

District takes the same highest-level action to remove or change the constraint

C. *Assigned fund balance*—amounts a school district *intends* to use for a specific purpose; intent can be expressed by the District or by an official to which the Board of Trustees delegates the authority

D. *Nonspendable fund balance*—amounts that are not in a spendable form (such as inventory) or are required to be maintained intact (such as the corpus of an endowment fund)

E. *Restricted fund balance*—amounts constrained to specific purposes by their providers (such as grantors, bondholders, and higher levels of government), through constitutional provisions, or by enabling legislation

F. *Unassigned fund balance*—amounts that are available for any purpose; these amounts are reported only in the general fund.

V. MINIMUM FUND BALANCE

The school district will strive to maintain a minimum unassigned general fund balance of 5 percent of the annual budget

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): committed, assigned, unassigned, and restricted.

[Note: The School Board determines this order.]

VII. COMMITTING FUND BALANCE

A majority vote of the School Board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the Board.

VIII. ASSIGNING FUND BALANCE

The School Board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The Board also delegates the power to assign fund balances to the following: The Superintendent and business manager, etc. Assignments so made shall be reported to the School Board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the School Board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. REVIEW

The School Board will conduct, at a minimum, an annual review of the sufficiency of the minimum unassigned general fund balance level.

Policy 7520: Independent Investment Accounts

Status: ADOPTED

Original Adopted Date: 09/14/2020 | **Last Reviewed Date:** 09/14/2020

Independent Investment Accounts

The Board may establish independent investment accounts separate and apart from those funds maintained by the county treasurer. The Board may transfer cash into an independent investment account from any budgeted or non-budgeted funds. A separate account shall be established for each fund from which transfers are made. The principal and any interest earned must be reallocated to the fund from which the deposit was originally made. Unless otherwise provided by law, all other revenue may be sent directly to a participating district's investment account.

The District may either:

1. Establish and use the account as a non-spending account, returning sufficient funds to the county treasurer in time to pay all claims against the applicable fund; or
 2. Establish a subsidiary checking account and make expenditures from the investment account, provided all transactions are accounted for and reported, as required by applicable accounting principles. If the District desires to establish a subsidiary checking account for purposes of paying for expenditures directly from an investment account, the District must enter into a written agreement with the county treasurer, in accordance with § 20-9-235, MCA.
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Policy 7525: Lease-Purchase Agreement

Status: ADOPTED

Original Adopted Date: 09/14/2020 | **Last Reviewed Date:** 09/14/2020

Lease-Purchase Agreement

The trustees of a district can lease property with an option to purchase.

Personal property -- the lease cannot be more than seven (7) years.

Real property -- the lease cannot be more than fifteen (15) years.

The terms of the lease must comply with 20-6-625, MCA. If real property is acquired, the trustees shall comply with 20-6-603, MCA.

The trustees of any district may lease buildings or land suitable for school purposes when it is within the best interests of the district to lease the buildings or land from the county, municipality, another district, or any person. The term of the lease may not be for more than fifteen (15) years unless prior approval of the qualified electors of the district is obtained in the manner prescribed by law for school elections, in which case the lease may be for a term approved by the qualified electors, but not exceeding ninety-nine (99) years. Whenever the lease is for a period of time that is longer than the current school fiscal year, the lease requirements for the succeeding school fiscal years shall be an obligation of the final budgets for such years.

Policy 7530: Procurement of Supplies or Services

Status: ADOPTED

Original Adopted Date: 09/14/2020 | **Last Reviewed Date:** 09/14/2020

Procurement of Supplies or Services

The Board adopts all applicable provisions of the Montana Procurement Act (i.e., §§ 18-4-121, et seq., MCA).

Policy 7535: Electronic Signatures

Status: ADOPTED

Original Adopted Date: 09/14/2020 | **Last Reviewed Date:** 09/14/2020

Electronic Signatures

“Electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

Electronic signatures or digital signatures can take many forms and can be created using many different types of technology. For the purpose of this policy an electronic signature means any electronic identifier intended by the person using it to have the same force and effect as a manual signature.

District Use of Electronic Signatures

When not practical or possible to have an approved individual physically sign a document, and not otherwise prohibited by applicable laws, electronic signatures may satisfy the requirement of a written signature when transacting business with and/or for the District and/or with parents/guardians when the authenticity and reliability of such electronic signature(s) meets the provisions of this policy. In such instances, the electronic signature shall have the full force and effect of a manual signature.

In order to qualify for acceptance of an electronic signature the following additional requirements are applicable:

1. The electronic signature identifies the individual signing the document by his/her name and title;
2. The identity of the individual signing the document with an electronic signature is capable of being validated through the use of an audit trail;
3. The electronic signature, as well as the documents to which it is affixed, cannot be altered once the electronic signature is affixed. If the document needs to be altered, a new electronic signature must be obtained; and
4. The electronic signature conforms to all other provisions of this policy.

The District shall maintain District electronically signed records in a manner consistent with the District's document retention policies yet also capable of accurate and complete reproduction of the electronic records and signatures in their original form. Such retention should include a process whereby the District can verify the attribution of a signature to a specific individual, detect changes or errors in the information contained in the record submitted electronically and protect and prevent access and/or manipulation or use access/use by an unauthorized person.

The District shall maintain a hardcopy of the actual signature of any District employee authorized to provide an electronic signature in connection with School Board business.

Abuse of the electronic signature protocols by any District employee serves as grounds for disciplinary action up to and including termination.

Parent/Student Use of Electronic Signatures

With regard to documentation received by the District with an electronic signature from a parent/legal guardian, so long as the following provisions are met, the District may receive and accept such electronic signature as an original document:

1. Such communication with signature, of its face, appears to be authentic and unique to the person using such signature;
2. The District is unaware of any specific individualized reason to believe that the signature has been forged;
3. The District is unaware of any specific reason to believe the document has been altered subsequent to the electronic signature; and
4. The signature is capable of verification.

The District's Superintendent or designee may, at his or her discretion, request that an original of the electronic communication, signed manually by hand, be forwarded to the District in a timely manner.

District personnel may periodically audit the authenticity of such signature via a security procedure including such acts as making follow-up inquiry to the individual/entity who has submitted such electronic signature.

Should it be discovered that a student has falsified a parent's electronic signature on an official District document, the student may be subjected to discipline and the Administrators of the District are authorized, at their discretion, to thereafter only accept manual signatures associated with any submitted school document.

Policy 7550: Indirect Cost Reimbursement

Status: ADOPTED

Original Adopted Date: 09/14/2020 | **Last Reviewed Date:** 09/14/2020

Indirect Cost Reimbursement

Occasionally the East Helena School District will receive indirect cost reimbursements from the Office of Public Instruction. Montana Code Annotated, 20-9-507, provides indirect costs reimbursements be spent at the discretion of the trustees.

The indirect cost reimbursements are not usually accumulated year-to-year without purpose, and are normally used for general administrative expenses.

Prior to the end of each budget year the Superintendent or Business Manager may, where practical, present to the Board of Trustees, at a regular or special meeting, information regarding the amount of indirect cost reimbursement received along with a recommendation of expenditure for the amount. The Board of Trustees must approve the indirect costs reimbursement each year as is customary at the August Budget Meeting.

MONTANA SCHOOLS PROPERTY AND LIABILITY INSURANCE PLAN

NAMED INSURED:

East Helena Public Schools
PO Box 1280
East Helena, MT 59635

INSURANCE CERTIFICATE 7-1-2023 TO 7-1-2024

Ambridge – PK1036823
Liberty Mutual Insurance – YAC-L9L-474623-013
Travelers Boiler – BAJ-BME1-8156L884-TIL-23
Arch Insurance Group Cyber – NPL006890400
Lloyd's Syndicate 510 Disaster Management – SR0082823
STARR Employee Business Travel – BTAI000691

In consideration of the payment of the premium, the above listed insurance carriers agree to provide coverage as follows:

DECLARATIONS

1. COVERAGE:

Section I	Real & Personal Property-Blanket Replacement Inland Marine Auto Physical Damage
Section II	Comprehensive General Liability
Section III	Auto Liability
Section IV	Crime and Employee Dishonesty
Section V	School Board Legal Liability
Section VI	Boiler and Machinery
Section VII	Cyber
Section VIII	Disaster Management
Section IX	Employee Business Travel

2. LIMITS OF LIABILITY:

1. Property Valuation: Blanket Replacement buildings and contents.
Contractor equipment & vehicles are on an actual cash value basis.
2. \$50,000,000 Earth Movement pool limit of liability in a single occurrence and in the aggregate.
3. \$50,000,000 Flood pool limit in a single occurrence and in the aggregate.
 - Flood Zone A and pre-fixed A – as scheduled: \$5,000,000 pool limit in a single occurrence and in the aggregate

Section II	\$ <u>2,000,000*</u>	Each occurrence
	\$ <u>4,000,000</u>	Annual Aggregate
	\$ <u>5,000</u>	Each person medical payments (excluding students)
	\$ <u>2,000,000*</u>	Annual aggregate in the respects of products and completed operations per member.
Section III	\$ <u>2,000,000*</u>	Each occurrence
Section IV	\$ <u>500,000</u>	Employee Dishonesty
	\$ <u>500,000</u>	Loss Inside and Outside
	\$ <u>500,000</u>	Forgery & Alteration
Section V	\$ <u>2,000,000</u>	Each claim and annual aggregate
	\$ <u>250,000</u>	Non-monetary claim defense limit per member per year
Section VI	\$ <u>200,000,000</u>	Blanket limit for all property in which a member has an insurable interest in a building.
Section VII	\$ <u>1,000,000</u>	Security & Privacy / Regulatory Action Liability
	\$ <u>1,000,000</u>	Event Management Insurance
Section VIII	\$ <u>1,000,000</u>	Per Occurrence
	\$ <u>1,000,000</u>	Annual Aggregate Limit Per Occurrence
Section IX	\$ <u>100,000</u>	Maximum Principal Sum Per Person
	\$ <u>1,000,000</u>	Aggregate Limit Benefit Per Occurrence

***Certain coverages provided in these sections are subject to MCA2-9-108 (Limitation on Government Liability).**

3. MAINTENANCE DEDUCTIBLE

Property & Inland Marine	\$5,000
Auto Physical Damage	\$1,000
School Board Legal Liability	\$5,000
Crime & Employee Dishonesty	\$1,000
Boiler & Machinery	\$1,000
Cyber	
o Paladin Shield Activated	\$50,000
o Paladin Shield NOT Activated	\$100,000
Disaster Management	None
Employee Business Travel	None

The above maintenance deductibles shall apply per loss

4. TERRITORIAL SCOPE

Liability insurance coverage applies worldwide.
Property/Crime/Boiler and Machinery coverage applies to property insured at any location listed in the schedule of values on file with the insurance carrier.

5. POLICY PERIOD

FROM: 07-01-2023 to 07-01-2024
Both days at 12:01 a.m. Standard Time Insured's address shown on page 1.

6. COVERAGE FORMS AND DOCUMENTS

A sample of the 07-01-2023 to 07-01-2024 insurance coverage forms and documents are available for review upon request.

7. MARSH MCLENNAN AGENCY ACTING AS PROGRAM ADMINISTRATOR

Marsh McLennan Agency acts as the Program Administrator for the Montana Schools Property and Liability Insurance Plan. Marsh McLennan Agency receives a fee for this service. This fee is included in the premium paid by each member and disclosure of this fee is available upon request.

PLAN DISCLAIMER

CERTAIN PROVISIONS IN THIS POLICY RESTRICT COVERAGE. THE ENTIRE POLICY SHOULD BE READ CAREFULLY TO DETERMINE YOUR RIGHTS AND DUTIES AND TO DETERMINE WHAT IS AND IS NOT COVERED.

COVERAGE UNDER SCHOOL BOARD LEGAL LIABILITY AND SEXUAL ABUSE AND MOLESTATION LIABILITY IS AFFORDED ON A CLAIMS MADE BASIS AND CONTAINS PROVISIONS, WHICH MAY BE DIFFERENT FROM THOSE OF OTHER COVERAGES OF THIS POLICY.



EAST HELENA PUBLIC SCHOOLS

SCHOOL DISTRICT NO. 9

P.O. BOX 1280 * EAST HELENA, MT. 59635

PHONE: (406) 227-7700

FAX: (406) 227-5534



The Strategic Plan of East Helena Public Schools Updated March 2022

Overview

The East Helena Public School District (East Helena Public Schools) has created a new direction for the school district to strategically focus its resources on identified needs of students and the East Helena community. As part of this process, East Helena Public Schools has been engaged in visionary and strategic planning and thinking process since 2008. This strategic planning process is intended to help East Helena Public Schools in focusing its resources in a manner that will best benefit the our students and the community we serve.

The East Helena Board of Trustees and Staff Leadership Team began the strategic planning and thinking process necessary to amend its current educational goals to better fit with its commitments to children, to community engagement and to knowledge-based decision making processes now and into the future. The Board and Staff, through this process to date have discussed at length how it could best meet the present and future needs of the students of the East Helena Public Schools and the community.

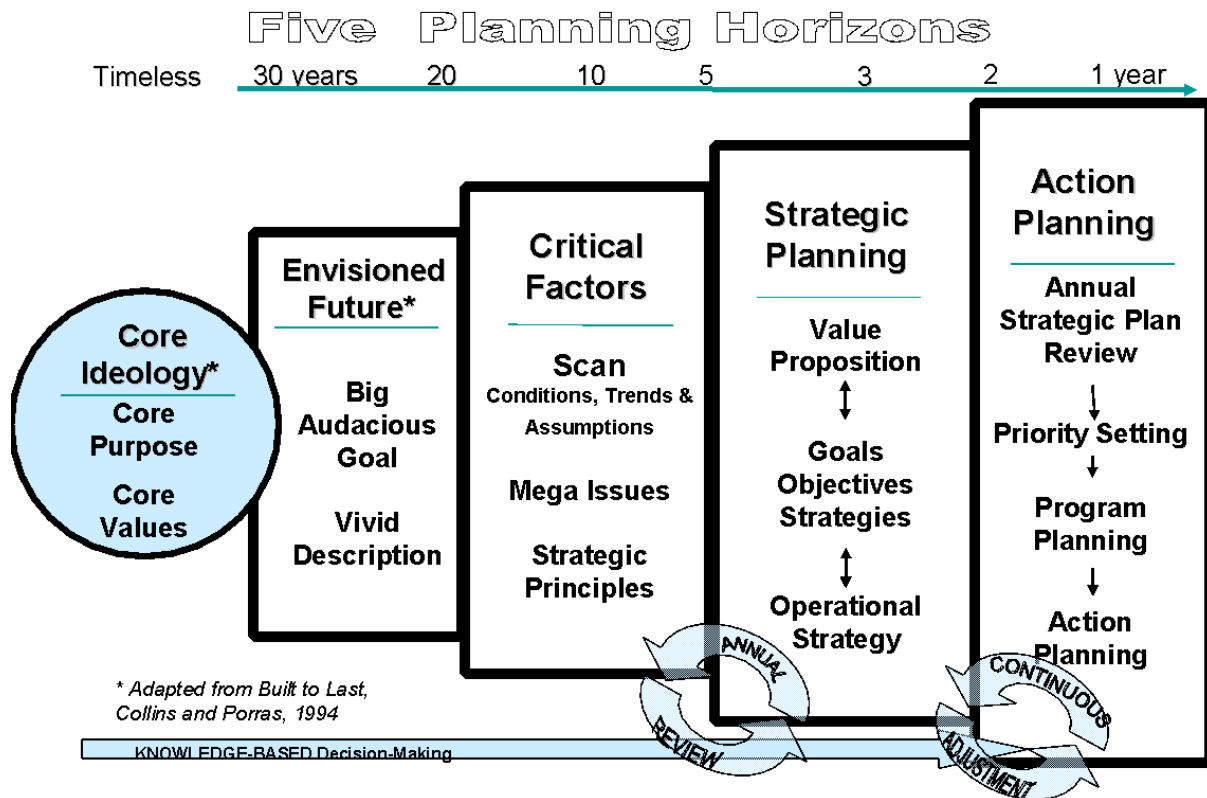
East Helena Public Schools' Board and Staff Leadership Team view the process of strategic planning as an ongoing collaborative process the community. This is not a "strategic planning project" that is completed. Adoption of a plan is an affirmation of the general intent and direction articulated by the Core Ideology, Envisioned Future and Goals and Strategic Objectives. It is understood that progress toward achieving strategic objectives will be assessed annually, and the plan will be updated based on achievement and changes in the needs of the students served by East Helena Public Schools.

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Strategic Planning Framework

The framework used by East Helena Public Schools for its strategic planning process was adapted from a model developed by Jim Collins, author of “Built to Last” and “Good to Great.” The Board focused on five different planning horizons, starting with the long term issues first to provide focus to shorter term efforts.





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Part I: Planning Horizon: Timeless

Core Ideology¹ of the East Helena Public Schools

Core Purpose of the East Helena Public Schools:

“East Helena Public Schools exists to offer the educational opportunities necessary for our students and community as a whole to achieve their highest potentials. We educate students in an inspired environment to prepare them to pursue their interests, visions, and dreams for today and into perpetuity.”

Core Values of the East Helena Public School District:

- ✓ **Tripod of Students, Staff & Parents:** We are committed to ensuring that teachers and parents are essential contributors in the achievement and success for all students.
- ✓ **Promotion of Positive Social and Communication Skills:** We believe that the promotion of social skills and communication skills are vital to the success of our students and in preparing our students to contribute to society in a productive manner.
- ✓ **Exposure to the Global Environment:** We believe that exposing our students to the Global Environment is necessary in order to prepare our students for the future.
- ✓ **Community Involvement and Support:** We believe that community involvement and support are essential to the achievement of our goals and success for all students.
- ✓ **Safe & Healthy Environment:** We are committed to providing a safe & healthy environment for students to achieve success at their highest levels.
- ✓ **Fiscal Responsibility:** We are fiscally responsible in the management and expenditure of all district resources. We are committed to being innovative in the pursuit of all avenues of possible revenue in order to meet the needs of our District.

¹ **Core ideology** describes a school district's consistent identity that transcends all changes related to its relevant environment. It consists of two elements - **Core Purpose** - the school district's reason for being - and **Core Values** - essential and enduring principles that guide a school district.



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Part II: Planning Horizon: 10-15 Years

Envisioned Future² of the East Helena Public School District

Big Audacious Goal:

Fully develop the potential of our youth and our community.

A Vivid Description of the Desired Future:

- We adapt and personalize the experience for each student in our District based upon the student's needs, skills, and attributes. This is done through a combination of on-site learning, off-site opportunities, on-line learning, work-based and other experiential learning activities, socialization, assigned specialists, extra and co-curricular opportunities, support systems and other strategies that support an individualized and customized approach to learning and supporting each student.
- Through our focus on innovation and technology, our students are well prepared for both the learning and working environments.
- We have made large-scale proactive energy and infrastructure changes that support our students, our community and our environment.
- We have a comprehensive Asset Management System for the replacement and maintenance of our buildings, equipment, software, etc.
- We have life-skills courses integrated into aspects of our learning environment.
- Career and Technical Education (CTE), arts and music opportunities are available district-wide.
- We have expanded our early education program to provide children with the resources they need to be successful in their learning and growth.

² **Envisioned Future** conveys a concrete yet unrealized vision for the school district. It consists of a **Big Audacious Goal** - a clear and compelling catalyst that serves as a focal point for effort - and **Vivid descriptions** - vibrant and engaging descriptions of what it will be like to achieve the big audacious goal.

- We have expanded our programs and resources to meet the needs of our students, staff, parents and community members, including but not limited to, mental health services, child-care services, etc.
- In addition to the funding provided through federal, state and local resources, we have a strong program of financial donations that support our schools and our students.
- We have anticipated the growth in our community and our enrollment and have been proactive to ensure our infrastructure supports this expansion.
- We have a strong collaborative relationship between our District and our community business leaders that mutually supports our District, businesses and our community.
- We have an effective advocacy program that promotes the needs of our school, students and community at the federal, state and local level.
- Through our program of recruitment and retention, we have a staff who are focused on the needs of each student. Our staff know they are trusted, supported and valued.
- We have learned much from COVID-19. We are prepared to respond to future emergencies.



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Part III: Planning Horizon: 5-10 Years

Assumptions Regarding the Relevant Future for the East Helena Public Schools

In order to make progress toward the 10-15 year Envisioned Future, East Helena Public Schools must constantly anticipate the strategic factors likely to affect its ability to succeed, and to assess the implications of those factors. This process of building foresight about the future will help East Helena Public Schools to constantly recalibrate its view of the relevant future, a basis upon which to update the strategic plan on an annual basis. As the outcome-oriented goals that will form the basis of the long-range strategic plan will be based on this foresight, annual review of these statements will be an appropriate method of determining and ensuring the ongoing relevance of the strategic plan.

See Appendix "B" for the Assumptions about the future that impact the success of our District and our students.



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Part IV: Planning Horizon: 1-5 Years

Outcome-Oriented Goals and Strategic Objectives

The following thinking represents goals for the next five years. They are areas in which East Helena Public Schools will explicitly state the conditions or attributes it wants to achieve. These outcome statements will define, "what will constitute future success." The achievement of each goal will move the school district toward realization of its Envisioned Future.

Strategic Objectives provide direction and actions on how the school district will accomplish its articulated goals. All strategies included in the strategic plan should be considered accomplishable at some point in the future. Strategic Objectives are reviewed annually by the East Helena School Board and Staff Leadership Team and those specified below are identified using a 1-2 year timeframe.

Goals of the East Helena Public School District

Goal Area 1: Enhanced and Personalized Opportunities for Each Student.

Statement of Intended Outcome, Five Years: We have implemented strategies and programs that are focused on the individual needs, wants and preferences of each student. As a result our parents are more engaged in their child's education and our students are thriving and excited about their education and their future.

Strategic Objectives: (1-2 year planning Horizon)

1. We will develop a framework to enhance the engagement with students and parents to determine the needs, desires and skill sets to personalize the learning and other opportunities of each student, taking into consideration the age, maturity and other educationally-relevant factors.
2. We will enhance the communication and partnerships with businesses to provide enhanced learning opportunities for students while supporting our community.
3. We will enhance the opportunities for students at the high school level and effectively communicate those options to parents and students, e.g., honors courses, work-based learning opportunities, dual credit, etc.

Goal Area 2: District and Community Unity

Statement of Intended Outcome, Five years: Relationships are the foundation of our community and our schools. We have substantially enhanced our image and our brand by building relationships, unifying our district and community, and celebrating the pride we have in our unique small town culture and environment.

Strategic Objectives: (1-2 year planning Horizon)

1. We will enhance the effectiveness of our communications with parents and community members on our educational offerings, our extra-curricular activities and the pride associated with being Vigilantes, and the great things that are happening in our District.
2. We will rebuild relationships between students, staff, board, parents and community that were negatively impacted by the Pandemic.
3. With the increase in growth in our community, we will effectively promote and preserve our unique, small town culture and environment.

Goal Area 3: Innovation, Technology, and Infrastructure

Statement of Intended Outcome, Five years: Through our focus on innovations, technology and infrastructure, our students have enhanced meaningful opportunities for learning while ensuring personal responsibility for the use of such technologies. We have taken measures to ensure our infrastructure meets the ongoing needs of our students, staff, parents and community members and supports our mission and vision.

Strategic Objectives: (1-2 year planning Horizon)

1. Our use of technology was enhanced, out of necessity, during the Pandemic. We will take some of the lessons learned and will utilize technology and other innovations when it is beneficial to our students, parents and community members.
2. In light of ESSR funding due to expire in September 2024, we will develop a 5-year technology plan to adequately address our technology needs now and into the future.
3. We will begin integrating currently outsourced services and labor in-house taking into consideration the cost-effectiveness and the value of having services and support in-house.
4. We will continue to adequately plan to meet the facility/infrastructure needs of our district and community on a short-term and long-term basis through the work of our infrastructure committee.

Goal Area 4: Safety/Health/Well-Being

Statement of Intended Outcome, Five Years: We know that in order for each student to be successful, they need the necessary resources and supports to address issues that negatively impact our youth. We have focused our efforts on improving the lives of our students, staff, parents and others through a concerted effort of focusing on the overall safety, health and well-being of individuals in our community.

Strategic Objectives: (1-2 year planning Horizon)

1. We will enhance the systems and resources to address unhealthy, at-risk factors that impact individual student success.
2. We will enhance the systems and resources for identifying and addressing the mental health needs, social and emotional needs of our students, staff, parents and community.
3. With the enhanced use of and reliance on technology by society, we will integrate digital citizenship (i.e., the appropriate use of technology) into our curriculum.
4. We will improve the physical safety of students and security of our facilities, including but not limited to, the drop-off and pick-up points of students.

Goal Area 5: Financial Stability

Statement of Intended Outcome, Five Years: The District and the community have historically been responsible stewards of our financial resources needed to move the District forward to support our youth. It will be vital to our future success that we continue to maximize financial and other resources with a focus on developing the full potential of each student.

Strategic Objectives: (1-2 year planning Horizon)

1. We will explore all options for maximizing the resources needed to move the District and the community forward with a commitment to remaining fiscally responsible.
2. As we implement the priorities set out in our Strategic Plan, we will effectively communicate our mission, vision and needs to the community, consider the most cost-effective manner and ensure quality-control on all initiatives.

APPENDIX “A”
INSTITUTIONALIZED

APPENDIX “B”

5-10 Year Planning Horizon

Creating the Assumptions – On an ongoing basis, the East Helena School Board and Staff Leadership Team made many assumptions about the future. While many different assumptions are made, what follows are those assumptions that are likely to have the greatest influence on the development of East Helena Public Schools' strategic plan.

Assumptions

Technology

- ✓ We expect to experience a continued growing need for technology in order to be competitive in a global environment.
- ✓ We expect to experience continued challenges in keeping abreast of technology improvements to ensure that we maximize the opportunities for use of technology by everyone in our schools.
- ✓ We will need to invest time, resources, and research into alternative energy supplies and conservation and technology will play a vital role in the development and delivery of energy sources. The supply of energy sources and development costs will undoubtedly drive the cost of such resources which is unknown at this time.
- ✓ Technology is and will continue to enhance the problem-solving and critical thinking skills of students.
- ✓ The gap that currently exists between technology available at school versus the technology that is available at home will continue to close.
- ✓ Students are far more proficient in technology than are adults. As a result, educators are going to have to become as or more proficient than students if the use of technology is going to continue to be used as a tool for enhancing student learning.
- ✓ The need to maintain a balance between technology and teaching basic skills will continue to be a challenge for our district.

- ✓ The use of technology will allow a more interactive and expansive approach to learning.
- ✓ Technology will change the way that teachers teach and students learn. We anticipate that teaching students will be much more collaborative and take place in a “team” environment. At the same time, technology will allow teachers to take on the role of a facilitator and will allow for great 1-on-1 interaction with students.
- ✓ With advancements in technology, teachers will have to teach and students will have to learn how to sort through and synthesize large volumes of information. In addition, teachers will need to have a global understanding of many topics.
- ✓ We will need to incorporate processes and procedures to preserve what students are learning and the progress they are making in order to ensure that, as a society, we can continue to build on what has been learned and accomplished.

Legislation/Regulation

- ✓ We expect to have challenges in funding a quality education for Montana children. We also anticipate that our funding structure will be completely overhauled.
- ✓ The current restrictions (moratoriums) on the creation of new school districts will be relaxed as a result of changes in school system structures and technology.
- ✓ We expect to experience obstacles of under-funded federal mandates and denigration of local control in funding allocations at both the state and federal levels.
- ✓ Legislation is slow to adapt to needed changes. Legislators also see that Montana’s public schools continue to make do with the current system; it will likely take a crisis or some significant event to initiate needed changes.
- ✓ We will see charter schools and additional options for students in Montana and our district.
- ✓ In order to best serve our students, we want and need to be innovative and flexible in our approach to education and we need laws to support our innovation and flexibility.
- ✓ We need to break down the walls where artificial boundaries exist that do not support the needs of our students.
- ✓ The primary focal point of any legislation/regulation needs to be on what is best for students.

Politics and Social Values

- ✓ We expect technology will facilitate the ease of traditional methods of voting and will improve voter participation in school elections.
- ✓ We expect to continue to struggle with building educational programs to adapt to changes in family dynamics.
- ✓ We expect to have to engage on a more effective and concerted level with our local legislators to ensure a proper understanding of and support for our needs.
- ✓ We will need to respect a family's right to teach their children their own morals and values.
- ✓ Polarization of our political system will continue and it will be difficult to find common ground on issues that impact our students.

Business/Economic Climate

- ✓ We expect East Helena's tax base to remain residentially-based, unless substantial efforts are made to entice commercial/industrial growth.
- ✓ We expect the taxpayers in East Helena will remain fiscally conservative in nature while at the same time supporting programs/services/initiatives that help our students achieve.
- ✓ We expect East Helena to maintain its identity or to redefine its identity. Our district will need to take a strong leadership role in order to make this happen.
- ✓ We expect that the community of East Helena will continue to be identified by the school district as our schools are the hub of our community.
- ✓ Community redevelopment is and will continue to be vital to the success of our community.

Demographics

- ✓ The community of East Helena expects to see a younger population of both adult couples and families.
- ✓ We expect East Helena to continue to have a loyal retirement-aged population. As our population continues to age, we expect to have to ensure the involvement and support of people in our community without children in our public schools.
- ✓ We expect that the working population of East Helena will be made up of a mix of service-related workers and government employees.
- ✓ We expect that East Helena will continue to see a more diverse population in the future.
- ✓ We will continue to have students and families in lower socio-economic status.

- ✓ We will continue to be challenged by polarization of those that are engaged and understand the importance of education versus those that are not engaged and/or do not or cannot place education as a high priority.
- ✓ We will continue to see an increased need for substance abuse intervention and mental health assistance services for students and families.
- ✓ We anticipate that we will see an increase in students whose primary language is not English. We will need to consider this factor when hiring staff.

Mega Issues facing the East Helena Public School District

Mega issues are issues of strategic importance, which represent choices the school district will need to make in defining the ultimate direction of its long-range plan. These issues represent potential impediments to achievement of the Envisioned Future, and form a basis for dialogue about the choices facing the school district. These questions can serve as an ongoing "menu" of strategic issues that, using a knowledge-based approach in gathering insights relative to East Helena Public Schools' strategic position and directional choices for each of the issues, can be used by the Board to create regular opportunities for strategic dialogue about the future issues facing the school district.

Mega-Issue Questions:

Technology

Mega Issue: How can East Helena Public Schools best achieve enhancements to its technology over the next 3-5 years to ensure that students and teachers of the district are provided with the opportunities necessary to compete with their peers around the world?

Legislation/Regulation

Mega Issue: What are the most effective means that East Helena Public Schools can utilize to bring public attention to and find solutions for the problems created by unfunded or underfunded state and federal mandates and denigration of local control? How can we best balance the time we spend in pursuing solutions to these issues while also working with what we have and learning to better maximize the positive impact of all resources we receive on behalf of the children in our public schools?

Politics and Social Values

Mega Issue: What strategies and structures can East Helena Public Schools put in place to ensure that we are meeting the needs of students to reflect changes in family dynamics?

Mega Issue: What can we do to be more effective in communicating with legislators to ensure a proper understanding of and support for our needs?

Business/Economic Climate

Mega Issue: What can East Helena Public Schools do to help draw commercial/industry into the District to ensure a stronger, more sustainable economic base?

Mega Issue: What can East Helena Public Schools do to maintain its distinct and autonomous identity?

Demographics

Mega Issue: What can East Helena Public Schools do to educate both our younger population and our retirement-aged population about the needs of our District to ensure that we provide the best educational programs for our students and the value of the District in our community? How can we translate that understanding into greater involvement and support by the community at large?

Revised January 10, 2011

Updated October 2012

Updated December 2012

Updated March 2014

Updated April 2019

Updated November 9, 2020