

“You are off to great places, today is your day, your mountain is waiting, so get on your way.” ~Dr. Seuss

Beaverhead County High School

Faculty Handbook 2025-2026

Creating a safe environment where students will achieve academically, grow emotionally, and develop socially.

Be Responsible

Come Prepared

Have Good Character

Show Respect

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INTRODUCTION

This handbook is designed to provide basic information to the faculty and staff of Beaverhead County High School to facilitate consistent practices on a daily basis.

This handbook is not all inclusive. Therefore, faculty with questions should refer to Board policy, the Student/Parent Handbook, or visit with an administrator. A copy of all Board policies can be found on the BCHS website or in the Board Policy Manual stored in the staff lounge, and the Student/Parent Handbook is available in the main office. Please note, any information contained in this handbook is subject to revision or elimination without notice, consultation or publication except as may be required by contractual agreements or law. Board policy, administrative regulation, and negotiated agreement, or changes to state or federal law supersede information found in this document.

Please review your handbook carefully prior to the first day of school. If you have any questions or concerns, please see Josh or Rob as soon as possible.

WELCOME

Welcome to the 2025-2026 school year at BCHS! I am thrilled to be your new Superintendent/Principal and look forward to meeting and working alongside you as we endeavor to provide a world-class educational experience to our high school students.

Thanks to Mr. Bergeson, our custodians, and summer work crew, you will find that our facilities are clean, necessary repairs have been made, and general mechanical operations are in good working order. As in the past, I intend to carry on the tradition of high expectations for personal responsibility, preparedness, character, and respect through equal and consistent application of school rules and standards for behavior and achievement.

A little background info about me...I have been a school administrator in Montana for 12 years including 7 years as a Superintendent. Before that, I was a high school English teacher and football coach. Way before that, I earned my Bachelor's degree from the University of Georgia where I also played and coached for the football program. More recently, I earned my Doctorate degree in Educational Leadership from Montana State University, Bozeman. My wife, Brittany, and I share four children: daughter Enola (17), son Evander (15), daughter Selah (13), and son Soren (11).

With your help, we can make 2025-2026 an amazing school year! I am here to serve you and my door will be open if you have any questions or concerns.

I wish each of you the best and GO BEAVERS!

Mr. Patterson

SCHOOL VISION, MISSION AND BELIEFS

Vision: We are a school that prepares our students with skills to succeed in the ever-changing world.

Mission: To provide a safe environment where students will achieve academically, grow emotionally, and develop socially.

Beliefs:

- We believe a safe and positive environment is the foundation to educational success.
- We believe all students can learn and grow.
- We believe strong educators delivering high-quality instruction are essential to student learning.

- We believe that educational success is the shared responsibility of the school, students, families, and the community.
- We believe honoring diversity strengthens our school community.
- We believe engaging students in school sponsored co-curricular/extra-Curricular activities enhances academic achievement and overall development.
- We believe empowering students to become life-long learners leads to success in our continuously changing world.

**BEAVERHEAD COUNTY HIGH SCHOOL
DILLON, MONTANA 59725
2025-2026**

BOARD OF TRUSTEES

Gary Love, Chairman
Roxanne Engellant, Vice-Chairman

Phil Willett
Lori Smith
Mike Richardson

Chris Rieber
Cole Cottom

Superintendent/Principal Josh Patterson
Assistant Principal Rob Hankins
Clerk of the Board Susanne Valach

CERTIFIED PERSONNEL

Ellie Currey Language Arts
Janet Gentry Mathematics
Chrissy Rouse School Counselor
John Hansen Social Studies
Megan Hansen Language Arts
Michael Hoffman Special Education
Caleb Igo Agriculture Education
Josh Keller Physical Education
Bobbi Konen Business Education
Kim Konen Family and Consumer Sciences/Social Studies
Jeff Koslosky Science
Jessica Mason Spanish
Zach McRae Social Studies
Brock Myllymaki Activities Director
Brett Nordahl Mathematics
Todd Nordahl Mathematics
Camy Paffhausen Language Arts
Paige Paffhausen Science
Jordan Plutt Librarian
Angela Racicot Art
Katelyn Raffety Instrumental Music
Paul Tikalsky Technology Coordinator
Gary Tilton Special Education
Jason Truman Industrial Arts
Carolyn VanSlyke Vocal Music
Gabe Walker Physical Education
Alison Nichols Science

CLASSIFIED PERSONNEL

CharRae Applegate Special Educatoin Aide
Jack Bergeson Maintenance Supervisor
Mike English Maintenance Staff
Audra Ferris Secretary/Registrar
Chellie Matison Title I
Haley McDonald-Ingram Title I/Special Ed Aide
Shaun Lenegar Transportation Director

HEAD COACHES AND ADVISORS

Academic Olympics.....	Janet Gentry
Art Club	Angela Racicot
Band	Katelyn Raffety
B Club.....	Zach McRae
Baseball	Zach McRae
Basketball (girls)	Josh Keller
Basketball (boys).....	Jeff Edwards
BPA.....	Bobbi Konen
Cheerleading	Tiffany Uylaki
Choral Music	Carolyn VanSlyke
Concession Stand	Bobbi Konen
Cross Country.....	Kelsi McRae
FFA.....	Caleb Igo
FCCLA	Kim Konen
Football	Zach McRae
Golf.....	Justin Roberts
Honor Society.....	Bobbi Konen
Key Club	Jordan Plutt
Robotics Club	Paige Paffhausen
Softball	Alyssa Creighton
Speech/Drama	Jordan Plutt
Student Council.....	Megan Hansen
Tennis	Todd Nordahl
Track	Jason Truman
Volleyball.....	Bobbi Konen
Wrestling.....	Brett Nordahl
Yearbook	Megan Hansen

COMMITMENT TO THE STUDENT

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to their health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
 - Exclude any student from participation in any program
 - Deny benefits to any student
 - Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional services, unless disclosure serves a compelling professional purpose or is required by law.

BCHS STAFF POINTS OF EMPHASIS

- Work to foster strong relationships that create a foundation for student engagement, belonging and ultimately learning.
- Support all students in their efforts to meet or exceed high standards and expectations.
- Develop consistency in implementing school policies to ensure students have the same expectations in all settings (cell phones, tardiness, hats and head coverings, etc.).
- Help the Tier II team in their effort to identify students early in need extra support.
- Evaluating curriculum to ensure we are offering a guaranteed and viable curriculum that identifies essential content and skills necessary for all students to learn in specific courses and grade levels.
- Collect, analyze and use data to make informed decisions to improve student performance and address the learning needs of students.
- Use consistent practices to ensure that attendance and tardies are recorded timely and accurately.

Professional Educators of Montana Code of Ethics

To serve the needs of all students, it is essential that professional educators strive to maintain the highest ethical standards. It is their responsibility to create learning environments to help all students reach their full potential while honoring the trust and confidence placed in them by students, families, colleagues, and the community.

The Professional Educators of Montana Code of Ethics serves as a set of aspirational principles intended to guide educator conduct and protect the rights of all students. These model principles are intended to be used by school districts, educator preparation programs, and other educational entities as they seek to adhere to the highest ethical standards in their service to students and families, the profession, and the community.

Principle I. Commitment to Students and Families. The ethical educator:

- Makes the well-being of students the foundation of all decisions and actions.
- Promotes a spirit of inquiry, creativity, and high expectations.
- Assures just and equitable treatment of every student.
- Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical, or illegal practice of any person.
- Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
- Respects the roles, responsibilities, and rights of students, parents, and guardians.
- Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.
- Demonstrates an understanding of educational inclusion, respects human diversity, and provides opportunities and resources for all students to reach their full potential.

Principle II. Commitment to the Profession. The ethical educator:

- Fulfills professional obligations with diligence and integrity.
- Demonstrates continued professional growth, collaboration, and accountability.
- Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
- Contributes to the development of the profession's body of knowledge.
- Manages information, including student data and assessments, with integrity.
- Teaches without distortion, bias, or prejudice.
- Represents professional qualifications accurately.

Principle III. Commitment to the Community. The ethical educator:

- Models the principles of citizenship in a democratic society.
- Protects the civil and human rights of students and colleagues.
- Assumes responsibility for personal actions.
- Demonstrates good stewardship of public resources.
- Exemplifies a positive, active role in school-community relations.
- Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.
- Uses social media and digital communications responsibly and professionally.

*Adopted by the Certification Standards and Practices Advisory Council October 2022.
Accepted by the Board of Public Education November 2022*

CHECKLIST FOR BEGINNING-OF-YEAR PLANNING

Item	Planned	Comments
<p>Room Preparation</p> <ul style="list-style-type: none"> • Desks, tables, equipment, etc. • Supplies, books • Storage space • Bulletin boards, other decorations 		
<p>General Procedures and Expectations for Behavior</p> <ul style="list-style-type: none"> • Beginning the period (Attendance/Announcements) • Teacher led instruction • Seatwork procedures • Group work procedures • Ending the period practices 		
<p>Procedures for Managing Student Work</p> <ul style="list-style-type: none"> • Grading policies • Monitoring student progress • Record keeping procedures • Communicating assignments • Standards for format and completion date • Procedures for make-up work 		
<p>Essentials for the First Week</p> <ul style="list-style-type: none"> • Room preparation • Major procedures and rules • Identification of relevant school policies • Handouts (class policies, class syllabus, class rules) • Plan of class activities • Special beginning-of-year procedures 		

BEGINNING THE YEAR

The beginning of school year is a critical time for classroom management. Effective classroom managers use the first of the year to help students learn classroom systems and appropriate behavior. Typically, the first day begins with a discussion of classroom rules and procedures. This discussion often takes place in the context of introducing course requirements and teacher expectations. It includes a clear explanation of how students can find success in your classroom.

Teacher styles and personalities vary, but effective classroom managers are clearly in charge of the classroom. They begin class promptly, conduct activities at a reasonable pace, give students something constructive to do, provide information about what is expected and offer regular and consistent feedback. Effective teachers minimize opportunities for students to be disruptive by establishing clear routines and engaging students in high quality active lessons. They tend to be pleasant, businesslike, and supportive, rather than harsh, critical, or withdrawn.

Suggestions that can make the beginning of the new year more efficient--

- Let students and parents know what is expected of them.
- Consider individual differences by designing activities in which students can succeed.
- Use whole class and seatwork activities in which students can succeed.
- Stay in charge, be visible, be helpful, and be encouraging.
- Monitor student behavior and provide corrective feedback when needed.
- Show enthusiasm about the exciting things students will learn in the class.
- Never force students to guess what they are allowed to do or not do. Give students a copy of your classroom rules and procedures.
- Prior to assigning difficult work, get to know your students and be prepared to help those who are in need of extra support.
- Don't use complex or unusual activities until students have settled into regular classroom routines.
- Never ignore problems until they become disruptive. A short call home will go a long way to averting classroom problems.
- Avoid long, "busy work" assignments just to keep students occupied.

The purpose of these guidelines is to ensure that students learn clear expectations and acceptable behaviors from the start, rather than falling into patterns of inappropriate behaviors that are difficult to change. It is important that students trust that the teacher is there to assist and support them, and that the classroom is a safe and positive environment for learning.

CLASS SPONSORS and ASSEMBLY ASSIGNMENTS

Freshmen

***Zach**

McRae

Todd Nordahl

Brett Nordahl

Alison Nichols

Jessica Mason

Sophomores

***Jeff**

Koslosky

Angela Racicot

Counselor

Carolyn

VanSlyke

Paige

Paffhausen

Juniors

***Jordan**

Plutt

Gary Tilton

Michael

Hoffman

Janet Gentry

Ellie Currey

Seniors

***Caleb Igo**

Josh Keller

John Hansen

Kim Konen

Katie Raffety

R & R

Paul Tikalsky

Gabe Walker

Jason Truman

Bobbi Konen

Megan Hansen

Camy

Paffhausen

****All advisors are expected to chaperone activities on an equal basis. All work should not be left to the chairperson. ****

Attendance at school assemblies is mandatory. Faculty are assigned the following classes for seating at assemblies. It is desirable to monitor student behavior closely at assemblies and remove to study hall students who can't behave themselves. Best results are obtained when faculty spread out for maximum coverage.

Duties of the Chairperson noted by *:

- Assists the class in planning and conducting traditional class activities.
- Maintains protocol of class meetings held by class officers
- Assigns class sponsors to activities so that work is evenly divided
- Approves applications to Student Council for activities.
- Signs all purchase orders.

SUPERVISION OF STUDENTS

Every teacher is responsible for proper supervision and control of pupils in the school building, on the school grounds, or at any school-sponsored activity, and is authorized to use such moderate and reasonable force only as may be necessary to restrain a pupil from attacking another pupil, a teacher, or other school personnel, or from injuring himself or herself, or to remove a pupil from a scene of disturbance if the pupil refuses to comply with the teacher's directions for establishing or maintaining order. If the use of such force is necessary, the principal shall be promptly apprised of the situation. Serious cases of misbehavior, indicating the need for special study or adjustment of pupil's program, should be reported to the principal.

Students assigned to you either as a class or an organization are your responsibility. Groups should never be left unsupervised in any place, at any time. When organization groups meet in the building at night, IT IS THE RESPONSIBILITY OF THE SPONSORS TO SEE THAT THE GROUP IS SUPERVISED WHILE IN THE BUILDING, AND THAT ALL EXITS ARE LOCKED UPON LEAVING, AND THAT THE BUILDING IS SECURE. Please give the students clear instructions on what door(s) they are allowed to enter during the after hour activity and where they are to go immediately upon entering the building.

As a reminder, state law dictates that under all circumstances the school is directly responsible for the welfare of students, at all times. This direct liability means that:

- Teachers will not leave the classroom at any time class is in session.

- Teachers will not send a student to the library or study hall, unless previous arrangements have been made with the librarian or study hall teacher.
- Teachers, coaches, and advisors will be in attendance at all times during athletic practices, changing and showering in the locker rooms, and at school play rehearsals, etc.
- You as a teacher are responsible, see to it that you do not leave yourself vulnerable to a lawsuit because you were negligent in your direct supervision of students.
- Hall conduct is the responsibility of all. Every teacher will be expected to monitor student conduct in the hallways between classes. Repetitive poor behavior is to be reported to the office.
- Students WILL NOT BE LEFT in a room without supervision. Remember, if an accident occurs while the teacher is out of the room, the teacher is still fully responsible and will not be covered by the District's liability insurance. Permission for students to leave the building on errands, to go home, or to the doctor, can only be granted by parents or the administrative staff.

CHILD ABUSE REPORTING

A District employee who has reasonable cause to suspect, as a result of information they receive in their professional or official capacity, that a child is abused or neglected by anyone regardless of whether the person suspected of causing the abuse or neglect is a parent or other person responsible for the child's welfare, they shall report the matter promptly to the department of public health and human services or local law enforcement agency. The Assistant Principal and/or Superintendent/Principal is also to be immediately informed. Hot Line # 866-820-5437

Written documentation of this report must be completed and submitted to administration. Forms are available in the office. Failure to report a suspected child abuse is a violation punishable by law and by district disciplinary action up to and including dismissal. (Refer to Policy 5232 & 5232F) A staff member who, based on reasonable grounds, participates in the good-faith making of a child abuse report shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed as provided by law.

TEACHER WORK DAY

The teacher workday shall be from 8:00 a.m. until 3:40 p.m. Teachers should be in the building and available to students during this time, with the exception of the lunch period. Faculty members needing to leave the building during the school day should sign out in the main office prior to leaving, and should sign in upon their return. Teachers should be in or near their classroom five minutes prior to the beginning of their first class.

WORK DAY CHECKOUT

Any staff member that leaves campus during the work day must always sign out with the main office. This enables office staff to respond appropriately in the event of message and emergency situations that may arise.

STAFF MEETINGS

Staff meetings are scheduled for the purpose of organization and communication of business that typically cannot be handled through staff bulletins, departmental or committee structure. All staff are expected to attend staff meetings unless prior arrangements have been made with the building principal.

EVALUATIONS

Each non-administrative staff member's job performance will be evaluated by the staff member's direct supervisor. Non-tenured certified staff shall be evaluated, at a minimum, on at least an annual basis. Tenured certified staff members may be evaluated according to the terms stated in the current collective bargaining agreement if applicable. The evaluation model shall be aligned with applicable district goals, standards of the Board of Public Education, and the district's mentorship and induction program. It shall identify what skill sets are to be evaluated, include both summative and formative elements, and include an assessment of the educator's effectiveness in supporting every student in meeting rigorous learning goals through the performance of the educator's duties.

The supervisor will provide a copy of the completed evaluation to the staff member and will provide opportunity to discuss the evaluation. The original should be signed by the staff member and filed with the Superintendent/Principal. If the staff member refuses to sign the evaluation, the supervisor should note the refusal and submit the evaluation to the Superintendent/Principal. **Board Policy 5222 and CBA.**

EMPLOYMENT AND ASSIGNMENT

Each newly hired classified employee will either be hired: (1) as a probationary employee, or (2) immediately be placed on a written contract for a specific term with a beginning and ending date, within the meaning of Section 39-2-912(2), MCA. Employees initially hired on a written contract for a specific term will have no expectation of continued employment beyond the current contract term, and in the absence of Board action to offer a subsequent contract, the employment will automatically conclude at the conclusion of the contract term. **See Board Policy 5140.**

Each certificated employee will be employed under a written contract, subject to the terms and conditions of the master contract and District policies. Renewal and non-renewal will be determined by the Board after receiving a recommendation from the Superintendent and in conformance with law.

The Superintendent/Principal may assign, reassign, and/or transfer positions and duties of all staff. Teachers will be assigned at the levels and in the subjects for which they are licensed and endorsed, or for which they are enrolled in an internship as defined in ARM 10.55.602 and meet the requirements of ARM 10.55.607. The Superintendent/Principal will provide for a system of assignment, reassignment, and transfer of classified staff, including voluntary transfers and promotions. Nothing in this policy prevents reassignment of a staff member during a school year. **Board Policy 5210**

EMPLOYEE DISCIPLINE

District employees who fail to fulfill their job responsibilities or to follow reasonable directions of their supervisors, or who conduct themselves on or off the job in ways that affect their effectiveness on the job, may be subject to discipline. Behavior, conduct, or action that may call for disciplinary action or dismissal includes but is not limited to reasonable job-related grounds based on a failure to satisfactorily perform job duties, disruption of the District's operation, or other legitimate reasons.

Discipline will be reasonably appropriate to the circumstance and will include but not be limited to a supervisor's right to reprimand an employee and the Superintendent/Principal's right to suspend an employee, with or without pay, or to impose other appropriate disciplinary sanctions. In accordance with Montana law, only the Board may terminate an employee or non-renew employment. **Board Policy 5255**

PROFESSIONAL LEAVE

Teachers are encouraged to attend meetings and conferences which will directly impact the teaching of students attending Beaverhead County High School. All professional leave requests should be made well in advance to the Superintendent/Principal for approval. Faculty members wishing to receive continuing education credit for certificate renewal should submit a copy of the conference agenda to the Superintendent/Principal for credit review.

PAID TIME OFF

Only for the 2025-2026 school year, a full-time teacher shall be allowed Paid Time Off (PTO) as follows:

- Teachers with 1-6 years at BCHS will receive 12 days of PTO at the beginning of each year.
- Teachers with 7-12 years will receive 13 days of PTO at the beginning of each year.
- Teachers with 13+ years will receive 14 days of PTO at the beginning of each year.

Full-time employees earn and use PTO at 100% while part-time employees accumulate and are charged PTO proportional to their FTE. For example, a 0.5 FTE employee earns and can use PTO at 50%. PTO will be on a first come first serve basis depending on sub availability.

PTO can be accumulated and used at the rate it is earned, based on your employment status. PTO for a teacher employed for less than the full school year shall be prorated according to the length of service during the year (full-time is 187 days).

At the end of the contract year, a maximum of fourteen (14) days may be rolled into an individual's sick leave bank, as set forth below in Section VII.

Personal leave days are not to be used the first or last weeks of either semester, or to extend any vacation period unless approved by the Superintendent. All other requests for leave should go to the Assistant Principal.

SICK LEAVE

PTO days may accumulate in an individual sick leave bank to a maximum of one hundred thirty (130) days, which can only be used as sick leave. Days may be used by a teacher for absence due to illness or medical appointments, for him/her or for his/her immediate family. Immediate family means the employee's spouse, a parent, child, grandparent, grandchild, brother, sister, aunt, uncle, niece, nephew, corresponding in-laws, and step-relatives. Any misuse of the sick leave bank will be subject to disciplinary action. Upon leaving the District, teachers shall be reimbursed for 1/4 of any sick days not used up to 120 days. The daily rate is established by dividing the last contract amount by 187. Teachers may use this amount in calculations of retirement benefits using TRS Option 1 or Option 2 or take a lump sum.

DONATED SICK LEAVE

Any teacher can donate up to 3 days of current year PTO leave per year to another teacher who is in need and who has exhausted PTO and Sick Leave Bank due to illness or disability. The yearly total of donated days a teacher can use may not exceed 45 days per individual. *Once teachers exhaust their sick, personal, donated, and bereavement leaves, they will lose 1/187th of their salary for each additional day used.

BEREAVEMENT LEAVE

A total of three (3) days per death in a school year (with no deduction of pay or benefits) may be used for the death of a member of the employee's immediate family (as defined in the sick leave portion). Employee may use a total of three (3) days of accumulated sick leave bank per death to attend to matters relating to the death of another person. If more days are needed they would draw off their accumulated days PTO & Sick Leave Bank.

MATERNITY/ADOPTION LEAVE

Maternity/Adoption Leave: 30 days

Any teacher may utilize a maximum of 30 working days for maternity/paternity or adoption leave. Said leave must be within the first year immediately following birth or adoption, but cannot extend beyond the current contract year. Such leave will be charged against a teacher's sick leave. If additional leave is required, it would be leave without pay.

DRUG-FREE WORKPLACE

No staff member engaged in work in connection with a direct federal grant or contract shall unlawfully manufacture, distribute, dispense, possess, or use on or in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or any other controlled substance or alcohol, as defined in schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 CFR 1300.11 through 1300.15. "Workplace" is defined to mean the site for the performance of work done in connection with a federal grant or contract. That includes any school building or any school premises; any school-owned vehicle, or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district where work on a federal grant is performed. Each staff member engaged in work related to a district federal grant or contract must notify his/her supervisor of his/her conviction of any criminal drug statute based on conduct occurring in the workplace, as defined above, no later than five days after such conviction. Refer to Policy 5226

TOBACCO

As stated in BCHS Board Policy 8225, as well as Montana Law 20-1-220, the use of tobacco of any kind is strictly prohibited on all school property at all times. This pertains to students and employees of Beaverhead County High School whether on school property or at school practices and events.

KEYS

School keys and swipe cards are the property of Beaverhead County High School and should not for any reason be loaned to students or other unauthorized persons at any time.

Community members wishing to check out a key to use one of our facilities may make such a request in the main office.

CLASSROOM SECURITY

When leaving the classroom, locker room, or other work areas between classes or at the day's end, teachers are expected to turn off the lights and secure all doors and windows. All staff are asked to refrain from keeping personal items of value in or about their desks. Purses should never be left unsecured. Students should be instructed to leave valuables at home. The district will not be responsible for the loss of, or damage to, personal property due to such causes as fire, theft, accident, or vandalism.

CLASSROOM MANAGEMENT

Classroom rules and general procedures should be explained thoroughly. It is recommended that these rules and procedures be in written form and presented to each student in the class. A written copy of your classroom rules and procedures should also be posted in your classroom, and be on file in the Assistant Principal's office. Please be cognizant of students writing or carving on desktops. A clear expectation for using and returning Chromebooks at the end of each class should also be clearly defined. Students should not be allowed to sit on the radiators or on the top of desks. Instructors are expected to erase all boards, close windows, pull shades, turn out lights and lock doors when leaving.

HARASSMENT/BULLYING/INTIMIDATION

The Board will strive to provide a positive and productive working environment. Bullying, harassment, or intimidation between employees or by third parties, are strictly prohibited and shall not be tolerated. This includes bullying, harassment, or intimidation via electronic communication devices ("cyberbullying").

Refer to Policy 5015

The District encourages staff support in its efforts to address and prevent sexual harassment and sexual discrimination in the public schools. Students and staff will discuss their questions or concerns about the expectations in this area with Rob Hankins who serves as the District Title IX coordinator.

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

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

All staff are expected to treat each other and students with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop. A substantiated complaint against a student or staff member will result in appropriate disciplinary action, according to the nature of the offense. Supportive measures are available to parties involved in Title IX investigations.

The District will notify all parties involved in sexual harassment allegations. To the greatest extent possible, complaints will be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.

A complaint alleging sexual harassment or sexual discrimination by a staff member will result in an investigation in accordance with Policy 3225 and 3225P or Policy 5012 and 5012P. A student will not be required to present a complaint to a person who is the subject of the complaint. If the resolution of the complaint is not satisfactory, decision may appeal in accordance with Policy 3225P or 5012P.

For more information about the District's complaint procedure, see Policy 3225, 3225P, 3225F or Policy 5012, 5012P, 5012F.

There will be no retaliation by the district against any person who, in good faith, reports harassment.

GRADE BOOKS

Teachers are required to maintain a gradebook on the computer and update their grades regularly. In-service training will be provided in order to assist teachers in recording their grades via the computer. This will make grades more accessible for administration, counselors, students and parents.

GRADE REPORTING

At the end of each grading period, teachers will enter their grades via the computer. Please observe deadlines carefully with respect to due dates for grades. A complete gradebook for the current school year should be turned in at the end of the year to the office.

INCOMPLETE GRADES

A student who has work to complete after the grading period has ended is allowed two weeks in which to complete the missing work. Exceptions to this rule may be made if circumstances are warranted. The final decision on making up incomplete work lies with the Principal.

STUDENT ACADEMIC FAILURE

Teachers must notify parents via progress report of any failing student. Weekly contact with parents must continue until the end of the grading period. Personal calls to parents rather than emails should be used to contact parents. Counselors must also be notified so that appropriate interventions can be initiated. Teachers should also communicate positive news to parents about their students whenever possible. For example, improvements in student work should be communicated to parents.

STUDENT/PARENT COMPLAINTS

The district recognizes that complaints regarding staff performance, discipline, grades, student progress, and homework assignments will be made by students and parents from time to time. Every effort will be made to ensure that such complaints are handled and resolved informally and as close to their origin as possible. Students, parents, and others with complaints will be encouraged to discuss the complaint directly with the staff member. All such meetings should be held in confidence and not in the presence of others.

If the complaint is not informally resolved, staff should advise the complainant that he/she may submit the matter directly to the building principal or immediate supervisor, as appropriate. The complainant will be provided with necessary formal complaint procedure guidelines in accordance with Board policy 1700.

When a complaint is made directly to the Board as a whole or to an individual Board member, it will be referred to the superintendent for appropriate building administrator follow-up.

All staff members should familiarize themselves with Board policy regarding the handling of complaints.

LESSON PLANS (Policy 2123)

A copy of each teacher's weekly lesson plans is to be submitted to the teacher's school website each Friday, prior to the start of the week, as stated in [School Board Policy 2123](#).

Lesson plans must include the following information:

- Objectives of the lesson. (with correlating curriculum standards)
- The activity or activities to be used for each lesson.
- Method for assessment of objectives. (Formative Assessment)

FIELD TRIPS AND SPECIAL EVENTS

Field trips and other student activities involving travel may be authorized by the assistant principal, when such trips or activities contribute to the achievement of desirable educational goals.

Requests should be submitted to the assistant principal well in advance of the proposed activity. All such requests will be considered, based on such factors as availability of funds, the educational value derived, the safety and welfare of the students involved, impact on the regular school program, and availability of appropriate supervision, either from within school staff or from volunteers.

Written parental permission must be obtained for each approved trip. Teachers are expected to submit the signed forms showing parental approval and acknowledgment of the student conduct guidelines, to the office prior to departure for the scheduled activity.

Staff members should contact the office for appropriate substitute and vehicle arrangements and related field trip procedures and forms, and make sure that the activity is added to the weekly schedule.

Any out-of-state travel must be approved by the Board. (Coordinate with Policy 2320)

STUDENT ACCIDENTS

All student accidents, no matter how small they may seem, must be reported to the office as soon as possible. In the event of an accident, an *Accident Notice Form* should be completed in case it is needed at a later time. These forms can be found in the office.

INSTRUCTIONAL MEDIA CENTER (LIBRARY)

The instructional media center is a valuable resource to the classroom teacher and we encourage its use. When a class is taken to the media center, **the teacher must remain with his/her class at all times.** Please see the Librarian prior to your visit to ensure there is room. The media center is not to be used for unguided or unstructured library days.

TEXTBOOKS

Textbooks should be acquired through requisition. Should shortages of textbooks arise, please notify the office so the situation can be corrected. Student care of books should be monitored closely, and each teacher should utilize a checkout system to track the books checked out to individual students. Excessive wear or abuse should be reported to the office and the borrower of the book fined.

GUEST SPEAKERS/CONTROVERSIAL SPEAKERS

Guest speakers may be used by teachers from time to time, when such use is consistent with educational goals and with a demonstrable relation to the curricular or co-curricular activity in which the participating students are involved. Teachers are expected to inform administrators of the date, time, and nature of the presentation whenever such use is planned.

Prior administrative approval is required whenever the guest speaker and/or presentation may be reasonably considered controversial. (Refer to Policy 4320)

VISITORS TO SCHOOL

All visitors to school will be required to sign in at the main office, and receive an identification badge that must be worn by all visitors. Please question any visitors without a badge. Please refer them to the main office, and contact an administrator as a follow-up. *A visitor is anyone who is not employed by BCHS.

STUDENT AFTER-SCHOOL/SATURDAY DETENTION

After-School/Saturday detention will be assigned as a consequence for student infractions. Teachers are encouraged to sign up to monitor detention. Monthly announcements will be made for this purpose.

STUDENT OUT-OF-SCHOOL SUSPENSION

Students suspended from school are allowed credit for daily classwork missed (*see student make-up work for more detail*). Participation in extra-curricular activities is prohibited during the suspension. Students are not allowed on school property at any time during their out-of-school suspension.

STUDENT ATTENDANCE

An accurate record of attendance for each student should be made a priority in the classroom. Teachers are asked to record their own attendance, and not allow students to serve in this capacity. **Please see that absences and tardies are PROMPTLY recorded each class period.**

STUDENT TARDINESS

Students should be in their classroom prior to the tardy bell. Teachers should be in their rooms to accurately record student tardies. According to our progressive discipline plan, two tardies count as one absence, so it is imperative that tardies are accurately recorded. Students who are 15 minutes or later to class are also considered absent. Teacher should record this as at TA in Powerschool. Teachers are asked to monitor and assign effective consequences for tardies to their classes.

STUDENT MAKE-UP WORK

A student who has an excused or unexcused absence from class is to be permitted to make up those assignments that he/she has missed. For work missed due to either form of absence, the student is expected to make arrangements with the teacher prior to his/her absence, if possible, or upon his/her first day back in class (for more detail, see student handbook pgs. 9 & 10).

A student suspended from school may be permitted, as provided by Policy 3300, to complete daily assignments, at home, during the period of his/her suspension from campus. Post suspension, the student is also allowed to make up final, midterm, and unit examinations, without academic penalty.

STUDENT CHEATING/PLAGIARIZING

All students are advised and counseled to avoid cheating on tests, copying another student's composition or homework, and plagiarizing the ideas, words, or writings of another. Students who are determined to have cheated or plagiarized will be given a zero on the assignment or test. Teachers will also write a log entry, and notify the student's parents/guardian, with a possible disciplinary referral to the Assistant Principal. Students who go into a teacher's grade book, either the hard copy or computer, and change a grade will be disciplined by the teacher and Assistant Principal including and up to removal from class and receive an F for the semester. If the grade change occurs on the teacher's computer, students will also be subject to discipline in accordance with our Electronic Network Access policy.

STUDENT FOOD AND DRINKS IN CLASSROOMS

Students are permitted to have food in any classroom with the teacher's permission during instructional time. Food is allowed in classrooms during lunch time meetings and other events before or after school that are approved by the teacher and administration. Beverage containers with screw top lids are the only beverages that students are allowed to have in classrooms during instructional time.

STUDENT HALL PASSES

Students should be restricted to their assigned areas. In the event that it is necessary for students to leave your area of responsibility, he/she must carry a hall pass. Teachers should remember that a student with a hall pass is still under the supervision of the teacher who issued the pass until the student transfers to another area of responsibility. In order to allow for maximum time on task, please keep hall passes to a minimum. If a student's name has been placed on the NO PASS LIST, he/she is not to be issued a hall pass except in an emergency.

STUDENT PERMIT TO LEAVE THE BUILDING

BCHS does not have an open campus, therefore teachers should send students to the office to get a permit to leave the building (blue pass) in the following circumstances:

- When a student has a note from a parent making such a request.
- When a student wishes to leave because of illness.
- For safety and liability reasons, teachers are not to allow students to leave school campus unsupervised, nor should students be sent to get passes for this purpose.

STUDENT DRESS CODE

- Clothes shall be kept clean and must meet common standards of decency.
- Hats, other head coverings, and sunglasses will not be worn in all H.S buildings including BW Lodge Gymnasium.
- For safety reasons, chains and spiked bracelets & necklaces are not allowed in school.
- All shirts must cover the mid-section of the body; no midriffs will be allowed.
- No shirts with vulgar, obscene, suggestive connotations or references to tobacco, alcohol or drugs will be allowed.
- Mesh shirts will be allowed ONLY if a solid shirt is worn underneath the mesh.
- Low cut muscle or t-back shirts are not acceptable for men nor are spaghetti strap shirts for ladies. MODEST tank tops with straps at least 1" wide are acceptable.
- Discretion of what is excessive or in bad taste will be left up to the administration.

DANCES

In order to promote a healthy, safe, enjoyable evening for all students, the March 2008 Dance approved guidelines will be in place for all dances sponsored by Beaverhead County High School. Students must remain in the facility, any students leaving the dance will not be allowed to re-enter the dance. The dance closes to admittance at 10:00 pm. This policy pertains to regular school dances only.

PARENT-TEACHER CONFERENCES

Teacher Preparation for Parent/Teacher Conferences

The teacher should:

- Have a folder of dated samples of the child's work
- Review data in the student's cumulative folder
- Evaluate recent test results in light of the student's performance
- Have written notations regarding the student's behavior
- Prepare a list of the student's personality traits to be discussed
- Include a copy of your Code Red & Code Orange Guidelines

Principles of Good Conferences

To make the conference productive, the teacher should:

- Establish a friendly atmosphere
- Begin and end the conference with positive statements
- Be truthful, yet tactful
- Make constructive suggestions
- Respect a parent's information as confidential
- Remain poised during the conference
- Help the parent understand the child as an individual; avoid comparisons to other children
- Be a good listener
- Help parents find their own solutions to problems
- If notes are taken, review these with the parents
- Make specific statements such as, "*Mary is well mannered, but inattentive*", rather than general ones such as, "*Mary has a bad attitude toward her work*".
- Make the conference a pleasant experience
- Be professional. Let your attitude reflect positively on your fellow teachers, administration, and the school

SAFETY POLICY/HANDBOOK

All staff are required to complete the Annual Employee Safety Training topics included in the Safety Policy Handbook. This includes completion of the checklist handed out at the beginning of each school year. Staff are also required to complete two safety room inspections, one prior to start of the school year, and the second at the start of the second semester.

Annual Trainings include the following items:

- New/Annual Employee Training Checklist - Found in Safety Handbook
- Fire alarm pull stations
- Fire extinguisher locations
- AED locations
- Code Red Lockdown pull stations
- Accident Reporting Form
- Safety Hazard Reporting Form
- Review of Safety Committee Members
- Visitors to the building – Guidelines/Policies/Badging

Safety Committee Members:

Rob Hankins, Audra Ferris, Jack Bergeson (Chair), Caleb Igo, Kim Konen, Paul Tikalsky, Brock Myllymaki, and John Hansen.

AED Locations

- Main Office of High School Building
- Green Gym of High School Building
- Outside of the Training Room/ BW Lodge Gymnasium
- Portable AED's/ With Sports Teams at Practice and Games
- Staff Lounge of ASIT Building

STAFF BADGES

All staff are required to wear their school issued identification card. This ID card must be worn at all times upon entering the building and during their work hours at Beaverhead County High School.

CASH IN DISTRICT BUILDINGS

Money collected by staff as a result of fund raisers or other school-related purposes is to be deposited in the main office whenever the sum accumulated in any one day, by a class, staff member, or others, exceeds \$25.00. At no time are substantial amounts of money to be kept overnight or held during holidays or for long periods of time in classrooms. Staff members are asked to emphasize to students the importance of promptly depositing money collected, with appropriate school officials.

SETTING AND DISARMING THE ALARM SYSTEM (Main Building, Agriculture Science Industrial Arts Building and the BW Lodge)

Arming the System Times:

- School Days: The maintenance staff will arm the system Monday-Friday at approximately 11:00 PM.
- Weekends and Holidays: The maintenance staff will arm the system on Friday or last work day prior to a holiday.

Entering the Building After Hours:

- Main Building: Always enter using the handicap ramp door. Disarm the building unless someone has already signed in and disarmed the building.
- ASIT Building: Always enter using the main door. Disarm the building unless someone has already signed in and disarmed the building.
- BW Lodge: Always enter using the side door in the BW Lodge Parking lot. Disarm the building unless someone has already signed in and disarmed the building.

When entering the building after hours, you will need enter your personal passcode into the system and also sign the clipboard with your name, the time you entered the building, and the time you left the building.

Personal Passcode: See Technology Director.

To Disarm the System:

- Once you opened the door, you will hear the panel beeping and a 30 second countdown will be initiated.
- Enter your Personal Pass code and hit "Enter". Wait to be sure the beeping has stopped, and the countdown clock has disappeared. If it didn't, repeat this step.

To Arm the System:

- First note the green checkmark icon must be illuminated. If it is not, it means there is probably someone already in the building, or there is a door ajar.
- If the green checkmark is lit, enter your Personal Pass code and hit "Enter". You will know that it worked because after about 3-4 seconds the countdown time will appear. Once the countdown appears, you will have 30 seconds to exit the building.

In the event you are unable to disarm the alarm in time or set off the alarm, the system will notify the authorities. If you are certain that it was you that set off the alarm do the following:

- Call 877-206-9141
- The operator who answers will ask for the school address and the School Passcode. The address to use is **104 North Pacific** and the School Passcode is **beavers**.

YBGR PROTOCOL SUGGESTIONS

For regularly scheduled time:

- Students are allowed to attend YBGR during scheduled periods, which is predetermined by their schedule.
- Students should check in with their regularly scheduled teacher and then go to YBGR room. The YBGR staff will confirm with the teacher that the student arrived.
- The YBGR staff will contact the main office to report attendance each period.

For additional time requested by student or YBGR Staff member:

- Contact should occur between school staff and YBGR staff only, and should be initiated by the YBGR staff, not between teacher and student.
- Student Requests: Teachers are responsible for making contact with YBGR before sending any student to the YBGR room. A confirmation from the YBGR staff is required before sending the student. The YBGR staff is responsible for ensuring that the students fully understand these expectations. If a teacher needs a student to stay in class, they stay in class.
- Students should attend class lecture or other class activities before being excused to YBGR.
- YBGR and school staff will communicate when extra support is needed for a student and any accommodations should be agreed upon. YBGR staff will initiate this communication.
- Students should be working on class assignments or therapeutic activity when in the YBGR room.
- YBGR staff will contact the school office to report attendance each period.
- Students who are unaccounted for between YBGR and their classroom will be counted as an unexcused truancy for that period, and will be assessed appropriate consequences.

For crisis situations:

- YBGR will be available when a student is in crisis whenever possible.
- School staff should contact the YBGR staff to inform them of the situation. If the YBGR staff is available, the student will be sent to YBGR classroom with a pink pass written by the regular teacher, unless a YBGR staff member needs to come to the classroom to escort the student. If the YBGR staff is not available, students will be sent to school office and/or referred to the Assistant Principal.
- The YBGR staff will confirm with the teacher and school office that the student has arrived to their classroom by checking the time on the pink pass, unless they were escorted by the YBGR staff.
- The YBGR staff will notify the school office at the beginning of each period whether or not the student is still in the YBGR classroom.
- If a YBGR student has a crisis when the YBGR staff are not available, they can be sent to the office to see the Assistant Principal until the YBGR staff becomes available. Please notify the Assistant Principal in advance of sending any student to the office.

DISCIPLINE CONCEPTS

DISCIPLINE:

Infractions of rules are usually categorized as major infractions or minor infractions and are dealt with accordingly.

Minor rules are those related to classroom rules and rules governing common areas of the school.

Some examples include,

- Not being prepared for class, for example not bringing a pencil to class
- Tardiness
- Minor classroom disruptions
- Student attire
- Obvious displays of affection
- Littering

Minor violation will be handled at the discretion of the teacher. In the event that any minor violation becomes chronic, the student should be referred to the Assistant Principal. Before the student is referred to the Assistant Principal, it is expected that they will have contacted the parents concerning prior incidents.

Major infractions are more serious infractions or repeated inappropriate behaviors that should be referred to the Assistant Principal. Some examples include,

- Vandalism or theft
- Physical abuse of others
- Disrespectful or defiance to adults
- Class or school function disruptions
- Use bad language or gestures.
- Possessing a knife or weapon on campus
- Possession of tobacco
- Use or possession of alcohol or drugs
- Truancy

Major violations should be reported to the Assistant Principal. Any time a student is sent to the office for disciplinary action the teacher must check to make sure that the student arrived at the office, and discuss any details or problems associated with the referral.

"Student discipline is the responsibility of everyone that is employed by BCHS."

Research shows that instructors can reduce disruptive behavior and increase scholastic success by setting and enforcing clear rules at the beginning of the year.

Student engagement and participation in the class will help stimulate the student's interest and minimize opportunities for disruptions. Monitoring the class, proximity to students, being prepared for class, showing enthusiasm for your subject and what you are teaching, and teaching to the bell are other strategies to minimize misbehavior.

It is critical that misbehavior is addressed early, before it involves other students or becomes a serious disruption. Taking prompt action to stop inappropriate behavior in a way that is unobtrusive and doesn't call excessive attention to the student is important to ensure that instructional activities can continue without interruption.

Unobtrusive strategies for handling inappropriate behavior include the following:

- Moving close to the offending student or students; making eye contact; giving a non-verbal signal to stop the behavior.
- Calling a student's name or giving a short verbal instruction to stop the behavior.
- Redirecting the student to appropriate behavior by stating what the student should be doing; citing the applicable rule or procedure.

Strategies to handle classroom disruptions in your classroom include,

- In class warnings
- After class conferences
- After school conferences
- Phone calls to parents
- Referrals to counselors

The **Student Intervention Plan** process, as part of our MTSS program, should be used when additional interventions are needed. This plan will initiate a whole school approach to help students who are struggling behaviorally and academically.

With the implementation of the **Olweus Bullying Prevention** program, all staff will have reporting forms available to use, when needed. All forms of bullying and harassment must be documented and reported.

Olweus Expectations: (Should be posted in your classroom.)

- We will not bully others.
- We will try to help students who are bullied.
- We will try to include students who are left out.
- If we know that someone is being bullied, we will tell an adult at school and an adult at home.

SUBSTITUTE TEACHER COORDINATION

**BEAVERHEAD COUNTY HIGH SCHOOL
SUBSTITUTE TEACHER/REGULAR TEACHER
CLASSROOM COORDINATION**

When a substitute is needed, please call or text the assistant principal as soon as possible. If the assistant principal does not answer the phone or answer your text message, please contact the superintendent. It is important that you make contact with one or the other to ensure that the classes will be covered.

SUBSTITUTE TEACHER INFORMATION

The Substitute teachers' job is not easy. They seldom have more than a few hours' notice and sometimes much less time to prepare for the day or days ahead. Because of the numerous problems and questions the substitute might have, every teacher should prepare a folder containing the following, to ensure an effective classroom environment can be maintained during your absence. You should leave this folder in an easy to find place in your classroom, or in the main office prior to the absence.

- A well-prepared daily lesson plan, with approximate timelines for each activity. **IT IS BETTER TO PLAN TOO MUCH THAN TOO LITTLE.** Please avoid study hall time.
- Student rosters for each class
- An up-to-date seating chart
- A daily classroom schedule (weekly).
- A list of room rules, expectations and any established routines
- Important medical information
- A list of dependable students that can help when needed
- A note listing any students in need of extra support
- Clear technology instructions and a backup plan in the event the technology does not work
- Location of items that are not easily seen such as art supplies, first-aid kit, etc.
- How special events such as films, music, assemblies, and etc. are handled
- Where teacher's guides and editions are kept
- Any special assignments or information such as homework deadlines, etc.
- Any additional information you feel is critical to assisting them in a successful day.
- Travel lists of students participating in an activity.
- Clear evacuation protocols if the fire alarm rings
- Copy of Code Red & Code Orange classroom guidelines

SKILLS LAB

TITLE I

SKILLS LAB

PROGRAM DESCRIPTION

The Skills Lab (Title I) program is designed to help those students who are struggling in their classes. This class strengthens math, reading, English and study skills as students spend the period studying for tests, working on homework and organizing time. The first 15 minutes of class is called enrichment where each week they work on skills in English, math and reading. The reading portion consists of AR reading where each student works toward an individual reading goal based on their STAR reading test.

This class is worth ½ credit per semester and its grade is based on participation. Qualification for Skills Lab is based on a prioritized list. Points for this list come from teacher referrals, student and parent referrals, and core class failures. Those with the most points qualify and are given the option to enroll.

It is important for the faculty to keep the Skills Lab teachers up-to-date on assignments and projects, especially if lesson plans have changed.

ENTRY AND EXIT PROCEDURES

The prioritized list is developed at the end of the previous school year. Referral sheets are sent to all English, math and science teachers, including 8th grade teachers. Each teacher referral counts as 5 points toward the prioritized list. Semester core class failing grades count as 3 points. Students already in Skills Lab can refer themselves as can their parents. Each of those referrals counts as 5 points. Upperclassmen qualify with 20 points; underclassmen qualify with 15 points. When the list is completed the students are notified at that time of their qualification and subsequent entry into the class if they so choose. Letters are sent home, informing parents of their student's entry into Skills Lab.

Students are exited from Skills Lab if they fail the class for the semester. They can also exit the class at semester with their parents' permission.

SKILLS LAB REFERRALS

When referring students, take into consideration grades and ability. Those students who are struggling with academics would certainly be candidates for Skills Lab, but also consider those who struggle with organizational skills, have trouble staying focused, are lacking a basic background of knowledge, or need a support system to help keep them on track.

Students can be referred anytime during the school year. Teachers are encouraged to review their student's progress periodically throughout the school year to identify anyone who may need a referral.

Students should be referred to both the Assistant Principal and the Title I Lead Teacher. Identification of these students is important and the classroom teacher plays an important role in the referral process.

SKILLS LAB REFERRAL

Student _____ Date _____

Class _____ Teacher Referring _____

Student Strengths _____

Student Weaknesses (Define Problem) _____

**STUDENT
INTERVENTION
REFERRAL PROCESS**

**SPECIAL
EDUCATION
REFERRAL PROCESS**

TEACHER INTERVENTION CHECKLIST

State below the areas of concern:

What has been done to determine the cause of the problem? Please comment on all checked items.

- ___Records Reviewed
- ___Discuss with Other Teacher(S)
- ___Discuss with Parent(S)
- ___Discuss with Student
- ___Discuss with Other (List)

The student has received the following evaluations:

- | | |
|----------------------------|------------------------------|
| Date: _____ | Date: _____ |
| ___Vision Screening | ___Title I Support |
| ___Hearing Screening | ___Resource Academic Testing |
| ___Physical Examination | ___Psychological Evaluation |
| ___Speech/Language Testing | ___Other |

What action has been taken to remedy the problem? List intervention attempted, duration, and outcomes.

Action:	Comments:
___Help at Home	_____
___Adult/Peer Tutoring	_____
___Title I	_____
___Modified Curriculum	_____
___Counseling	_____
___YBGR	_____
___Other	_____

Teacher Signature _____ **Date:** _____

Principal Signature _____ **Date:** _____

**Beaverhead County High School
In School Screening**

Student Name: _____ Date: _____

Birthdate: _____ Age: _____ Gender: _____ Grade: _____

Address: _____ Phone: _____

Parent(S) Name(S) _____

Natural Parent: _____ Foster/Adoptive _____ Step-Mother/Father _____ One Parent _____

Native Language (If other than English) _____

Does The Student Have Any Medical Problems? _____ Explain _____

Has The Student Ever Been Retained? _____ When & Where: _____

Has The Student Attended Other Schools? _____ When & Where: _____

_____ Number of Schools Previously Attended

Average Absences:

Previous Years: 5 or Less 10 Or Less 15 Or Less 16 Or More

Current Year : 5 or Less 10 Or Less 15 Or Less 16 Or More

Report Cards:

Previous Years: No Problems 1 Problem 2 Problems 3+ Problems

Current Year: No Problems 1 Problem 2 Problems 3+ Problems

Achievement Data:

Assessment Type (Maps, ACT, Pre-ACT, Classroom Based Assessment: _____

Scores:

Reading: _____

Language: _____

Writing: _____

Math: _____

Science: _____

REGULAR CLASSROOM INTERVENTIONS ATTEMPTED

TEACHER: _____ STUDENT: _____

Please check at least three.

Date Initiated

1. Altering Classroom Settings:

Physical Space (Arrangement of Room) _____

Alternative Instructional Materials _____

General Atmosphere _____

2. Altering Classroom Management:

Methods of Discipline _____

Method of Reinforcing Appropriate Behavior _____

Scheduling _____

3. Altering Classroom Teaching Techniques:

Grouping (small group— “conference style” | large group w/ accommodations) _____

Assistance (aides, volunteers, peers, team teaching) _____

General Atmosphere Style (multisensory approaches, action oriented) _____

4. Classroom Evaluations:

Work Time Shortened or Lengthened _____

Amount of Work Required Altered _____

Assistance given in Taking or Using Notes _____

Tests Given Orally or on Tape _____

Oral Responses Instead of Written _____

Criteria for Minimum Acceptable Performance Established _____

Grading Systems Altered to Reflect Effort (Grade Level) _____

Learning Measured by Rate/Time/Growth _____

Options Given for Demonstrating Learning (Projects, Presentations) _____

Contracts Used _____

5. Alternative Classroom & Referrals:

Changing Teachers | Manipulate Schedule (Last Resort) _____

Title Referral _____

Special Education Services or 504 Services _____

Student Intervention Plan (SIP) _____

6. Parent Teacher Interventions:

Parent Contact (Phone, Email) _____

Parent Conference _____

Behavior Management Contracts _____

SIP Meeting (Teachers, Administration, Parents, Student) _____

7. Counseling:

Affective Education (Emotion Management) _____

School Counseling Services _____

YBGR Referral _____

Outside Agency Counseling Services _____

8. Medical Referrals:

9. Other:

10. Signatures:

Teacher _____

Date: _____

Administrator _____

Date: _____

SPED Teacher _____

Date: _____

(If being used as a Classroom Based Assessment for SPED Referral.)

SECTION

504

SECTION 504 OF THE REHABILITATION ACT OF 1973

No otherwise qualified individual with a disability in the United States, as defined in section 705 (20) of this title, shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service. The head of each such agency shall promulgate such regulations as may be necessary to carry out the amendments to this section made by the Rehabilitation, Comprehensive Services, and Development Disabilities Act of 1978. Copies of any proposed regulations shall be submitted to appropriate authorizing committees of the Congress, and such regulation may take effect no earlier than the thirtieth day after the date of which such regulation is so submitted to such committees. See also 29 CFR Part 32 and 29 CFR Part 37.

DEFINITIONS

Individual with handicaps

"...any individual who
(i) has a physical or mental impairment that substantially limits one or more of such person's major life activities.
(ii) has a record of such impairment, or
(iii) is regarded as having such an impairment."
(29 U.S.C. Sec. 706(8))

physical or mental impairment

(1) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body system: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive, digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or (2) any mental or psychological disorder, such as intellectual disability (formerly termed "mental retardation"), organic brain syndrome, emotional or mental illness, and specific learning disabilities."
(34 Code of Federal Regulations Part 104.3)

major life activities

(i) Functions such as caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. (ii) The operation of a major bodily function, including functions of immune system, special sense organs and skin; normal cell normal cell growth; and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.
(34 code of Federal Regulations Part 104.3)

has a record of such an impairment

Has a history of, or has been classified as having, a mental or physical impairment that substantially limits one or more major life activities." (34 Code of Federal Regulations Part 104.3)

is regarded as having an impairment

(A) Has a physical or mental impairment that does not substantially limit major life activities but is treated by a recipient as constituting such a limitation; (B) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or (C) has none of the impairments defined but is treated by a recipient as having an impairment."
(34 Code of Federal Regulations Part 104.3)

DISCRIMINATION

It is the policy of BCHS to comply with Title IX of the Education Amendment of 1972 and Section 504 of the Rehabilitation Act of 1973. Discrimination in Education or employment because of sex, race, color, creed, religion, national origin, age, physical or mental handicap, political belief, marital or parental status is prohibited unless based upon reasonable grounds as provided by law. Inquiries or complaints regarding discrimination should be directed to Josh Patterson, Superintendent/Principal, or the Title IX/Section 504 Coordinator, Rob Hankins. A copy of the grievance procedure for discrimination issues is on file in the Principal's office and all grievances should be directed to

the Title IX coordinator.

SECTION 504 REQUIREMENTS

DISTRICT POLICIES AND PROCEDURES

PROCEDURAL COMPONENTS

Child Identification
Notice
Evaluation
Other Procedural Safeguards

SUBSTANTIVE COMPONENTS

Reasonable Accommodation
Without:
Undue Financial Hardship
Undue Administrative Burden

FREE APPROPRIATE PUBLIC EDUCATION

Special Education
Related Services
Regular Education Accommodations
Extra-Curricular Accommodations
Parent Participation Accommodations
Facility Access

504 REFERRAL

Date _____

A. Personal Information

Student _____ Date of Birth _____

Parents _____ Phone _____

Address _____ School _____

Teacher _____ Grade _____

Referred by _____

B. 1. Reason for Referral _____

2. Strategies/Interventions initiated (attach copies of documentation) _____

3. Information _____

C. Referral Direction _____

Principal Signature & Date

**SCREENING/INTERVENTION PROCESS
FOR STUDENTS EXHIBITING SCHOOL-RELATED PROBLEMS**

Concern Expressed to Counselor:

- Concern Not Substantiated
- Counselor and Teacher Complete in School Screening

Intervention	Information Reviewed Attempted	Strategies Discussed
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Intervention Successful	Intervention Reviewed in Two Weeks	
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Intervention	Previous Special Education Unsuccessful	Services Documented
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Referral for Special Ed
Services

JOB DESCRIPTIONS

UNIVERSAL OBLIGATIONS/EXPECTATIONS OF ALL STAFF MEMBERS

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

DESIRED MINIMUM QUALIFICATIONS:

- Be appropriately licensed and endorsed in accordance with state statutes and Board of Public Education rules, or be considered appropriately assigned if the administrator is enrolled in an internship.
- Ability to effectively present information and respond to questions from students, parents, staff.
- Ability to handle stressful situations.
- Ability to maintain confidentiality of employment and student matters.
- Ability to effectively manage time and responsibilities.

EQUIPMENT USED:

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

WORK ENVIRONMENT:

While performing the duties of this job, the employee regularly works inside. The employee is directly responsible for the safety, well-being, and work output of students. The noise level in the work environment is usually quiet.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is frequently required to sit; walk and stand; twist at neck and waist; kneel. Specific vision abilities required by this job include close vision, distance vision, depth perception, and the ability to adjust focus. The employee is required to be able to hear conversations in quiet environments. May be required to lift or move up to 20 pounds.

MENTAL/MOTOR DEMANDS:

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

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

HIGH SCHOOL TEACHER ESSENTIAL FUNCTIONS:

- Plans and develops course of study according to curriculum guidelines of District and state requirements. Actual curriculum must often be tailored for three or more levels of academic ability and previous achievement.
- Develops and presents specific lesson plans, using a variety of techniques, including lectures, projects, exhibits, field trips, audio-visual and library resources, computers, and the Internet.
- Prepares assignments and tests for in-school preparation and homework. Monitors, assists, corrects, and grades student performances.
- Conducts standardized tests in accordance with District policies and law.
- Maintains order in the classroom and, in conjunction with administrative staff, administers discipline when necessary to achieve proper behavior. May prescribe extra assignments or detention in cases of student misconduct.
- Shares with other teachers and aides the responsibility for monitoring halls, study periods, and lunchroom.

- Counsels students when academic difficulties or behavioral problems arise.
- Keeps records of academic performance, attendance, and social acclimation. Reports on all aspects of student development for school records and parents; conducts parent-teacher conferences on both a regularly scheduled and an as-needed basis.
- Consults with other professionals, where there appears to be evidence of learning disabilities, drug or alcohol abuse, or problems of social adjustment. Coordinates decisions with parents concerning any specialized intervention which appears warranted.
- Reports cases of suspected child abuse according to state law.
- Complies with Board policies, rules, regulations, and directives.
- Works with guidance counselor in helping student select course of study or college.
- Performs related duties such as sponsoring a student organization or activity.
- Participates in faculty meetings, educational conferences, professional training seminars, and workshops.
- Supervises classroom aides.
- Participates in MTSS (Formerly Montana Behavior Initiative (MBI))

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

LIBRARIAN ESSENTIAL FUNCTIONS:

- Responsible for building a school library collection to support the educational goals of the District.
- Responsible for overseeing the acquisition, organization, maintenance, utilization, and retention of materials and equipment in the library.
- Provides faculty with bibliographies of library resources that support the subject areas being taught.
- Manages the library budget.
- Participates in grant proposals.
- Maintains a working knowledge of, builds, and arranges specialized information resources.
- Complies with Board policies, rules, regulations, and directives.
- Provides for computerization of the acquisition and cataloging function.
- Responsible for teaching students and staff how to access and use resource information in the library.
- Instructs students in developing research skills and related use of technology
- Organizes, trains, and directs library staff.
- Supervises students and library staff.
- Supports and supervises students who are learning online.

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

GUIDANCE COUNSELOR ESSENTIAL FUNCTIONS:

Promotes student success through the implementation of a comprehensive school counseling program

- that address the academic, career and social/emotion needs of students.
- Adheres to the National School Counseling Ethical Standards.
- Maintains student confidentiality.
- Conducts counseling of student groups and individual students in a preventive and responsive manner.
- Conducts counseling of student groups and individual students regarding educational and career plans.
- Provides counseling and guidance to students and parents in the use of test results for education/career planning.

- Understands the needs of students who are at-risk and assists in delivering appropriate interventions.
- Collaborates, facilitates and implements threat assessment strategies as part of the threat assessment team and follows district procedures for crisis management (i.e. threat assessment and suicide assessment).
- Provides referrals to appropriate community agencies and services.
- Reports cases of suspected child abuse to according to state law.
- Consults and collaborates with staff and administrators regarding meeting the developmental needs of students.
- Provides parent/guardians information and tools to participate meaningfully in their child's education. This includes but is not limited to hosting parent nights for registration and academic and career opportunities.
- Educates students and parents regarding the necessary course work required for graduation and assists those students who are showing signs of having educational difficulties.
- Serves as a reference source for current information on colleges, technical education, apprenticeships, armed services, dual enrollment and other educational programs and career opportunities and educates students and parents/guardians with information regarding career/college readiness options.
- Reviews and evaluates transcripts, academic progress of students, and makes recommendations for modifications as appropriate.
- Consults with the teaching staff to facilitate counseling activities into the regular educational program. (MCIS, Social/Emotional Skill Building, Suicide Awareness,
- Consults with teachers, other educational staff, and parents regarding the developmental needs of students.
- Complies with Board policies, rules, regulations, and directives.
- Provides guidance and orientation to new students regarding the District's educational opportunities and/or career paths.
- Discusses alternatives with students and advises in the selection of what seems to be the most desirable course of action.
- Serves as the Districts testing coordinator.
- Manages and organizes student work with Montana Digital Academy.
- Active participant in our MTSS program and serves on our MTSS Tier II committee, Road to Graduation, and all other MTSS functions.
- Coordinates, conducts or participates in committees and teams that contribute to the effective operation of the school district.
- Maintains accurate records to document interactions, interventions and decisions consistent with ethical and legal guidelines.
- Supports and collaborates with teachers to deliver curriculum.
- Collaborates with students to identify career aspirations and academic goals; provides information and answers questions related to college applications and career choices.
- Manages, organizes and makes accessible available scholarships. Hosts an Awards night at the end of the year.
- Participates in faculty meetings, educational conferences, professional training seminars and workshops.
- Communicates effectively orally and in writing with students, teachers, paraeducators, staff members, administrators, and the general public.

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

BELL SCHEDULE

Monday - Thursday Schedule	
Period 1	8:15 - 9:06
Period 2	9:11 - 10:02
Period 3	10:07 - 10:58
Period 4	11:03 - 11:55
Lunch	11:55 - 12:47
Period 5	12:47 - 1:38
Period 6	1:43 - 2:34
Period 7	2:39 - 3:30

Friday Schedule	
Period 1	8:15 - 8:56
Period 2	9:01 - 9:42
Period 3	9:47 - 10:28
Period 4	10:33 - 11:14
Period 5	11:19 - 12:05
Lunch	12:05 - 12:55
Period 6	12:55 - 1:40
Period 7	1:45 - 2:30

School Academy Assembly Schedule	
Period 1	8:15 - 9:01
Period 2	9:06 - 9:52
Assembly	9:57 - 10:23
Period 3	10:28 - 11:14
Period 4	11:19 - 12:05
Lunch	12:05 - 12:56
Period 5	1:01 - 1:47
Period 6	1:52 - 2:38
Period 7	2:43 - 3:29

BEAVERHEAD COUNTY HIGH SCHOOL

2025- 2026 School Calendar

Aug-25						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Sep-25						
Su	Mo	Tu	We	Th	Fr	Sa
31	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				
Oct-25						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Nov-25						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
Dec-25						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Jan-26						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

August
 19-21: Staff PIR (BCHS)
 22: 9th Grade Students First Day
 25: 10th-12th Grade Students First Day
 28-29: No School

September
 1: No School-Labor Day
 17: Early School Release (11:55 am)
 17: Staff Development (1:00 pm - 3:30 pm)

October
 13-14: Friday Dismissal Schedule (2:30 pm)
 13-14: PT Conferences 5:30-8:30
 16-17: MFPE/BCHS Staff Development
 31: End of Quarter 1

November
 5: Early School Release (12:05 pm)
 5: Staff Development (1:00 pm - 3:30 pm)
 26-28: No School-Thanksgiving Break

December
 10: Early School Release (12:05 pm)
 10: Staff Development (1:00 pm - 3:30 pm)
 23: Early School Release (11:55 am)
 24-31: No School-Winter Break

January
 1-2: No School-Winter Break
 14-16: Semester 1 Finals
 16: End of Q2/S1
 19: Staff PIR-Records Day

February
 4: Early School Release (11:55 am)
 4: Staff Development (1:00 pm - 3:30 pm)

March
 6: Staff PIR-PT Conference Makeup No School
 25: End of Q3

April
 2: Early School Release (11:55 am)
 3-6: No School-Spring Break
 15: Early School Release (11:55 am)
 15: Staff Development (1:00 pm - 3:30 pm)

May
 6: Early School Release (12:05 pm)
 6: Staff Development (1:00 pm - 3:30 pm)
 24: BCHS Graduation @ 2:00 pm
 25: No School-Memorial Day
 26-28: Semester 2 Finals
 29: Last Day of School (End of Q4/S2)
 29: Checkout 8:00 am - 12:00 pm

Feb-26						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
Mar-26						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Apr-26						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
May-26						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Jun-26						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1st Day High School 9th
PIR Days High School
Half Days
End of Quarter
Semester Finals
No School
PT Conferences

“One child, one teacher, one book, one pen can change the world.”

~Malala Yousafzai

“The beautiful thing about learning is that no one can take it away from you.”

~B.B. King