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2
3 **INSTRUCTION**

2000

4
5 Goals

6
7 The District's educational program will seek to provide an opportunity for each child to develop
8 to his or her maximum potential. The objectives for the educational program are:

- 9
10 • To foster self-discovery, self-awareness, and self-discipline.
11 • To develop an awareness of ~~and appreciation for~~ cultural diversity.
12 • To stimulate intellectual curiosity and growth.
13 • To provide fundamental career concepts and skills.
14 • To help the student develop sensitivity to the needs and values of others and respect for
15 individual and group differences.
16 • To help each student strive for excellence and instill a desire to reach the limit of his or
17 her potential.
18 • To develop the fundamental skills which will provide a basis for lifelong learning.
19 • To be free of any sexual, cultural, ethnic, or religious bias.
20

21 The administrative staff is responsible for apprising the Board of the educational program's
22 current and future status. The Superintendent should prepare an annual report that includes:

- 23
24 • A review and evaluation of the present curriculum;
25 • A projection of curriculum and resource needs;
26 • An evaluation of, and plan to eliminate, any sexual, cultural, ethnic, or religious bias that
27 may be present in the curriculum or instructional materials and methods;
28 • A plan for new or revised instructional program implementations; and
29 • A review of present and future facility needs.
30
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33 Legal Reference: 10.55.701, ARM Board of Trustees

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35 Policy History:

36 **Adopted 1st reading on: 10/13/21**

37 **Adopted 2nd reading on:**

2
3 **INSTRUCTION**

4
5 School Year Calendar and Day

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7 School Calendar

8
9 Subject to §§ 20-1-301 and 20-1-308, MCA, and any applicable collective bargaining agreement
10 covering the employment of affected employees, the trustees of a school district shall set the
11 number of hours in a school term, the length of the school day, and the number of school days in
12 a school week. When proposing to adopt changes to a previously adopted school term, school
13 week, or school day, the trustees shall: (a) negotiate the changes with the recognized collective
14 bargaining unit representing the employees affected by the changes; (b) solicit input from the
15 employees affected by the changes but not represented by a collective bargaining agreement; (c)
16 and from the people who live within the boundaries of the school district.

17
18 Commemorative Holidays

19
20 Teachers and students will devote a portion of the day on each commemorative holiday
21 designated in § 20-1-306, MCA, to study and honor the commemorated person or occasion. The
22 Board may from time to time designate a regular school day as a commemorative holiday.

23
24 Saturday School

25
26 In emergencies, including during reasonable efforts of the trustees to make up aggregate hours of
27 instruction lost during a declaration of emergency by the trustees under Section 20-9-806, MCA,
28 pupil instruction may be conducted on a Saturday when it is approved by the trustees.

29
30 Pupil instruction may be held on a Saturday at the discretion of a school district for the purpose
31 of providing additional pupil instruction beyond the minimum aggregate hours of instruction
32 required in Section 20-1-301, MCA, provided student attendance is voluntary.

33
34 School Fiscal Year

35
36 At least the minimum number of aggregate hours must be conducted during each school fiscal
37 year. The minimum aggregate hours required by grade are:

- 38 (a) A minimum of 360 aggregate hours for a kindergarten program;
- 39 (b) 720 hours for grades 1 through 3;
- 40 (c) 1,080 hours for grades 4 through 12; and
- 41 (d) 1,050 hours may be sufficient for graduating seniors.

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43 The minimum aggregate hours, described above, are not required for any pupil demonstrating
44 proficiency pursuant to 20-9-311(4)(d), MCA.

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In addition, seven (7) pupil instruction-related days may be scheduled for the following purposes:

- 1. Pre-school staff orientation for the purpose of organization of the school year;
- 2. Staff professional development programs (minimum of three (3) days);
- 3. Parent/teacher conferences; and
- 4. Post-school record and report (not to exceed one (1) day, or one-half (1/2) day at the end of each semester or quarter).

The Board of Trustees has established an advisory committee to develop, recommend, and evaluate the school district’s yearly professional development plan. Each year the Board of Trustees shall adopt a professional development plan for the subsequent school year based on the recommendation of the advisory committee.

Extended School Year

In accordance with Section 20-1-301, MCA, and any applicable collective bargaining agreement covering the employment of affected employees, the Board of Trustees may establish a school calendar with an earlier start date and a later end date to ensure students receive the minimum number aggregate instructional hours. The purpose of an extended school year will be to maximize flexibility in the delivery of instruction and learning for each student in the School District. When setting an extended school year, the School District will collaborate with students, parents, employees and other community stakeholders. When proposing to adopt changes to a previously adopted school term the Board of Trustees will follow the procedures outlined in in this policy.

Legal References:	§ 20-1-301, MCA	School fiscal year
	§ 20-1-302, MCA	School term, day and week
	§ 20-1-303, MCA	Conduct of School on Saturday or Sunday prohibited - exceptions
	§ 20-1-304, MCA	Pupil-instruction-related day
	§ 20-1-306, MCA	Commemorative exercises on certain days
	§ 20-9-311, MCA	Calculation of Annual Number Belonging (ANB)
	ARM 10.55.701	Board of Trustees
	ARM 10.65.101, 103	Pupil-Instruction-Related Days
	ARM 10.55.714	Professional Development
	ARM 10.55.906	High School Credit

Policy History:
Adopted 1st reading on: 10/13/21
Adopted 2nd reading on:

2
3 **INSTRUCTION**

4
5 Grade Organization

6
7 The District maintains instructional levels for grades kindergarten (K) through twelve (12). The
8 grouping and housing of instructional levels in school facilities will be according to plans
9 developed by the Superintendent and approved by the Board.

10
11 Instructional programs will be coordinated between each grade and between levels of schools.

12
13 A student will be assigned to an instructional group or to a classroom which will best serve the
14 needs of that individual while still considering the rights and needs of other students. Factors to
15 be considered in classroom assignments are class size, peer relations, student/teacher relations,
16 instructional style of individual teachers, and any other variables that will affect the performance
17 of the student.

18
19 Criteria for grouping will be based on learning goals and objectives addressed and the student's
20 ability to achieve those purposes.

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24 Legal Reference: § 20-6-501, MCA Definition of various schools

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26 Policy History:

27 **Adopted 1st reading on: 10/13/21**

28 **Adopted 2nd reading on:**

2
3 **INSTRUCTION**

4
5 Curriculum and Assessment

6
7 The Board is responsible for curriculum adoption and must approve all significant changes, including the
8 adoption of new textbooks and new courses, before such changes are made. The Superintendent is
9 responsible for making curriculum recommendations. The District shall ensure their curriculum is aligned
10 to all content standards and the appropriate learning progression for each grade level.

11
12 A written sequential curriculum will be developed for each subject area. The curricula will address
13 learner goals, content and program area performance standards, and District education goals and will be
14 constructed to include such parts of education as content, skills, and thinking. The District shall review
15 curricula at least every five (5) years or consistent with the state’s standards revision schedule, and
16 modify, as needed, to meet educational goals of the continuous school improvement plan pursuant to
17 ARM 10.55.601.

18
19 The staff and administration will suggest materials and resources, to include supplies, books, materials,
20 and equipment necessary for development and implementation of the curriculum and assessment, which
21 are consistent with goals of the education program.

22
23 **The District shall maintain their programs consistent with the state’s schedule for revising**
24 **standards.**

25
26 ~~In all program areas and at all levels, the District shall assess student progress toward achieving learner
27 goals and program area performance standards including: the content and data; the accomplishment of
28 appropriate skills; the development of critical thinking and reasoning; and attitude. The District will use
29 assessment results to improve the education program, and use effective and appropriate tools for assessing
30 such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests;
31 teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing,
32 speaking, and listening assessments; samples of student work and/or narrative reports passed from grade
33 to grade; samples of students’ creative and/or performance work; and surveys of carry-over skills to other
34 program areas and outside of school.~~

35
36 The District shall assess the progress of all students toward achieving content standards and content-
37 specific grade-level learning progressions in each program area. The District shall use assessment results,
38 including state-level achievement information obtained by administration of assessments pursuant to
39 ARM 10.56.101 to examine the educational program and measure its effectiveness. The District shall
40 use appropriate multiple measures and methods, including state-level achievement information obtained
41 by administration of assessments pursuant to the requirements of ARM 10.56.101, to assess student
42 progress in achieving content standards and content-specific grade-level learning progressions in all
43 program areas. The examination of program effectiveness using assessment results shall be supplemented
44 with information about graduates and other student’s no longer in attendance.

45
46 Cross Reference: 2000 Goals
47 2110 Objectives

48
49 Legal Reference: § 20-3-324, MCA Powers and duties

1	§ 20-4-402, MCA	Duties of district superintendent or county high school
2		principal
3	§ 20-7-602, MCA	Textbook selection and adoption
4	10.55.603, ARM	Curriculum and Assessment
5		

6 Policy History:

7 Adopted on: 10/20/1994

8 Reviewed on:

9 Revised on: 03/11/2004

10 **Adopted 1st reading on: 10/13/21**

11 **Adopted 2nd reading on:**

2
3 **INSTRUCTION**

4
5 Student and Family Privacy Rights

6
7 Surveys - General

8
9 All surveys requesting personal information from students, as well as any other instrument used
10 to collect personal information from students, must advance or relate to the District’s educational
11 objectives as identified in Board Policy. This applies to all surveys, regardless of whether the
12 student answering the questions can be identified and regardless of who created the survey.

13
14 Surveys Created by a Third Party

15
16 Before the District administers or distributes a survey created by a third party to a student, the
17 student’s parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time
18 of their request.

19
20 This section applies to every survey: (1) that is created by a person or entity other than a District
21 official, staff member, or student, (2) regardless of whether the student answering the questions
22 can be identified, and (3) regardless of the subject matter of the questions.

23
24 Surveys Requesting Personal Information

25
26 School officials and staff members shall not request, nor disclose, the identity of any student who
27 completes ANY survey containing one (1) or more of the following items:

- 28
29 1. Political affiliations or beliefs of the student or the student’s parent/guardian;
30 2. Mental or psychological problems of the student or the student’s family;
31 3. Behavior or attitudes about sex;
32 4. Illegal, antisocial, self-incriminating, or demeaning behavior;
33 5. Critical appraisals of other individuals with whom students have close family
34 relationships;
35 6. Legally recognized privileged or analogous relationships, such as those with lawyers,
36 physicians, and ministers;
37 7. Religious practices, affiliations, or beliefs of the student or the student’s parent/guardian;
38 8. Income (other than that required by law to determine eligibility for participation in a
39 program or for receiving financial assistance under such program).

40
41 The student’s parent(s)/guardian(s) may:

- 42
43 1. Inspect the survey within a reasonable time of the request; and/or
44 2. Refuse to allow their child to participate in any survey requesting personal information.
45 The school shall not penalize any student whose parent(s)/guardian(s) exercise this
46 option.

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4 Instructional Material
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6 A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any
7 instructional material used as part of their child's educational curriculum.
8

9 The term "instructional material," for purposes of this policy, means instructional content that is
10 provided to a student, regardless of its format, printed or representational materials, audio-visual
11 materials, and materials in electronic or digital formats (such as materials accessible through the
12 Internet). The term does not include academic tests or academic assessments.
13

14 Collection of Personal Information From Students for Marketing Prohibited
15

16 The term "personal information," for purposes of this section only, means individually
17 identifiable information including: (1) a student's or parent's first and last name, (2) a home or
18 other physical address (including street name and the name of the city or town), (3) telephone
19 number, or (4) a Social Security identification number.
20

21 The District will not collect, disclose, or use student personal information for the purpose of
22 marketing or selling that information or otherwise providing that information to others for that
23 purpose.
24

25 The District, however, is not prohibited from collecting, disclosing, or using personal
26 information collected from students for the exclusive purpose of developing, evaluating, or
27 providing educational products or services for, or to, students or educational institutions such as
28 the following:
29

- 30 1. College or other post-secondary education recruitment or military recruitment;
- 31 2. Book clubs, magazines, and programs providing access to low-cost literary products;
- 32 3. Curriculum and instructional materials used by elementary schools and secondary
33 schools;
- 34 4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or
35 achievement information about students (or to generate other statistically useful data for
36 the purpose of securing such tests and assessments) and the subsequent analysis and
37 public release of the aggregate data from such tests and assessments;
- 38 5. The sale by students of products or services to raise funds for school-related or education-
39 related activities;
- 40 6. Student recognition programs.
41

42 Notification of Rights and Procedures
43

44 The Superintendent or designee shall notify students' parents/guardians of:
45

- 46 1. This policy as well as its availability from the administration office upon request;

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

This notification shall be given parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student, when the student turns eighteen (18) years of age or is an emancipated minor.

NOTE: This policy must be adopted in consultation with parents. 20 U.S.C. § 1232h(c)(1). Therefore, MTSBA recommends that, at a minimum, Boards specifically note this on their meeting agendas and request public comment prior to adoption.

Cross Reference: 2311 Instructional Materials
 3200 Student Rights and Responsibilities
 3410 Student Health/Physical Screenings/Examinations

Legal Reference: 20 U.S.C. 1232h Protection of Pupil Rights

Policy History:

Adopted on: 12/14/2005

Adopted 1st reading on: 10/13/21

Adopted 2nd reading on:

2
3 **INSTRUCTION**

4
5
6 Suicide Awareness and Prevention

7
8 Professional Development

9 The District will provide professional development on youth suicide awareness and prevention to
10 each employee of the district who work directly with any students enrolled in the school district.
11 The training materials will be approved by the Office of Public Instruction (OPI).

12
13 The District will provide, at a minimum, two (2) hours of youth suicide awareness and
14 prevention training every five (5) years. All new employees who work directly with any student
15 enrolled in the school district will be provided two (2) hours of training the first year of
16 employment.

17
18 Youth suicide and prevention training may include:

- 19
- 20 A. In-person attendance at a live training;
- 21 B. Videoconference;
- 22 C. An individual program of study of designated materials;
- 23 D. Self-review modules available online; and
- 24 E. Any other method chosen by the local school board that is consistent with professional
- 25 development standards.

26
27 Prevention and Response

28 The Board authorizes the Administration and appropriate District staff to develop procedures to
29 address matters related to suicide prevention and response that:

- 30
- 31 A. Promote collaboration with families and with community providers in all aspects of
- 32 suicide prevention and response;
- 33 B. Include high quality intervention services for students;
- 34 C. Promote interagency cooperation that enables school personnel to identify and access
- 35 appropriate community resources for use in times of crisis;
- 36 D. Include reintegration of youth into a school following a crisis, hospitalization, or
- 37 residential treatment;
- 38 E. Provide for leadership, planning, and support for students and school personnel to ensure
- 39 appropriate responses to attempted or completed suicides.

40
41 No cause of action may be brought for any loss or damage caused by any act or admission
42 resulting from the implementation of the provisions of this policy or resulting from any training,
43 or lack of training, related to this policy. Nothing in this policy shall be construed to impose a
44 specific duty of care.

45
46 This policy will be reviewed by the Board of Trustees on a regular basis.

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Legal Reference: § 20-7-1310, MCA Youth suicide awareness and prevention training
 ARM 10.55.720 Suicide Prevention and Response

Policy History:

Adopted 1st reading on: 10/13/21

Adopted 2nd reading on:

2
3 **INSTRUCTION**

5
6 Family Engagement Policy

7
8 The «districtCommonName» Board of Trustees believes that engaging parents/families in the
9 education process is essential to improved academic success for students. The Board recognizes
10 that a student's education is a responsibility shared by the district, parents, families and other
11 members of the community during the entire time a student attends school. The Board believes
12 that the district must create an environment that is conducive to learning and that strong,
13 comprehensive parent/family involvement is an important component. Parent/Family
14 involvement in education requires a cooperative effort with roles for the Office of Public
15 Instruction (OPI), the district, parents/families and the community.

16
17 Parent/Family Involvement Goals and Plan

18
19 The Board of Trustees recognizes the importance of eliminating barriers that impede
20 parent/family involvement, thereby facilitating an environment that encourages collaboration
21 with parents, families and other members of the community. Therefore, the district will develop
22 and implement a plan to facilitate parent/family involvement that shall include the following six
23 (6) goals:

- 24
- 25 1. Promote families to actively participate in the life of the school and feel welcomed,
26 valued, and connected to each other, to school staff, and to what students are learning and
27 doing in class;
 - 28
 - 29 2. Promote families and school staff to engage in regular, two-way meaningful
30 communication about student learning;
 - 31
 - 32 3. Promote families and school staff to continuously collaborate to support student learning
33 and healthy development both at home and at school and have regular opportunities to
34 strengthen their knowledge and skills to do so effectively;
 - 35
 - 36 4. Empower parents to be advocates for their own and other children, to ensure that students
37 are treated equitably and have access to learning opportunities that will support their
38 success;
 - 39
 - 40 5. Encourage families and school staff to be partners in decisions that affect children and
41 families and together inform, influence, and create policies, practices, and programs; and
 - 42
 - 43 6. Encourage families and school staff to collaborate with members of the community to
44 connect students, families, and staff to expand learning opportunities, community
45 services, and civic participation.
 - 46

The district's plan for meeting these goals is to:

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, , etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents/families in the educational process, including:
 - < Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.
 - < Providing access to educational resources for parents/families to use together with their children.
 - < Keeping parents/families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into district policies and volunteer time within the classrooms and school programs.
4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.
5. Perform regular **evaluations surveys** of parent/family involvement at each school and at the district level.
6. Provide access, upon request, to any instructional material used as part of the educational curriculum.
7. If practical, provide information in a language understandable to parents.

Legal Reference: 10.55.701(2)(m) Board of Trustees

Policy History:

Adopted 1st reading on: 10/13/21

Adopted 2nd reading on:

2
3 **INSTRUCTION**

4
5
6 Family Engagement Policy

7
8 The «districtCommonName» Board of Trustees believes that engaging parents/families in the
9 education process is essential to improved academic success for students. The Board recognizes
10 that a student's education is a responsibility shared by the district, parents, families and other
11 members of the community during the entire time a student attends school. The Board believes
12 that the district must create an environment that is conducive to learning and that strong,
13 comprehensive parent/family involvement is an important component. Parent/Family
14 involvement in education requires a cooperative effort with roles for the Office of Public
15 Instruction (OPI), the district, parents/families and the community.

16
17 Parent/Family Involvement Goals and Plan

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20 parent/family involvement, thereby facilitating an environment that encourages collaboration
21 with parents, families and other members of the community. Therefore, the district will develop
22 and implement a plan to facilitate parent/family involvement that shall include the following six
23 (6) goals:

- 24
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26 valued, and connected to each other, to school staff, and to what students are learning and
27 doing in class;
- 28
29 2. Promote families and school staff to engage in regular, two-way meaningful
30 communication about student learning;
- 31
32 3. Promote families and school staff to continuously collaborate to support student learning
33 and healthy development both at home and at school and have regular opportunities to
34 strengthen their knowledge and skills to do so effectively;
- 35
36 4. Empower parents to be advocates for their own and other children, to ensure that students
37 are treated equitably and have access to learning opportunities that will support their
38 success;
- 39
40 5. Encourage families and school staff to be partners in decisions that affect children and
41 families and together inform, influence, and create policies, practices, and programs; and
- 42
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44 connect students, families, and staff to expand learning opportunities, community
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- 46

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2. Implement strategies to involve parents/families in the educational process, including:
 - < Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.
 - < Providing access to educational resources for parents/families to use together with their children.
 - < Keeping parents/families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into district policies and volunteer time within the classrooms and school programs.
4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.
5. Perform regular **evaluations surveys** of parent/family involvement at each school and at the district level.
6. Provide access, upon request, to any instructional material used as part of the educational curriculum.
7. If practical, provide information in a language understandable to parents.

Legal Reference: 10.55.701(2)(m) Board of Trustees

Policy History:

Adopted 1st reading on: 10/13/21

Adopted 2nd reading on:

2
3 **INSTRUCTION**

4
5 Title I Parent and Family Engagement

6
7 ~~**NOTE: Schools receiving federal ESEA funds are required to have a parent and family**~~
8 ~~**engagement policy. This sample policy can be used as the basis for the joint development of a**~~
9 ~~**policy, as required by the federal legislation. This policy cannot be the District's policy**~~
10 ~~**without some parental involvement in its development at the local level.**~~

11
12 The District endorses the parent and family engagement goals of Title I and encourages the
13 regular participation of parents and family members (including parents and families of migrant
14 students if applicable) of Title I eligible children in all aspects of the program to establish the
15 agency's expectations and objectives for meaningful parent and family involvement. The
16 education of children is viewed as a cooperative effort among the parents, family members,
17 school, and community. In this policy the word "parent" also includes guardians and other
18 family members involved in supervising the child's schools.

19
20 Pursuant to federal law the District will develop jointly with, agree upon with, and distribute to
21 parents of children participating in the Title I program a written parent and family engagement
22 policy. This may include meaningful consultation with employers, business leaders, and
23 philanthropic organizations, or individuals with expertise in effectively engaging parents and
24 family members in education.

25
26 At the required annual meeting of Title I parents and family members (including parents and
27 families of migrant students if applicable), parents and family members will have opportunities
28 to participate in the design, development, operation, and evaluation of the program for the next
29 school year. Proposed activities to fulfill the requirements necessary to address the requirements
30 of family engagement goals shall be presented.

31
32 In addition to the required annual meeting, at least three (3) additional meetings shall be held at
33 various times of the day and/or evening for parents and family members of children (including
34 parents and families of migrant children if applicable) participating in the Title I program. These
35 meetings shall be used to provide parents with:

- 36
37 1. Information about programs provided under Title I;
38
39 2. A description and explanation of the curriculum in use, the forms of academic assessment
40 used to measure student progress, and the proficiency levels students are expected to
41 meet;
42
43 3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions
44 relating to the education of their children; and
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4 4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title
5 I program, to the District level.
6

7 Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through
8 payment of transportation and childcare costs.
9

10 The parents and family members of children (including parents and families of migrant children
11 if applicable) identified to participate in Title I programs shall receive from the school principal
12 and Title I staff an explanation of the reasons supporting each child's selection for the program, a
13 set of objectives to be addressed, and a description of the services to be provided. Opportunities
14 will be provided for the parents and family members to meet with the classroom and Title I
15 teachers to discuss their child's progress. Parents will also receive guidance as to how they can
16 assist at home in the education of their children.
17

18 Each school in the District receiving Title I funds shall develop jointly with parents and family
19 members of children served in the program a "School-Parent Compact" outlining the manner in
20 which parents, school staff, and students share the responsibility for improved student academic
21 achievement in meeting state standards. The "School-Parent Compact" shall:
22

- 23 1. Describe the school's responsibility to provide high quality curriculum and instruction in
24 a supportive and effective learning environment enabling children in the Title I program
25 to meet the state's academic achievement standards;
26
27 2. Indicate the ways in which each parent will be responsible for supporting their child's
28 learning, such as monitoring attendance, homework completion, and television watching;
29 volunteering in the classroom; and participating, as appropriate, in decisions related to
30 their child's education and positive use of extracurricular time; and
31
32 3. Address the importance of parent-teacher communication on an ongoing basis with, at a
33 minimum, parent-teacher conferences, frequent reports to parents, and reasonable access
34 to staff.
35

36 The activities authorized under this policy may include establishing a parent advisory board
37 comprised of a sufficient number and representative group of parents or family members served
38 by the district to adequately represent the needs of the population served by the district for the
39 purposes of developing, revising, and reviewing the parent and family engagement policy.
40

41 *NOTE: Districts with more than one (1) school participating in a Title I program may wish to*
42 *consider the establishment of a district-wide parent advisory council.*
43

44 Legal Reference: Title I of the Elementary and Secondary Education Act
45 20 U.S.C. §§ 6301-6514
46 § 1116 Every Student Succeeds Act

- 1 Policy History:
- 2 **Adopted 1st reading on: 10/13/21**
- 3 **Adopted 2nd reading on:**

2
3 INSTRUCTION

4
5 Title I – Equivalency/Comparability

6
7 A. To assure that state and local services are provided in Title I schools at least equivalent
8 to such services in non-Title I schools, these policies will be observed in the School
9 District.

10
11 1. Salary Scales

12
13 The District-wide salary scales will be applicable to all staff whether assigned to
14 Title I or non-Title I schools.

15
16 2. Assignment of Teachers, Administrators, and Support Personnel

17
18 Assignment of teachers, administrators, and support personnel will be made in
19 such a way to assure that the numbers of students per staff person in Title I
20 schools shall be equivalent to the average number of students per staff person in
21 relevant comparison schools (i.e., non-Title I or other Title I schools).

22
23 3. Curriculum Materials and Instructional Supplies

24
25 Curriculum materials and instructional supplies will be provided to schools with
26 the same grade spans on a per-pupil cost factor to assure that all children have
27 access to the same level of state and local resources regardless of whether they
28 attend a Title I or non-Title I school.

29
30 Title I Parent Involvement

31
32 In order to achieve the level of Title I parent involvement desired by District policy on this topic,
33 these procedures guide the development of each school’s annual plan designed to foster a cooperative
34 effort among parents, school, and community.

35
36 Guidelines

37
38 Parent involvement activities developed at each school will include opportunities for:

- 39
40 • Volunteering;
41 • Parent education;
42 • Home support for the child’s education;
43 • Parent participation in school decision making.

44
45 The school system will provide opportunities for professional development and resources for staff
46 and parents/community regarding effective parent involvement practices.

1
2
3
4 Roles and Responsibilities
5

6 **Parents**
7

8 It is the responsibility of the parent to:

- 9 • Actively communicate with school staff;
10 • Be aware of rules and regulations of school;
11 • Take an active role in the child's education by reinforcing at home the skills and knowledge
12 the student has learned in school;
13 • Utilize opportunities for participation in school activities.
14

15 **Staff**
16

17 It is the responsibility of staff to:

- 18 • Develop and implement a school plan for parent involvement;
19 • Promote and encourage parent involvement activities;
20 • Effectively and actively communicate with all parents about skills, knowledge, and attributes
21 students are learning in school and suggestions for reinforcement;
22 • Send information to parents of Title I children (including parents of migrant children if
23 applicable) in a format and, to the extent practicable, in a language the parents can
24 understand.
25

26 **Community**
27

28 Community members who volunteer in the schools have the responsibility to:

- 29 • Be aware of rules and regulations of the school;
30 • Utilize opportunities for participation in school activities.
31

32 **Administration**
33

34 It is the responsibility of the administration to:

- 35 • Facilitate and implement the Title I Parent Involvement Policy and Plan;
36 • Provide training and space for parent involvement activities;
37 • Provide resources to support successful parent involvement practices;
38 • Provide in-service education to staff regarding the value and use of contributions of parents
39 and how to communicate and work with parents as equal partners;
40 • Send information to parents of Title I children (including parents of migrant children if
41 applicable) in a format and, to the extent practicable, in a language the parents can
42 understand.
43

44 Procedure History:

45 Promulgated on: 03/11/2004

46 **Adopted 1st reading on: 10/13/21**

47 **Adopted 2nd reading on:**

2
3 **INSTRUCTION**

4
5 Special Education

6
7 The District shall provide a free appropriate public education and necessary related services to all
8 children with disabilities residing within the District, as required under the Individuals with
9 Disabilities Education Act (IDEA), provisions of Montana law, and the Americans with
10 Disabilities Act.

11
12 For students eligible for services under IDEA, the District will follow procedures for
13 identification, evaluation, placement, and delivery of service to children with disabilities, as
14 provided in the current *Montana State Plan under Part B of IDEA*.

15
16 The District may maintain membership in one or more cooperative associations which may assist
17 in fulfilling the District’s obligations to its disabled students.

18
19
20
21 Legal Reference: Americans with Disabilities Act, 42 U.S.C. § 12101, et seq.
22 Individuals with Disabilities Education Act, 20 U.S.C. § 1400, et seq.
23 § 20-7-Part Four, MCA Special Education for Exceptional Children
24

25 Policy History:

26 Adopted on: 08/14/1994

27 Revised on: 05/17/2001

28 **Adopted 1st reading on: 10/13/21**

29 **Adopted 2nd reading on:**

2
3 **INSTRUCTION**

4
5 Special Education

6
7 Child Find

8
9 The District shall be responsible for the coordination and management of locating, identifying,
10 and evaluating all disabled children ages zero (-0-) through twenty-one (21). Appropriate staff
11 will design the District’s Child Find plan in compliance with all state and federal requirements
12 and with assistance from special education personnel who are delegated responsibility for
13 implementing the plan.

14
15 The District’s plan will contain procedures for identifying suspected disabled students in private
16 schools as identified in 34 C.F.R. 530.130 and 530.131(f), students who are home schooled,
17 homeless children, as well as public facilities located within the geographic boundaries of the
18 District. These procedures shall include screening and development criteria for further
19 assessment. The plan must include locating, identifying, and evaluating highly mobile children
20 with disabilities and children who are suspected of being a child with a disability and in need of
21 special education, even though the child is and has been advancing from grade to grade. The
22 District’s Child Find Plan must set forth the following:

- 23
- 24 1. Procedures used to annually inform the public of all child find activities, for children zero
- 25 through twenty-one;
- 26 2. Identity of the special education coordinator;
- 27 3. Procedures used for collecting, maintaining, and reporting data on child identification;
- 28 4. Procedures for Child Find Activities (including audiological, health, speech/language,
- 29 and visual screening and review of data or records for students who have been or are
- 30 being considered for retention, delayed admittance, long-term suspension or expulsion or
- 31 waiver of learner outcomes) in each of the following age groups:
- 32 A. Infants and Toddlers (Birth through Age 2)
- 33 Procedures for referral of infants and toddlers to the appropriate early intervention
- 34 agency, or procedures for conducting child find.
- 35 B. Preschool (Ages 3 through 5)
- 36 Part C Transition planning conferences; frequency and location of screenings;
- 37 coordination with other agencies; follow-up procedures for referral and
- 38 evaluation; and procedures for responding to individual referrals.
- 39 C. In-School (Ages 6 through 18)
- 40 Referral procedures, including teacher assistance teams, parent referrals, and
- 41 referrals from other sources; and follow-up procedures for referral and evaluation.
- 42 D. Post-School (Ages 19 through 21)
- 43 Individuals who have not graduated from high school with a regular diploma and
- 44 who were not previously identified. Describe coordination efforts with other
- 45 agencies.
- 46

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2
3
4 E. Private Schools (This includes home schools.)
5 Child find procedures addressing the provisions of A.R.M. 10.16.3125(1); follow-
6 up procedures for referral and evaluation.

7 F. Homeless Children

8 G. Dyslexia

9 The School District shall establish procedures to ensure that all resident children
10 with disabilities, including specific learning disabilities resulting from dyslexia,
11 are identified and evaluated for special education and related services as early as
12 possible. The screening instrument must be administered to:

13 (A) a child in the first year that the child is admitted to a school of the
14 district up to grade 2; and

15 (B) a child who has not been previously screened by the district and who
16 fails to meet grade-level reading benchmarks in any grade;

17
18 The screening instrument shall be administered by an individual with an
19 understanding of, and training to identify, signs of dyslexia designed to assess
20 developmentally appropriate phonological and phonemic awareness skills.

21
22 If a screening suggests that a child may have dyslexia or a medical professional
23 diagnosis a child with dyslexia, the child's school district shall take steps to
24 identify the specific needs of the child and implement best practice interventions
25 to address those needs. This process may lead to consideration of the child's
26 qualification as a child with a disability under this policy.

27
28 Procedures for Evaluation and Determination of Eligibility

29
30 Procedures for evaluation and determination of eligibility for special education and related
31 services are conducted in accordance with the procedures and requirements of 34 C.F.R.
32 300.301-300.311 and the following state administrative rules:

33
34 10.16.3320 - Referral;

35 10.60.103 - Identification of Children with Disabilities;

36 10.16.3321 - Comprehensive Educational Evaluation Process;

37
38 Procedural Safeguards and Parental Notification

39
40 The District implements the procedural safeguard procedures as identified in 34 C.F.R. 300.500 -
41 300.530.

42
43 A copy of the procedural safeguards available to the parents of a child with a disability must be
44 given to the parents only one (1) time a school year, except that a copy also must be given to the
45 parents:

- 1
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- 3
- 4 • Upon initial referral or parent request for evaluation;
- 5 • Upon receipt of the first state complaint under 34 CFR 300.151 through 300.153 and
- 6 upon receipt of the first due process complaint under 34 CFR 300.507 in a school year;
- 7 • In accordance with the discipline procedures in 34 CFR 300.530(h) (...on the date on
- 8 which the decision is made to make a removal that constitutes a change of placement of a
- 9 child with a disability because of a violation of a code of student conduct, the LEA
- 10 must...provide the parents the procedural safeguards notice); and
- 11 • Upon request by a parent.
- 12

13 A public agency also may place a current copy of the procedural safeguard notice on its internet
14 website, if a website exists. [34 CFR 300.504(a) and (b)] [20 U.S.C. 1415(d)(1)]

15
16 The referral for special education consideration may be initiated from any source, including
17 school personnel. To initiate the process, an official referral form must be completed and signed
18 by the person making the referral. The District shall accommodate a parent who cannot speak
19 English and therefore cannot complete the District referral form. Recognizing that the referral
20 form is a legal document, District personnel with knowledge of the referral shall bring the
21 referral promptly to the attention of the Evaluation Team.

22
23 The District shall give written notice to the parent of its recommendation to evaluate or not to
24 evaluate the student. The parent will be fully informed concerning the reasons for which the
25 consent to evaluate is sought. Written parental consent will be obtained before conducting the
26 initial evaluation or before reevaluating the student.

27
28 The recommendation to conduct an initial evaluation or reevaluation shall be presented to the
29 parents in their native language or another mode of communication appropriate to the parent. An
30 explanation of all the procedural safeguards shall be made available to the parents when their
31 consent for evaluation is sought. These safeguards will include a statement of the parents' rights
32 relative to granting the consent.

33 34 Evaluation of Eligibility

35
36 Evaluation of eligibility for special education services will be consistent with the requirements of
37 34 C.F.R. 300.301 through 300.311 regarding Procedures for Evaluation and Determination of
38 Eligibility; and shall also comply with A.R.M. 10.16.3321.

39 40 Individualized Education Programs

41
42 The District develops, implements, reviews, and revises individualized education programs (IEP)
43 in accordance with the requirements and procedures of 34 C.F.R. 300.320-300.328.

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3
4 Least Restrictive Environment

5
6 To the maximum extent appropriate, children with disabilities, including children in public or
7 private institutions or other care facilities, are educated with children who are nondisabled, and
8 special classes, separate schooling, or other removal of children with disabilities from the regular
9 class occurs only if the nature or severity of the disability is such that education in regular
10 classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.
11 Educational placement decisions are made in accordance with A.R.M. 10.16.3340 and the
12 requirements of 34 C.F.R. 300.114 - 300.120, and a continuum of alternate placements is
13 available as required in 34 C.F.R. 300.551.
14

15 Children in Private Schools/Out-of District Placement

16
17 Children with a disability placed in or referred to a private school or facility by the District, or
18 other appropriate agency, shall receive special education and related services in accordance with
19 the requirements and procedures of 34 C.F.R. 300.145 through 300.147 and A.R.M. 10.16.3122.
20

21 As set forth under 34 C.F.R. 300.137, children with a disability placed in or referred to a private
22 school or facility by parents do not have an individual right to special education and related
23 services at the District's expense. When services are provided to children with disabilities
24 placed by parents in private schools, the services will be in accordance with the requirements and
25 procedures of 34. C.F.R. 300.130 through 300.144, and 300.148.
26

27 Impartial Due Process Hearing

28
29 The District shall conduct the impartial hearing in compliance with the Montana Administrative
30 Rules on matters pertaining to special education controversies.
31

32 Special Education Records and Confidentiality of Personally Identifiable Information

33
34 A. Confidentiality of Information

35
36 The District follows the provisions under the Family Educational Rights and Privacy Act and
37 implements the procedures in 34 C.F.R. 300.610-300.627, § 20-1-213, MCA, and A.R.M.
38 10.16.3560.
39

40 B. Access Rights

41
42 Parents of disabled students and students eighteen (18) years or older, or their representative,
43 may review any educational records which are designated as student records collected,
44 maintained, and used by the District. Review shall normally occur within five (5) school days
45 and in no case longer than forty-five (45) days. Parents shall have the right to an explanation or
46 interpretation of information contained in the record. Non-custodial parents shall have the same

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3
4 right of access as custodial parents, unless there is a legally binding document specifically
5 removing that right.

6
7 C. List of Types and Locations of Information.

8
9 A list of the records maintained on disabled students shall be available in the District office.
10 Disabled student records shall be located in the **school**, where they are available for review by
11 authorized District personnel, parents, and adult students. Special education teachers will
12 maintain an IEP file in their classrooms. These records will be maintained under the direct
13 supervision of the teacher and will be located in a locked file cabinet. A record-of-access sheet
14 in each special education file will specify the District personnel who have a legitimate interest in
15 viewing these records.

16
17 D. Safeguards

18
19 The District will identify in writing the employees who have access to personally identifiable
20 information, and provide training on an annual basis to those staff members.

21
22
23 E. Destruction of Information

24
25 The District will inform parents five (5) years after the termination of special education services
26 that personally identifiable information is no longer needed for program purposes. Medicaid
27 reimbursement records must be retained for a period of at least six years and three months from
28 the date on which the service was rendered or until any dispute or litigation concerning the
29 services is resolved, whichever is later. The parent will be advised that such information may be
30 important to establish eligibility for certain adult benefits. At the parent's request, the record
31 information shall either be destroyed or made available to the parent or to the student if eighteen
32 (18) years or older. Reasonable effort shall be made to provide the parent with notification sixty
33 (60) days prior to taking any action on destruction of records. Unless consent has been received
34 from the parent to destroy the record, confidential information will be retained for five (5) years
35 beyond legal school age.

36
37 F. Children's Rights

38
39 Privacy rights shall be transferred from the parent to an adult student at the time the student
40 attains eighteen (18) years of age, unless some form of legal guardianship has been designated
41 due to the severity of the disabling condition.

42
43 Discipline

44
45 Students with disabilities may be suspended from school the same as students without disabilities
46 for the same infractions or violations for up to ten (10) consecutive school days. Students with

1
2
3
4 disabilities may be suspended for additional periods of no longer than ten (10) consecutive
5 school days for separate, unrelated incidents, so long as such removals do not constitute a change
6 in the student's educational placement. However, for any additional days of removal over and
7 above ten (10) school days in the same school year, the District will provide educational services
8 to a disabled student, which will be determined in consultation with at least one (1) of the child's
9 teachers, determining the location in which services will be provided. The District will
10 implement the disciplinary procedures in accord with the requirements of CFR 300.530-300.537.
11
12
13

14	Legal Reference:	34 CFR 300.1, et seq.	Individuals with Disabilities Act (IDEA)
15		§ 20-1-213, MCA	Transfer of school records
16		10.16.3122 ARM	Local Educational Agency Responsibility for Students with Disabilities
17			
18		10.16.3220 ARM	Program Narrative
19		10.16.3321 ARM	Comprehensive Educational Evaluation Process
20		10.16.3340 ARM	Individualized Education Program and Placement Decisions
21			
22		10.16.3560 ARM	Special Education Records
23		10.60.103 ARM	Identification of Children with Disabilities
24		37.85.414 ARM	Maintenance of Records and Auditing (Medicaid)
25		Chapter 227 (2019)	Montana Dyslexia Screening and Intervention Act
26			
27			

28 Procedure History:

29 **Adopted 1st reading on: 10/13/21**
30 **Adopted 2nd reading on:**

2
3 **INSTRUCTION**

4
5 Section 504 of the Rehabilitation Act of 1973 (“Section 504”)

6
7 It is the intent of the District to ensure that students who are disabled within the definition of
8 Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with
9 appropriate educational services. For those students who need or are believed to need special
10 instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the
11 District shall establish and implement a system of procedural safeguards. The safeguards shall
12 cover students’ identification, evaluation, and educational placement. This system shall include:
13 notice, an opportunity for the student’s parent or legal guardian to examine relevant records, an
14 impartial hearing with opportunity for participation by the student’s parent or legal guardian, and
15 a review procedure.
16
17
18

19 Legal Reference: Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
20 ADA Amendments Act of 2008
21 34 C.F.R. §104.1 *et seq.* Purpose
22 34 C.F.R. §104.35 Evaluation and Placement
23 34 C.F.R. §104.36 Procedural safeguards
24

25 Policy History:

26 **Adopted 1st reading on: 10/13/21**

27 **Adopted 2nd reading on:**

2
3 **INSTRUCTION**

4
5 Section 504 of the Rehabilitation Act of 1973 (“Section 504”)

6
7 (1) Impartial Due Process Hearing. If the parent or legal guardian of a student who qualifies
8 under Section 504 for special instruction or related services disagrees with a decision of
9 the District with respect to: (1) the identification of the child as qualifying for Section
10 504; (2) the District’s evaluation of the child; and/or (3) the educational placement of the
11 child, the parents of the student are entitled to certain procedural safeguards. The student
12 shall remain in his/her current placement until the matter has been resolved through the
13 process set forth herein.

14
15 A. The District shall provide written notice to the parent or legal guardian of a
16 Section 504 student, prior to initiating an evaluation of the child and/or
17 determining the appropriate educational placement of the child, including special
18 instruction and/or related services;

19
20 B. Upon request, the parent or legal guardian of the student shall be allowed to
21 examine all relevant records relating to the child’s education and the District’s
22 identification, evaluation, and/or placement decision;

23
24 C. The parent or legal guardian of the student may make a request in writing for an
25 impartial due process hearing. The written request for an impartial due process
26 hearing shall identify with specificity the areas in which the parent or legal
27 guardian is in disagreement with the District;

28
29 D. Upon receipt of a written request for an impartial due process hearing, a copy of
30 the written request shall be forwarded to all interested parties within three (3)
31 business days;

32
33 E. Within ten (10) days of receipt of a written request for an impartial due process
34 hearing, the District shall select and appoint an impartial hearing officer who has
35 no professional or personal interest in the matter. In that regard, the District may
36 select a hearing officer from the list of special education hearing examiners
37 available at the Office of Public Instruction, the county superintendent, or any
38 other person who would conduct the hearing in an impartial and fair manner;

39
40 F. Once the District has selected an impartial hearing officer, the District shall
41 provide the parent or legal guardian and all other interested parties with notice of
42 the person selected;

43
44 G. Within five (5) days of the District’s selection of a hearing officer, a prehearing
45 conference shall be scheduled to set a date and time for a hearing, identify the
46 issues to be heard, and stipulate to undisputed facts to narrow the contested

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2
3
4 factual issues;

- 5
6 H. The hearing officer shall, in writing, notify all parties of the date, time, and
7 location of the due process hearing;
8
9 I. Anytime prior to the hearing, the parties may mutually agree to submit the matter
10 to mediation. A mediator may be selected from the Office of Public Instruction's
11 list of trained mediators;
12
13 J. At the hearing, the District and the parent or legal guardian may be represented by
14 counsel;
15
16 K. The hearing shall be conducted in an informal but orderly manner. Either party
17 may request that the hearing be recorded. Should either party request that the
18 hearing be recorded, it shall be recorded using either appropriate equipment or a
19 court reporter. The District shall be allowed to present its case first. Thereafter
20 the parent or legal guardian shall be allowed to present its case. Witnesses may
21 be called to testify, and documentary evidence may be admitted; however,
22 witnesses will not be subject to cross-examination, and the Montana Rules of
23 Evidence will not apply. The hearing officer shall make all decisions relating to
24 the relevancy of all evidence intended to be presented by the parties. Once all
25 evidence has been received, the hearing officer shall close the hearing. The
26 hearing officer may request that both parties submit proposed findings of fact,
27 conclusions, and decision;
28
29 L. Within twenty (20) days of the hearing, the hearing examiner should issue a
30 written report of his/her decision to the parties;
31
32 M. Appeals may be taken as provided by law. The parent or legal guardian may
33 contact the Office of Civil Rights, 912 2nd Avenue, Seattle, WA 98714-1099;
34 (206) 220-7900.
35

- 36 (2) Uniform Complaint Procedure. If a parent or legal guardian of the student alleges that
37 the District and/or any employee of the District has engaged in discrimination or
38 harassment of the student, the parent or legal guardian will be required to proceed
39 through the District's Uniform Complaint Procedure.
40

41 Legal Reference: 34 C.F.R. 104.36 Procedural safeguards

42
43 Procedure History:

44 **Adopted 1st reading on: 10/13/21**

45 **Adopted 2nd reading on:**

2
3 INSTRUCTION

4
5 Significant Writing Program

6
7 **OPTION 1:**

8
9 ~~The Board of Trustees has determined that a significant writing program is critical for the~~
10 ~~education program of the students. The significant writing program has been developed by~~
11 ~~the administration and staff and approved by the Board. Teachers with a significant~~
12 ~~writing program shall have a maximum load of 100 students per day.~~

13
14
15 **OPTION 2:**

16
17 The Board of Trustees has determined that incorporating an independent significant writing
18 program in the District is not possible given the financial status of the district, the number of
19 staff employed, and the time available within the class schedule. Writing will be incorporated in
20 all aspects of the curriculum.

21
22 Legal References: 10.55.701(2) (p) ARM
23 10.55.713 (4) ARM

Board of Trustees
Teacher Load and Class Size

24
25 Policy History:

26 **Adopted 1st reading on: 10/13/21**

27 **Adopted 2nd reading on:**

2
3 **INSTRUCTION**

4
5 Community and Adult Education

6
7 Efforts ~~will~~ **may** be made to ~~maximize the~~ use **of** public school facilities and resources, realizing
8 that education is a lifelong process involving the whole community. The District **may** makes its
9 resources available to everyone within the limits of budget, staff, and classroom space. Daytime
10 and/or evening use of classrooms, shops, and labs should be encouraged provided there is no
11 interference with or impairment of the regular school program. Course offerings **shall** may be
12 developed in cooperation with community representatives.
13

14
15
16 Legal Reference: § 20-7-703, MCA Trustees' policies for adult education

17
18 Policy History:

19 Adopted on: 08/14/1994

20 Reviewed on:

21 Revised on: 03/11/2004

22 **Adopted 1st reading on: 10/13/21**

23 **Adopted 2nd reading on:**

2
3 **INSTRUCTION**

4
5 Library Materials

6
7 School library and classroom library books are primarily for use by District students and staff.
8 Library books may be checked out by either students or staff. Individuals who check out books
9 are responsible for the care and timely return of those materials. The building principal may
10 assess fines for damaged or unreturned books.

11
12 District residents and parents or guardians of non-resident students attending the District may be
13 allowed use of library books, at the discretion of the building principal. However, such access
14 shall not interfere with regular school use of those books. Use of library books outside of the
15 District is prohibited except for inter-library loan agreements with other libraries.

16
17 Any individual may challenge the selection of materials for the library/media center. The
18 Uniform Complaint Procedure will be utilized to determine if challenged material is properly
19 located in the library.

20
21
22
23 Cross Reference: 1700 Uniform Complaint Procedure
24 2314 Learning Materials Review

25
26 Legal Reference: § 20-4-402(5), MCA Duties of district superintendent or county high
27 school principal
28 § 20-7-203, MCA Trustees' policies for school library
29 § 20-7-204, MCA School library book selection

30
31 Policy History:

32 **Adopted 1st reading on: 10/13/21**

33 **Adopted 2nd reading on:**

2
3 **INSTRUCTION**

4
5 Selection of Library Materials

6
7 The District has libraries in every school, with the primary objective of implementing and
8 supporting the educational program in the schools. It is the objective of these libraries to provide
9 a wide range of materials on all appropriate levels of difficulty, with diversity of appeal and the
10 presentation of different points of view.

11
12 The provision of a wide variety of library materials at all reading levels supports the District’s
13 basic principle that the school in a free society assists all students to develop their talents fully so
14 that they become capable of contributing to the further good of that society.

15
16 In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent
17 in the First Amendment of the Constitution of the United States and guided by the principles set
18 forth in the American Library Association’s Library Bill of Rights and its interpretation for
19 school libraries.

20
21 The District superintendent is responsible for selection of library materials. Ultimate
22 responsibility for the selection of library materials rests with the Board of Trustees, School
23 District #38.

24
25 The library materials selection process is delegated to the school principal and librarian. ~~All~~
26 ~~library materials chosen are subject to review and final approval by the Superintendent~~
27 ~~and Board of Trustees.~~ Any materials in question can be reviewed by the Superintendent and
28 Board of Trustees using Policy 1700.

29
30
31
32 Legal reference: § 20-4-402(5), MCA Duties of district superintendent or county high
33 school principal

34 § 20-7-203, MCA Trustees’ policies for school library

35 § 20-7-204, MCA School library book selection

36 Library Bill of Rights

37 American Library Association

38
39 Policy History:

40 Adopted on: 08/14/1994

41 Reviewed on:

42 Revised on: 04/22/2004

43 Adopted 1st reading on: 10/13/21

44 Adopted 2nd reading on:

2
3 **INSTRUCTION**

4
5 Selection of Library Materials

6
7 Selection of library materials is a professional task conducted by library staff. In selecting
8 library materials, the librarian will evaluate the existing collection; assess curricula needs;
9 examine materials; and consult reputable, professionally prepared selection aids.

10
11 Weeding

12
13 When materials no longer meet criteria for selection, they will be weeded. Weeding is a
14 necessary aspect of selection, since every library will contain works which may have answered a
15 need at the time of acquisition, but which, with the passage of time, have become obsolete,
16 dated, unappealing, or worn out.

17
18 Discarded materials will be ~~clearly stamped~~ **labeled discarded**:

19
20 **~~“WITHDRAWAL FROM BIGFORK PUBLIC SCHOOL LIBRARY”~~**

21
22 Materials will be discarded in compliance with § 20-6-604, MCA. When the decision to sell or
23 dispose of library materials is made, the Board will adopt a resolution to sell or otherwise
24 dispose of the material because it is or is about to become abandoned, obsolete, undesirable, or
25 unsuitable for the school purposes of the District. The Board will publish a notice of the
26 resolution in the newspaper of general circulation. The resolution may not become effective for
27 fourteen (14) days after notice is published.

28
29 Gifts

30
31 Gift materials may be accepted with the understanding they must meet criteria set for book
32 selection.

33
34
35
36 Procedure History:

37 Promulgated on: 04/22/2004

38 **Adopted 1st reading on: 10/13/21**

39 **Adopted 2nd reading on:**

2
3 **INSTRUCTION**

4
5 Instructional Materials

6
7 The Board is legally responsible to approve and to provide the necessary instructional materials
8 used in the District. Textbooks and instructional materials should provide quality learning
9 experiences for students and:

- 10
- 11 • Enrich and support the curriculum;
- 12 • Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical
- 13 standards;
- 14 • Provide background information to enable students to make intelligent judgments;
- 15 • Present opposing sides of controversial issues;
- 16 • Be representative of the many religious, ethnic, and cultural groups and their
- 17 contributions to our American heritage;
- 18 • Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of
- 19 American society.

20
21 Basic instructional course material in the fundamental skill areas of language arts, mathematics,
22 science, and social studies should be reviewed at intervals not exceeding five (5) years, or
23 consistent with the state’s standards revision schedule that are consistent with the goals of the
24 continuous school improvement plan. All instructional materials must be sequential and must be
25 compatible with previous and future offerings.

26
27 Instructional materials may be made available for loan to students when the best interest of the
28 District and student will be served by such a decision. Students will not be charged for normal
29 wear. They will be charged replacement cost, however, as well as for excessive wear,
30 unreasonable damage, or lost materials. The professional staff will maintain records necessary
31 for the proper accounting of all instructional materials.

32
33
34
35 Cross Reference: 2314 Learning Materials Review

36	Legal Reference:	§ 20-4-402, MCA	Duties of district superintendent or county high school principal
37		§ 20-7-601, MCA	Free textbook provisions
38		§ 20-7-602, MCA	Textbook selection and adoption
39		<u>10.55.603(4)(b), ARM</u>	Curriculum and Assessment

40
41
42
43 Policy History:

44 Adopted on: 04/22/2004

45 **Adopted 1st reading on: 10/13/21**

46 **Adopted 2nd reading on:**

2
3 **INSTRUCTION**

4
5 Copyright

6
7 The District recognizes that federal law makes it illegal to duplicate copyrighted materials
8 without authorization of the holder of the copyright, except for certain exempt purposes. Severe
9 penalties may be imposed for unauthorized copying or use of audio, visual, digital, or printed
10 materials and computer software, unless the copying or use conforms to the “fair use” doctrine.

11
12 Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is
13 permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or
14 research.

15
16 Under the fair use doctrine, each of the following four standards must be met in order to use the
17 copyrighted document:

- 18 • Purpose and Character of the Use – The use must be for such purposes as teaching or scholarship.
- 19 • Nature of the Copyrighted Work – The type of work to be copied.
- 20 • Amount and Substantiality of the Portion Used – Copying the whole of a work cannot be
- 21 considered fair use; copying a small portion may be if these guidelines are followed.
- 22 • Effect of the Use Upon the Potential Market for or value of the Copyrighted Work – If resulting
- 23 economic loss to the copyright holder can be shown, even making a single copy of certain
- 24 materials may be an infringement, and making multiple copies presents the danger of greater
- 25 penalties.

26
27 While the District encourages its staff to enrich learning programs by making proper use of
28 supplementary materials, it is the responsibility of staff to abide by District copying procedures
29 and obey requirements of law. Under no circumstances will it be necessary for staff to violate
30 copyright requirements in order to properly perform their duties. The District cannot be
31 responsible for any violations of the copyright law by its staff.

32
33 Any staff member who is uncertain as to whether reproducing or using copyrighted material
34 complies with District procedures or is permissible under the law should consult the
35 Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or
36 use protected materials, when such authorization is required.

37
38
39 Legal Reference: 17 USC 101 - 1332 Federal Copyright Law of 1976

40
41
42 Policy History:

43 Adopted on: 08/14/1994

44 Revised on: 04/05/2001

45 **Adopted 1st reading on: 10/13/21**

46 **Adopted 2nd reading on:**

2
3 **INSTRUCTION**

4
5 Copyright Compliance

6
7 Authorized Reproduction and Use of Copyrighted Material in Print

- 8
- 9 • Materials on the Internet should be used with caution since they may, and likely are, copyrighted.
- 10 • Proper attribution (author, title, publisher, place and date of publication) should always be given.
- 11 • Notice should be taken of any alterations to copyrighted works, and such alterations should only
- 12 be made for specific instructional objectives.
- 13 • Care should be taken in circumventing any technological protection measures. While materials
- 14 copied pursuant to fair use may be copied after circumventing technological protections against
- 15 unauthorized copying, technological protection measures to block access to materials may not be
- 16 circumvented.

17
18 In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an
19 article from a newspaper or periodical; a short story, short essay, or short poem; or a chart, graph,
20 diagram, drawing, cartoon, or picture from a book, periodical, or newspaper. A teacher may make
21 multiple copies, not exceeding more than one (1) per student, for classroom use if the copying meets the
22 tests of “brevity, spontaneity and cumulative effect” set by the following guidelines. Each copy must
23 include a notice of copyright.

24
25 1. Brevity

- 26
- 27 a. A complete poem, if less than 250 words and two pages long, may be copied; excerpts
- 28 from longer poems cannot exceed 250 words.
- 29 b. Complete articles, stories or essays of less than 2500 words or excerpts from prose works
- 30 less than 1000 words or 10% of the work, whichever is less, may be copied; in any event,
- 31 the minimum is 500 words. (Each numerical limit may be expanded to permit the
- 32 completion of an unfinished line of a poem or prose paragraph.)
- 33 c. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue may
- 34 be copied. “Special” works cannot be reproduced in full; this includes children’s books
- 35 combining poetry, prose, or poetic prose.

36
37 2. Spontaneity. Should be at the “instance and inspiration” of the individual teacher when there is
38 not a reasonable length of time to request and receive permission to copy.

39
40 3. Cumulative Effect. Teachers are limited to using copied material for only one (1) course in the
41 school in which copies are made. No more than one (1) short poem, article, story or two (2)
42 excerpts from the same author may be copied, and no more than three (3) works can be copied
43 from a collective work or periodical issue during one (1) class term.

44
45
46 Teachers are limited to nine (9) instances of multiple copying for one (1) course during one (1)
47 class term. Limitations do not apply to current news periodicals, newspapers, and current news
48 sections of other periodicals.

1
2
3
4 Performances by teachers or students of copyrighted dramatic works without authorization from the
5 copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All
6 other performances require permission from the copyright owner.
7

8 The copyright law prohibits using copies to replace or substitute for anthologies, consumable works,
9 compilations, or collective works. "Consumable" works include: workbooks, exercises, standardized
10 tests, test booklets, and answer sheets. Teachers cannot substitute copies for the purchase of books,
11 publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term.
12 Copying cannot be directed by a "higher authority," and students cannot be charged more than actual cost
13 of photocopying. Teachers may use copyrighted materials in overhead or opaque projectors for
14 instructional purposes.
15

16 Authorized Reproduction and Use of Copyrighted Materials in the Library

17

18 A library may make a single copy or three digital copies of:

- 19 • An unpublished work which is in its collection;
- 20 • A published work in order to replace it because it is damaged, deteriorated, lost or stolen,
21 provided the unused replacement cannot be obtained at a fair price.
- 22 • A work that is being considered for acquisition, although use is strictly limited to that decision.
23 Technological protection measures may be circumvented for purposes of copying materials in
24 order to make an acquisition decision.
25

26 A library may provide a single copy of copyrighted material to a student or staff member at no more than
27 the actual cost of photocopying. The copy must be limited to one (1) article of a periodical issue or a
28 small part of other material, unless the library finds that the copyrighted work cannot be obtained
29 elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy
30 shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to
31 be used only for private study, scholarship, or research. Any other use may subject the person to liability
32 for copyright infringement.
33

34 At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or
35 multiple copies designated in "Authorized Reproduction and Use of Copyrighted Material in Print."
36

37 Authorized Reproduction and Use of Copyrighted Music or Dramatic Works

38

39 Teachers may:

- 40 • Make a single copy of a song, movement, or short section from a printed musical or dramatic
41 work that is unavailable except in a larger work for purposes of preparing for instruction;
- 42 • Make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical
43 work if it is to be used for academic purposes other than performance, provided that the excerpt
44 does not comprise a part of the whole musical work which would constitute a performable unit
45 such as a complete section, movement, or song;
- 46 • In an emergency, a teacher may make and use replacement copies of printed music for an
47 imminent musical performance when the purchased copies have been lost, destroyed or are
48 otherwise not available.
- 49 • Make and retain a single recording of student performances of copyrighted material when it is
50 made for purposes of evaluation or rehearsal;

- Make and retain a single copy of excerpts from recordings of copyrighted musical works for use as aural exercises or examination questions; and,
- Edit or simplify purchased copies of music or plays provided that the fundamental character of the work is not distorted. Lyrics shall not be altered or added if none exist.

Performance by teachers or students of copyrighted musical or dramatic works is permitted without the authorization of the copyright owner as part of a teaching activity in a classroom or instructional setting. The purpose shall be instructional rather than for entertainment.

Performances of nondramatic musical works that are copyrighted are permitted without the authorization of the copyright owner, provided that:

- The performance is not for a commercial purpose;
- None of the performers, promoters or organizers are compensated; and,
- Admission fees are used for educational or charitable purposes only.

All other musical and dramatic performances require permission from the copyright owner. Parents or others wishing to record a performance should check with the sponsor to ensure compliance with copyright.

Recording of Copyrighted Programs

Television programs, excluding news programs, transmitted by commercial and non-commercial television stations for reception by the general public without charge may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a school for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of this retention period, all off-air recordings must be erased or destroyed immediately. Certain programming such as that provided on public television may be exempt from this provision; check with the *[principal, teacher or teacher librarian – choose all that apply or add others]* or the subscription database, e.g. united streaming.

USE OF INFORMATION RESOURCES REGULATION

Off-air recording may be used once by individual teachers in the course of instructional activities, and repeated once only when reinforcement is necessary, within a building, during the first 10 consecutive school days, excluding scheduled interruptions, in the 45 calendar day retention period. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each additional copy shall be subject to all provisions governing the original recording.

After the first ten consecutive school days, off-air recordings may be used up to the end of the 45 calendar day retention period only for evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum. Permission must be secured from the publisher before the recording can be used for instructional purposes after the 10 day period.

Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

Authorized Reproduction and Use of Copyrighted Computer Software

Schools have a valid need for high-quality software at reasonable prices. To assure a fair return to the authors of software programs, the school district shall support the legal and ethical issues involved in copyright laws and any usage agreements that are incorporated into the acquisition of software programs. To this end, the following guidelines shall be in effect:

- All copyright laws and publisher license agreements between the vendor and the school district shall be observed;
- Staff members shall take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment;
- A back-up copy shall be purchased, for use as a replacement when a program is lost or damaged. If the vendor is not able to supply a replacement, the school district shall make a back-up copy that will be used for replacement purposes only;
- A copy of the software license agreement shall be retained by the, *[board secretary, technology director or teacher-librarian - choose all that apply or add others]*; and,
- A computer program may be adapted by adding to the content or changing the language. The adapted program may not be distributed.

Fair Use Guidelines for Educational Multimedia

Students may incorporate portions of copyrighted materials in producing educational multimedia projects such as videos, Power Points, podcasts and web sites for a specific course, and may perform, display or retain the projects.

USE OF INFORMATION RESOURCES REGULATION

Educators may perform or display their own multimedia projects to students in support of curriculum-based instructional activities. These projects may be used:

- In face-to-face instruction;
- In demonstrations and presentations, including conferences;
- In assignments to students;
- For remote instruction if distribution of the signal is limited;
- Over a network that cannot prevent duplication for fifteen days, after fifteen days a copy may be saved on-site only; or,
- In their personal portfolios.

Educators may use copyrighted materials in a multimedia project for two years, after that permission must be requested and received.

The following limitations restrict the portion of any given work that may be used pursuant of fair use in an educational multimedia project:

- Motion media: ten percent or three minutes, whichever is less;
- Text materials: ten percent or 1,000 words, whichever is less;
- Poetry: an entire poem of fewer than 250 words, but no more than three poems from one author or five poems from an anthology. For poems of greater than 250 words, excerpts of up to 250 words may be used, but no more than three excerpts from one poet or five excerpts from an anthology;
- Music, lyrics and music video: Up to ten percent, but no more than thirty seconds. No alterations that change the basic melody or fundamental character of the work;
- Illustrations, cartoons and photographs: No more that five images by an artist, and no more than ten percent or fifteen images whichever is less from a collective work;
- Numerical data sets: Up to ten percent or 2,500 field or cell entries, whichever is less;

Fair use does not include posting a student or teacher’s work on the Internet if it includes portions of copyrighted materials. Permission to copy shall be obtained from the original copyright holder(s) before such projects are placed online. The opening screen of such presentations shall include notice that permission was granted and materials are restricted from further use.

Notices – Before including this section, make sure employees are ready to comply with it and notices are posted.

The [superintendent, principal, teacher, teacher-librarian, choose all that apply or add others] is responsible for ensuring that appropriate warning devices are posted. The warnings are to educate and warn individuals using school district equipment of the copyright law. Warning notices must be posted:

- *On or near copiers;*
- *On forms used to request copying services;*
- *On video recorders;*
- *On computers; and,*
- *At the library and other places where interlibrary loan orders for copies of materials are accepted.*

Procedure History:

Adopted 1st reading on: 10/13/21

Adopted 2nd reading on:

2
3 **INSTRUCTION**

2314

4
5 Learning Materials Review

6
7 ~~Citizens objecting to specific instructional materials used in the District are encouraged to~~
8 ~~discuss their concerns with the appropriate building principal. Should a satisfactory resolution~~
9 ~~not be reached, a formal complaint in writing may be submitted to the Superintendent. The~~
10 ~~formal complaint shall, at a minimum, provide a basis for the complaint as to why the specific~~
11 ~~instructional material is inappropriate and the desired resolution. Should the Superintendent find~~
12 ~~the complaint without merit and deny the resolution, the complainant may appeal to the Board of~~
13 ~~Trustees, who will have final authority in the matter.~~

14
15 Citizens objecting to specific materials used in the District are encouraged to submit a complaint
16 in writing using the Uniform Complaint Procedure (Policy 1700) and discuss the complaint with
17 the building principal prior to pursuing a formal complaint.

18
19 Learning materials, for the purposes of this policy, are considered to be any material used in
20 classroom instruction, library materials, or any materials to which a teacher might refer a student
21 as part of the course of instruction.

22
23
24
25 Cross Reference: 1700 Uniform Complaint Procedure

26
27 Policy History:

28 Adopted on: 04/22/2004

29 **Adopted 1st reading on: 10/13/21**

30 **Adopted 2nd reading on:**

2
3 INSTRUCTION

2330

4
5 Controversial Issues and Academic Freedom
6

7 Controversial issues include matters characterized by significant differences of opinion, usually
8 generated from differing and underlying values, beliefs, and interests, which produce significant
9 social tension. Controversy arising from such differences is inherent in a pluralistic society. An
10 important function of public education is to provide students with an understanding of how
11 controversial issues are dealt with in a democracy. This includes the opportunity to learn about the
12 issues, problems, and concerns of contemporary society; to form opinions; and to participate in
13 discussion of these issues and expressions of opinion in the classroom.

14
15 Teachers must adhere to the following guidelines when teaching about controversial issues and act
16 in conformance with state law and other district policies.

- 17
- 18 • **Instruction must follow approved curriculum and be appropriate for students.**
19 **Instruction that involves controversial issues and/or materials must be within the**
20 **district content standards and curriculum. The overriding educational purpose of**
21 **teaching about controversial issues or using controversial materials must be student**
22 **achievement in the academic subjects and students' civic development, rather than**
23 **reaching conclusions as to the correctness of any particular point of view. The**
24 **instruction must reflect due consideration of the maturity of the students, the values**
25 **of the community, sound professional judgment, and coordination with the**
26 **administration.**
 - 27
28 • **Guidelines on present controversial issues. Where controversial issues are taught,**
29 **teachers should make materials available to students concerning the various aspects**
30 **of the issues. Teachers may express their own viewpoints and opinions; however,**
31 **they must be professionally ethical, explain their reasons clearly, be open to**
32 **challenge, and present each side of an issue impartially. When teaching about**
33 **controversial issues, teachers must work cooperatively with their principal and**
34 **other administrators.**
 - 35
36 • **Use of learning resources. Teachers may not use learning resources that are not**
37 **approved by the district and that are controversial because of the manner or context**
38 **in which they discuss controversial issues. Examples of such material include, but**
39 **are not limited to, those that depict explicit sexual conduct,**
40
41 **graphic violence, profanities, drug use, or other socially undesirable behaviors, or**
42 **materials that are likely to divide the community along racial, ethnic, or religious**
43 **lines. If a teacher has a question as to whether a resource is controversial, he or she**
44 **should contact the principal.**
 - 45
46 • **Discipline for inappropriately teaching controversial issues. In matters relating to**
47 **controversial issues and learning materials, the Superintendent and Board of**
48 **Education will exercise final authority in deciding whether discussion of a**
49 **controversial issue follows established professional ethics, content standards, and**
50 **curriculum and is appropriate for students. If the Superintendent and/or board**

1 believe that a teacher is not following the above guidelines, appropriate penalties
2 and discipline will result, up to and including termination of a teacher's
3 employment.
4

5 The District will offer courses of study which will afford learning experiences appropriate to
6 levels of student understanding. The instructional program respects the right of students to face
7 issues, to have free access to information, to study under teachers in situations free from
8 prejudice, and to form, hold, and express their own opinions without personal prejudice or
9 discrimination.
10

11 Teachers will guide discussions and procedures with thoroughness and objectivity to acquaint
12 students with the need to recognize various points of view, importance of fact, value of good
13 judgment, and the virtue of respect for conflicting opinions.
14

15 The Board encourages and supports the concept of academic freedom, recognizing it as a
16 necessary condition to aid in maintaining an environment conducive to learning and to the free
17 exchange of ideas and information.
18

19 In a study or discussion of controversial issues or materials, however, the Board directs teaching
20 staff to take into account the following criteria:
21

- 22 1. Relative maturity of students;
- 23 2. District philosophy of education;
- 24 3. Community standards, morals, and values;
- 25 4. Necessity for a balanced presentation; and
- 26 5. Necessity to seek administrative counsel and guidance in such matters.
27
28
29

30 Legal Reference: Article X, Sec. 8, Montana Constitution - School district trustees
31 § 20-3-324(16) and (17), MCA Powers and duties
32

33 Policy History:

34 Adopted on: 04/22/2004

35 Adopted 1st reading on: 10/13/21

36 Adopted 2nd reading on:

2
3 **INSTRUCTION**

4
5 Participation in Commencement Exercises
6 Statement of Policy

7
8 A student’s right to participate in a commencement exercise of the graduating class at Big Fork High
9 School is an honor. As such, participation in this ceremony is reserved for those members of the
10 graduating class who have completed all state and local requirements for graduation before the date of the
11 ceremony. Students who complete their requirements after the date of commencement exercises will
12 receive their diplomas at that time.

13
14 Organization and Content of Commencement Exercises

15 The school district will permit students to honor their American Indian heritage through the display of
16 culturally significant tribal regalia at commencement ceremonies. Any item that promotes drug use,
17 weapon use, threats of violence, sexual harassment, bullying, or other intimidation, or violates another
18 district policy, state, or federal law may not be worn during graduation.

19
20 The school administration may invite graduating students to participate in high school graduation
21 exercises according to academic class standing or class officer status. Any student who, because of
22 academic class standing, is requested to participate may choose to decline the invitation.

23
24 The school administrators will review presentations and specific content, and may advise participants
25 about appropriate language for the audience and occasion. Students selected to participate may choose to
26 deliver an address, poem, reading, song, musical presentation, or any other pronouncement of their
27 choosing.

28
29 The printed program for a commencement exercise will include the following paragraphs:

30
31 *Any presentation by participants of graduation exercises is the private expression*
32 *of an individual participant and does not necessarily reflect any official position of the*
33 *District, its Board, administration, or employees, nor does it necessarily indicate the*
34 *views of any other graduates.*

35 *The Board recognizes that at graduation time and throughout the course of the*
36 *educational process, there will be instances when religious values, religious practices,*
37 *and religious persons will have some interaction with the public schools and students.*
38 *The Board, while not endorsing any religion, recognizes the rights of individuals to have*
39 *the freedom to express their individual political, social, or religious views.*

- 40
41 Legal Reference: Art. II, Sec. 5, Montana Constitution - Freedom of religion
42 Art. X, Sec. 1(2), Montana Constitution – Educational Goals and Duties
43 Art. X, Sec. 7, Montana Constitution - Nondiscrimination in education
44 § 20-5-201(3), MCA Duties and Sanctions
45 § 20-1-308, MCA Religious instruction released time program
46 § 20-7-112, MCA Sectarian publications prohibited and prayer permitted

47 Policy History:

48 **Adopted 1st reading on: 10/13/21**

49 **Adopted 2nd reading on:**

2
3 **INSTRUCTION**

2412

4
5 Early Graduation

6
7 Students who demonstrate a high degree of ability, maturity, responsibility and who have either a
8 medical or financial need or immediate post-high school educational plans may be considered for
9 early graduation. All applicants for early graduation must meet the following requirements:

- 10
11 -Complete all graduation requirements of School District #38 (See Policy 2410, 2410P)
12
13 - Apply for early graduation by the last day of the first semester of junior year
14
15 - Students seeking to graduate in six semesters must apply for early graduation by the last day
16 of the first semester of their Freshman year
17
18 -Successfully complete six semesters of high school
19
20 -Provide documentation of post-high school educational plans
21
22 -Arrange to complete ½ credit of senior English and ½ credit of senior American
23 Government through Bigfork High School or an accredited correspondence program (must be
24 approved by the high school principal prior to enrollment)
25
26 -Agree to forfeit all participation eligibility in MHSAA sponsored activities & sports after sixth
27 semester.

28
29 The student seeking early graduation must first discuss his/her plans with the school counselor. The
30 counselor will meet with the student and the student's parent(s) or guardian to fill out a *PETITION*
31 *FOR EARLY GRADUATION*. The completed form with student and parent (or guardian) signatures
32 and the counselor's recommendation will be submitted to the principal.
33

34 The high school principal upon receiving the petition will form a committee of at least two of the
35 student's current teachers who have had the student in class within the last semester. This committee
36 will meet with the student and his parent(s) or guardian. The student will review post-high school
37 plans with the committee. Following the meeting the committee will recommend or deny the petition.
38

39 Graduation diplomas will only be awarded at the Spring graduation ceremony.

40
41 Denials may be appealed to the Superintendent.

42
43 Procedure History:

44 Promulgated on: 11/04/1997

45 Revised on: 03/23/2011

46 **Adopted 1st reading on: 10/13/21**

47 **Adopted 2nd reading on:**

2
3 **INSTRUCTION**

4
5 Credit Transfer and Assessment for Placement

6
7 Grades 9-12

8
9 Requests for transfer of credit or grade placement from any non-accredited, nonpublic school
10 will be subject to examination and approval before being accepted by the District. This will be
11 done by the school counselor or principal or, in the case of home schools, by a credit evaluation
12 committee consisting of a counselor, a staff member from each subject area in which credit is
13 being requested, and a school principal.

14
15 The credit evaluation committee will:

- 16
17 1. Document that a student has spent approximately the same number of classroom hours in
18 home school as would have been spent in a regular class in the District;
19
20 2. Document that a student followed a curriculum essentially similar to that of a course for
21 which credit is requested;
22
23 3. Document that in the event of a credit request in a lab, industrial arts, or music course,
24 equipment and facilities were sufficient to meet required learning activities of the course;
25
26 4. Require that a student has satisfactorily passed, in all courses in which a final exam
27 normally is given, a final exam prepared and administered by a staff member in the Big
28 Fork Public School System.

29
30 The District will give credit only for home schools which have met all requirements as specified
31 in Montana law. Credit from home schools will be accepted only when a like course is offered
32 in the Big Fork Public School System.

33
34 The school transcripts will record courses taken in home schools or non-accredited schools by
35 indicating title of the course, school where the course was taken, and grade.

36
37 For the purpose of calculation of class rank, only those courses taken in an accredited school will
38 be used.

39
40 Grades 1-8

41
42 Requests from parents of students in non-accredited, nonpublic schools for placement in the Big
43 Fork Public School System will be evaluated by an assessment-for-placement team. That team
44 will include:

- 45
46 1. A school principal;

1
2
3
4 2. One (1) teacher of the grade in which the student is being considered for enrollment; and

5
6 3. One (1) counselor or school psychologist.

7
8 The assessment-for-placement team will cause the District-adopted norm-referenced test and/or
9 the end-of-the-year subject-matter test to be administered and scored. The assessment-for-
10 placement team will take into account the following in its recommendation for grade placement:

11
12 1. Documentation that the non-accredited, nonpublic school has provided a comparable
13 number of hours as the child would have attended in a public or private school;

14
15 2. That the child followed a similar curriculum as would have been provided in an
16 accredited public or private school;

17
18 3. That the result of the end-of-the-year test indicates the student has mastered most
19 prerequisite skills; and

20
21 4. That the child achieve a composite score in the average range or better on the Iowa Test
22 of Basic Skills for the grade levels parents are requesting credit be given.

23
24 Parents of students in home schools are encouraged to maintain a log documenting dates of
25 instruction, content of instruction, amount of time spent on that instruction, scores on tests, and
26 grades in all activities.

27
28 The District is not obligated to provide instructional materials for other public or private schools,
29 but requests for materials will be accommodated to best of the District's ability.

30
31 If a parent or guardian is not in agreement with the placement of the child, he/she may request a
32 hearing before the Board.

33
34
35
36 Legal Reference: § 20-5-110, MCA School district assessment for placement of a child
37 who enrolls from a nonaccredited, nonpublic school

38
39 Policy History:

40 Adopted on: 08/14/1994

41 Reviewed on: 03/24/2004

42 Adopted 1st reading on: 10/13/21

43 Adopted 2nd reading on:

2
3 **INSTRUCTION**

4
5 Recognition of Native American Cultural Heritage

6
7 The District recognizes the distinct and unique cultural heritage of Native Americans and is
8 committed in the District’s educational goals to the preservation of such heritage.

9
10 In furtherance of the District’s educational goals, the District is committed to:

- 11
- 12 • Working cooperatively with Montana Tribes in close proximity to the District, when
13 providing instruction, when implementing educational goals or adopting rules relating to
14 education of students in the District;
- 15
- 16 • Developing curriculum in all grades and program areas that includes the following
17 objectives
 - 18
 - 19 - Take into account individual and cultural diversity and differences among learners.
20 Cultural and language differences should be viewed as valuable and enriching
21 resources taking into account the unique needs of American Indian students and other
22 minority groups.
 - 23 - Develop an understanding of the values and contributions of Montana’s American
24 Indians for all students
 - 25 - Provide learning resources that are culturally relevant, inclusive, and current.
 - 26 - Provide books and instructional materials which reflect authentic and historical and
27 contemporary portrayals of American Indians.
- 28
- 29 • Providing necessary training for school personnel, with the objective of gaining an
30 understanding and awareness of Native American culture, which will assist the District’s
31 staff in its relations with Native American students and parents.
- 32

33 The Board may require certified staff to satisfy the requirements for instruction in American
34 Indian studies, set forth in § 20-1-503, MCA.

35
36
37 Legal Reference: Art. X, Sec. 1(2), Montana Constitution
38 §§ 20-1-501, et seq., MCA Indian Education for All
39 10.55.603 ARM Curriculum and Assessment
40 10.55.701 ARM Board of Trustees
41 10.55.803 ARM Learner Access

42
43 Policy History:

44 Adopted on: 05/03/2006
45 **Adopted 1st reading on: 10/13/21**
46 **Adopted 2nd reading on:**

2
3 **INSTRUCTION**

4
5 School Wellness

6
7 The Big Fork School District is committed to providing school environments that promote and protect
8 children’s health, well-being, and ability to learn by supporting healthy eating and physical activity.
9 Therefore, it is the policy of the Big Fork School District that:

10
11 The development of the school wellness policy, at a minimum, will include:

- 12 1. *Community involvement*, including input from teachers of physical education and school health
13 professionals, parents, students, school food service, the school Board, school administrators,
14 educators, and the public. Training of this team of people on the components of a healthy school
15 nutrition environment is recommended.
- 16 2. *Goals for nutrition education, nutrition promotion, physical activity, and other school-*
17 *based activities* that are designed to promote student wellness in a manner that the local
18 education agency determines appropriate.
- 19 3. *Implementation, Periodic Assessment, and Public Updates, including* expanding the purpose of
20 the team of collaborators beyond the development of a local wellness policy to also include the
21 implementation of the local wellness policy with periodic review and updates, inform and update
22 the public every three years, at a minimum, (including parents, students, and others in the
23 community) about the content and implementation of the local wellness policies, and to measure
24 periodically and make available to the public an assessment of the local wellness policy,
25 including:
 - 26 • The extent to which schools are in compliance with the local wellness policy;
 - 27 • The extent to which the LEA’s local wellness policy compares to model local school
28 wellness policies; and
 - 29 • The progress made in attaining the goals of the local wellness policy.
- 30 4. *Nutrition guidelines* for all foods available on each school campus under the local education
31 agency during the school day, with the objectives of promoting student health and nutrient-rich
32 meals and snacks. This includes food and beverages sold in a la carte sales, vending machines,
33 and student stores; and food and beverages used for classroom rewards and fundraising efforts.
- 34 5. *Guidelines for reimbursable school meals* to ensure that the District offers school meal programs
35 with menus meeting the meal patterns and nutrition standards established by the U.S. Department
36 of Agriculture.
- 37 6. *A plan for measuring implementation* of the local wellness policy, including designation of one
38 or more persons within the local education agency or at each school, as appropriate, charged with
39 operational responsibility for ensuring that each school fulfills the District’s local wellness policy.

40
41 The suggested guidelines for developing the wellness policy include:

42 **Nutrition Education and Nutrition Promotion**

43 All students K-12 shall receive nutrition education that teaches the knowledge and skills needed to adopt
44 healthy eating behaviors and is aligned with the *Montana’s Health Enhancement Society of Health and*
45 *Physical Educators (SHAPE) Health Education and Physical Education Content Standards*. Nutrition
46 education shall be integrated into the curriculum. Nutrition information and education shall be offered and
47 promoted throughout the school campus and based on the U.S. Dietary Guidelines for Americans. Staff
48 who provide nutrition education shall have the appropriate training, such as in health enhancement or
49 family and consumer sciences.

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5 **Health Enhancement and Physical Activity Opportunities**

6 The District shall offer health enhancement opportunities. Health enhancement shall equip
7 students with the knowledge, skills, and values necessary for lifelong physical activity. Health
8 enhancement instruction shall be aligned with the *Montana's Health Enhancement and National*
9 *Association of Sport and Physical Activity/American Alliance of Health, Physical Education,*
10 *Recreation and Dance Physical Education Content Standards and Benchmarks.*

11
12 All K-12 students of the District shall have the opportunity to participate regularly in supervised,
13 organized or unstructured, physical activities, to maintain physical fitness, and to understand the short-
14 and long-term benefits of a physically active and healthy lifestyle.

15
16 **Nutrition Standards**

17 The District shall ensure that reimbursable school meals and snacks meet the program requirements and
18 nutrition standards found in federal regulations. The District shall encourage students to make nutritious
19 food choices through accessibility, advertising and marketing efforts of healthful foods.

20
21 The District shall monitor all food and beverages sold or served to students, including those available
22 outside the federally regulated child nutrition programs (i.e., a la carte, vending, student stores, classroom
23 rewards, fundraising efforts), by meeting the United States Department of Agriculture (USDA) Smart
24 Snacks in Schools nutrition standards. Snacks provided to students during the school day without charge
25 (e.g. class parties) will meet standards set by the district. The Superintendent shall continually evaluate
26 vending policies and contracts. Vending contracts that do not meet the intent and purpose of this policy
27 shall be modified accordingly or not renewed.

28
29 **Other School-Based Activities Designed to Promote Student Wellness**

30 The District may implement other appropriate programs that help create a school environment that
31 conveys consistent wellness messages and is conducive to healthy eating and physical activity, such as
32 staff wellness programs, non-food reward system and fundraising efforts.

33
34 **Maintaining Student Wellness**

35 The Superintendent shall develop and implement administrative rules consistent with this policy. Input
36 from teachers, parents/guardians, students, school food service program, the school Board, school
37 administrators, and the public shall be considered before implementing such rules. A sustained effort is
38 necessary to implement and enforce this policy. The Superintendent shall measure how well this policy is
39 being implemented, managed, and enforced. The Superintendent shall report to the Board, as requested,
40 on the District's programs and efforts to meet the purpose and intent of this policy.

41
42 Legal Reference: PL 108-265 The Child Nutrition and WIC Reauthorization Act of 2004
43 PL 111-296 The Healthy, Hunger-Free Kids Act of 2010

44 Policy History:

45 Adopted on: 04/19/2006

46 **Adopted 1st reading on: 10/13/21**

47 **Adopted 2nd reading on:**