

SIDNEY SCHOOL DISTRICT
2000 Series
INSTRUCTION

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INSTRUCTION

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Educational Philosophy, Objectives and Goals

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

- To stimulate intellectual growth and curiosity;
- To provide fundamental career concepts and skills.
- To help the student develop sensitivity to the needs and values of others and a respect for individual and group differences;
- To develop an awareness of and appreciation for cultural diversity.

The administrative staff is responsible for apprising the Board of the educational program's current and future status.

The primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. The Board gives priority in the allocation of resources, including funds, time, personnel and facilities, to fulfilling this purpose.

Accreditation

The Board will review the state accreditation program standards annually and provide in each school building at least one copy of the standards for staff and public review. The Board acknowledges its responsibility for developing and implementing a curriculum designed to provide for sequential intellectual and skill development necessary for students to progress on a continuous basis from the elementary through secondary school.

Each year, the Superintendent shall determine the degree to which the District instructional programs are being developed and implemented. Accomplishment reports submitted annually shall provide the Board with the necessary information to make future program improvement decisions.

Legal Reference 10.55.701. ARM, Board of Trustees

Policy History:

Adopted on: 11/9/98

Revised on:

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Student Instruction

The School District has adopted the protocols outlined in this policy to ensure the delivery of education services to students onsite at the school, offsite at other locations using available resources. The District administration or designated personnel are authorized to implement this policy.

As outlined in District Policy 2100, and except for students determined by the School District to be proficient using School District assessments, the adopted calendar has a minimum number of 720 aggregate instructional hours for students in kindergarten through third grade; 1,080 hours for students in fourth through eleventh grade and 1,050 hours for students in twelfth grade.

The School District may satisfy the aggregate number of hours through any combination of onsite, offsite, and online instruction. The District administration is directed to ensure that all students are offered access to the complete range of educational programs and services for the education program required by the accreditation standards adopted by the Montana Board of Public Education.

For the purposes of this policy and the School District's calculation of ANB and "aggregate hours of instruction" within the meaning of that term in Montana law, the term "instruction" shall be construed as being synonymous with and in support of the broader goals of "learning" and full development of educational potential as set forth in Article X, section 1 of the Montana Constitution. Instruction includes innovative teaching strategies that focus on student engagement for the purposes of developing a students' interests, passions, and strengths. The term instruction shall include any directed, distributive, collaborative and/or experiential learning activity provided, supervised, guided, facilitated, work based, or coordinated by the teacher of record in a given course that is done purposely to achieve content proficiency and facilitate the learning of, acquisition of knowledge, skills and abilities by, and to otherwise fulfill the full educational potential of each child.

Staff shall calculate the number of hours students have received instruction as defined in this policy through a combined calculation of services received onsite at the school or services provided or accessed at offsite or online instructional settings including, but not limited to, any combination of physical instructional packets, virtual or electronic based course meetings and assignments, self-directed or parent-assisted learning opportunities, and other educational efforts undertaken by the staff and students that can be given for grade or credit. Staff shall report completed hours of instruction as defined in this policy to the supervising teacher, building principal, or district administrator for final calculation.

In order to comply with the requirements of the calendar, District Policy and Section 20-1-301, MCA, the District shall implement the instructional schedules and methods identified in this policy.

Offsite Instruction

The Board of Trustees authorizes offsite instruction of students in a manner that satisfies the aggregate number of instructional hours outlined in the School District's adopted or revised calendar for a school year affected by a public health emergency. Offsite delivery methods shall include a complete range of educational services offered by the School District and shall comply with the requirements of applicable statutes. Students completing course work through an offsite instructional setting shall be treated in and have their hours of instruction calculated in the same manner as students attending an onsite institutional setting.

Offsite instruction is available to students:

1. meeting the residency requirements for that district as provided in 1-1-215;
2. living in the district and eligible for educational services under the Individuals With Disabilities Education Act or under 29 U.S.C. 794; or
3. attending school in the district under a mandatory attendance agreement as provided in 20-5-321;
4. attending school in the nearest district offering offsite instruction that agrees to enroll the student when the student's district of residence does not provide offsite instruction in an equivalent course in which the student is enrolled. A course is not equivalent if the course does not provide the same level of advantage on successful completion, including but not limited to dual credit, advanced placement, and career certification. Attendance under this provision is subject to approval of the Trustees.

The Board of Trustees authorizes the supervising teacher or district administrator to permit students to utilize an offsite or online instructional setting at when circumstances require.

Proficiency-Based Learning

The Board of Trustees authorizes proficiency-based learning and ANB calculation in situations when a student demonstrates proficiency in a course area as determined by the Board of Trustees using District assessments consistent with District Policy 1005FE, or other measures approved by the Board of Trustees.

The Board of Trustees waives the minimum number of instructional hours for students who demonstrate proficiency in a course area using district assessments that include, but are not limited to, the course or class teacher's determination of proficiency as defined by the Board of Trustees. This determination shall be based on a review of the student's completed coursework, participation in course delivery, and other methods applicable to the specific course or class. The Board of Trustees authorizes the use of the proficiency determination process for students who have selected this method of delivery, students for whom the School District is unable to document satisfaction of the required minimum aggregate number of

hours through the offsite or onsite methods outlined in this policy, or other students whom School District personnel determine satisfy the definition of proficient or meeting proficiency.

This provision is based in the declaration by the Montana Legislature that any regulation discriminating against a student who has participated in proficiency-based learning is inconsistent with the Montana Constitution.

Legal Reference: Article X, Section 1, Montana Constitution
Section 20-1-101, MCA – Definitions
Section 20-1-301, MCA – School Fiscal Year
Section 20-9-311, MCA – Calculation of Average Number Belonging
Section 20-7-118, MCA - Offsite Provision of Educational Services
Section 20-7-1601, MCA – Transformational Learning –Legislative

Intent

ARM 10.55.906(4) – High School Credit

Cross Reference: Policy 1005FE – Proficiency-Based Learning
Policy 2100 – School Calendar
Policy 2140 – Guidance and Counseling
Policy 2168 – Distance Learning
Policy 2410 – Graduation
Policy 2420 – Grading and Progress Reports

Policy History:

Adopted on: 6/14/2021

Reviewed on:

Revised on:

Terminated on:

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School Year Calendar and Day

School Calendar

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

Commemorative Holidays

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

Saturday School

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

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

School Fiscal Year

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

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

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

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 (½) day at the end of each semester or quarter).

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 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 on: 11/9/98

Reviewed on: 6/29/11

Revised on: 7/1/08, 6/29/11, 10/14/19,6/14/21

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2105

Grade Organization

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

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

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

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

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

Policy History:

Adopted on: 11/9/98

Reviewed on: 3/4/2014

Revised on: 7/1/2014

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Pre-Kindergarten Programs

The District may establish a pre-kindergarten program based on the premise that the District's teachers, support staff, and physical facilities can offer quality early childhood learning experiences that cannot be provided by area nursery schools. It is not possible for the District to provide this program for all children in the District and it is set for special needs children with a maximum of 2 model students in each session (typically, 1 male and 1 female student).

The objectives of the program are to:

1. identify children with incipient problems of a social, emotional, and/or physical nature, regardless of whether they are related to maturational development;
2. provide an educational experience that will ameliorate or eliminate these problems at an early age, thereby deterring adjustment and/or learning problems from developing in subsequent years;
3. identify children who do not have facility in the English language and provide experiences that enhance and accelerate the development of such a facility;
4. identify children who would not otherwise attend a nursery school prior to entering public school and provide them with equal learning opportunities;
5. provide experiences for the parents of these children through a volunteer aide program whereby they can become oriented to the task of the school and how their role as parents might relate to the task as it affects their children; and
6. provide learning experiences in early childhood education and child care for high school students through cooperative arrangements with the District High School.

Legal Reference:

§ 20-7-117, MCA Kindergarten and preschool programs

Policy History:

Adopted on: 11/9/98

Reviewed on: 5/2/17

Revised on: 4/12/10, 7/1/17

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Curriculum and Assessment

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

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

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

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

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

Cross Reference: 2000 Goals
 2110 Objectives

Legal Reference: § 20-3-324, MCA Powers and duties
 § 20-4-402, MCA Duties of district superintendent or county high school principal
 § 20-7-602, MCA Textbook selection and adoption
 10.55.603, ARM Curriculum and Assessment

Policy History:

Adopted on: 11/9/98

Reviewed on: 5/2/17

Revised on: 7/1/2014, 7/1/2017

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2120P

Curriculum Change

Before a curriculum change is made, the following procedure must be followed:

1. Proposal is written by individual or group, specifying rationale, goals and objectives.
2. The curriculum proposal is submitted for review and discussion to the appropriate grade levels (K-12) by their respective committee representatives.
3. The curriculum proposal is submitted to the Superintendent for review and approval or disapproval.
4. The proposal is submitted to the Board for review and ultimate approval or disapproval.

These series of steps help ensure that appropriate attention is being given to the implications of the change for the students of the District relative to the entire K-12 curriculum. Since the steps are significant and time has to be spent reviewing each proposal, one must expect a year's lead time before a proposal will be potentially approved.

Procedure for the Deletion or Institution of a New Course

Deletion of a Course

1. The principal or curriculum committee may recommend the deletion of a course, either because the course no longer meets the needs of students or because a significant number of students no longer choose to take the course.
2. The recommendation for deletion of a course should be made to the Superintendent.

Addition of a Course

1. A principal or the curriculum committee may recommend the addition of a course.
2. Recommendations for new courses must come with a rationale, estimated costs and a list of potential problems that may result from its addition.
3. The Board of Trustees must approve the addition of a course.

Procedure History:

Promulgated on: 11/9/98

Revised on:

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Program Evaluation and Diagnostic Tests

The Board strives for efficiency and effectiveness in all facets of its operations. To achieve this goal, the Board will set forth:

1. A clear statement of expectations and purposes for the District instructional program;
2. A provision for staff, resources, and support to achieve stated expectations and purposes;
and
3. A plan for evaluating instructional programs and services to determine how well expectations and purposes are being met.

Parents who wish to examine any assessment materials may do so by contacting the Superintendent. Parental approval is necessary before administering an individual intelligence test or a diagnostic personality test. No tests or measurement devices which include questions about a student's or the student's family's personal beliefs and practices in family life, morality, and religion will be administered, unless the parent gives written permission for the student to take such test, questionnaire, or examination.

Parents who elect to have their child adopt out of the state assessment pertaining to the Common Core State Standards (CCSS) through written request will have their child provided with alternative programming consistent with the District's adopted curriculums and standards.

Legal Reference:	20 U.S.C. § 1232h	Protection of pupil rights
	10.55.603, ARM	Curriculum and Assessment
	10.56.101, ARM	Student Assessment

Policy History:

Adopted on: 11/9/1998
Reviewed on: 4/8/2014
Revised on: 7/1/2014

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Student and Family Privacy Rights

Surveys - General

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

Surveys Created by a Third Party

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

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

Surveys Requesting Personal Information

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

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

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

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

Instructional Material

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

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

Collection of Personal Information from Students for Marketing Prohibited

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

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

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

- College or other post-secondary education recruitment or military recruitment;
- Book clubs, magazines, and programs providing access to low-cost literary products;
- Curriculum and instructional materials used by elementary schools and secondary schools;
- Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;

- The sale by students of products or services to raise funds for school-related or education-related activities;
- Student recognition programs.

Notification of Rights and Procedures

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

- This policy as well as its availability from the administration office upon request;
- How to opt their child out of participation in activities as provided in this policy;
- The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled;
- 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 turn 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: 3410 Student Health
 2311 Instructional Materials
 3200 Student Rights and Responsibilities

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

Policy History:

Adopted on: 11/9/98

Revised on: 7/1/03

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2140

Guidance and Counseling

The District recognizes that guidance and counseling is an important part of the total program of instruction and should be provided in accordance with state laws and regulations, District policies and procedures, and available staff and program support.

The District shall provide a guidance program that will assist every student. Building principals shall direct the District's guidance program. The program should:

1. Provide staff with meaningful information which can be utilized to improve the educational services offered to individual students.
2. Provide students with planned opportunities to develop future career and educational plans.
3. Refer students with special needs to appropriate specialists and agencies.
4. Aid students in identifying options and making choices about their educational program.
5. Assist teachers and administrators in meeting academic, social and emotional needs of students.
6. Provide for a follow-up of students who further their education and/or move into the world of work.
7. Solicit feedback from students, staff and parents for purposes of program improvement.
8. Assist students in developing a sense of belonging and self-respect.
9. Have information available about nicotine addiction services and referrals to tobacco cessation programs to students and staff who have violated school policy.

All staff shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to gender, race, marital status, national origin or handicapping conditions, including reasonable efforts and encouraging students to consider and explore "nontraditional" occupations.

The Board directs the Superintendent to work with staff, community and appropriate agencies to develop, implement and regularly evaluate this program.

Legal Reference	10.55.710, ARM	Assignment of Guidance Staff
	10.55.802, ARM	Opportunity and Educational Equity
	§ 49-3-203, MCA	Educational, Counseling and Training Programs

Policy History:

Adopted on: 11/9/98

Revised on: 4/12/2010

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Suicide Awareness and Prevention

The Administration shall develop and implement a youth suicide prevention program meeting minimum requirements set forth in 10.55.719, ARM.

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

The District will provide at least two (2) hours of youth suicide and prevention training beginning the 2017-18 school year. The District will provide, at a minimum, two (2) hours of youth suicide awareness and prevention training every five (5) years thereafter. All new employees who work directly with any student enrolled in the school district will be provided training the first year of employment.

Youth suicide and prevention training may include:

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

Prevention and Response

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

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

No cause of action may be brought for any loss or damage caused by any act or admission resulting from the implementation of the provisions of this policy or resulting from any training,

or lack of training, related to this policy. Nothing in this policy shall be construed to impose a specific duty of care.

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

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

History of Policy:

Adopted on: 11/13/17

Reviewed on:

Revised on: 2/10/20

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2151

Interscholastic Activities

The District recognizes the value of a program of interscholastic activities as an integral part of the total school experience. The program of interscholastic activities will include all activities relating to competitive sport or intellectual contests, games or events, or exhibitions involving individual students or teams of students of this District, when such events occur between schools outside this District.

All facilities and equipment utilized in the interscholastic activity program, whether or not the property of the District, will be inspected on a regular basis. Participants will be issued equipment which has been properly maintained and fitted.

An activity coach must be properly trained and qualified for an assignment as described in the coach's job description. A syllabus which outlines the skills, techniques, and safety measures associated with a coaching assignment will be distributed to each coach. All personnel coaching intramural or interscholastic activities will hold a current valid first aid certificate.

The Board recognizes that certain risks are associated with participation in interscholastic activities. While the District will strive to prevent injuries and accidents to students, each parent or guardian will be required to sign an "assumption of risk" statement indicating that the parents assume all risks for injuries resulting from such participation. Each participant will be required to furnish evidence of physical fitness (physical form) prior to becoming a member of an athletic team. A participant will be free of injury and will have fully recovered from illness before participating in any event.

Coaches and/or trainers may not issue medicine of any type to students. This provision does not preclude the coach and/or trainer from using approved first aid items.

Cross Reference: 3416 Administering Medicines to Students

Legal Reference: 10.55.707, ARM Teacher and Specialist Licensure
37.111.825, ARM Health Supervision and Maintenance

Policy History:

Adopted on: 11/9/98

Reviewed on: 5/2/17

Revised on: 7/1/2017

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**SIDNEY PUBLIC SCHOOLS ACTIVITIES INFORMED CONSENT,
ACKNOWLEDGEMENT OF RISKS, AND INSURANCE VERIFICATION FORM**

I/We hereby certify that I/we have read the activities participation information and the warning about the risks of injury inherent in activities and sports. I/We hereby give our permission for my/our son/daughter to engage in approved activities as a representative of the school, except in those activities indicated by a licensed professional on the physical examination form, and realize the potential for injury in all activities and sports. I/We acknowledge that even with competent coaching, the use of appropriate protective equipment, and strict observance of rules, injuries are still possible. On rare occasions, these injuries can be severe and may result in total disability, paralysis, quadriplegia, or even death. Because of these dangers, I/we recognize the importance of following coaches' instructions regarding playing techniques, training, and other team rules, and I/we agree to obey such instructions. I/we also understand that in extenuating situations it may be necessary for parents/guardians to provide transportation to some events and/or practices. In these isolated situations and with pre-approval of the principal or activities director, the parents/guardians are responsible for the safe travel of the student.

I/We understand that neither the district employee in charge of the activity nor the school district assumes financial liability for expenses incurred because of an accident, injury, illness and/or unforeseen circumstances.

PARENTS NOTIFICATION OF THEIR OWN INSURANCE COVERAGE

The School District DOES NOT provide medical insurance benefits for students who choose to participate in activities programs. I understand I will be responsible for any medical costs associated with the student's participation. **Parents must check the appropriate option below.**

Option One ___ I have personal medical insurance to cover the student's participation:
INSURANCE (Company Name) _____ Policy # if known _____

Option Two ___ I do not have personal medical insurance to cover the student's participation and **understand that I/we may request information from the school district regarding medical insurance for students.**

ACKNOWLEDGEMENT OF MEDICAL CONSENT

I/We hereby certify that I/we have read and completed the Medical Consent Form which will be kept on file at Sidney High School. This form will allow emergency treatment of your student in the event that you cannot be contacted.

ACKNOWLEDGEMENT OF ACTIVITY ELIGIBILITY

I/We hereby certify that I/we have read the MHS activity eligibility information, the Sidney High School activity eligibility policy and the SPS board policy and regulations. I/We also agree to abide by all rules and regulations contained in the Sidney High School Student Handbook.

Student Print Name _____

Student Signature _____ DATE _____

Parent/Guardian Print Name _____

Parent/Guardian Signature _____ DATE _____

Extra and Co-Curricular Activities - Desired Student Outcomes

The District recognizes that the student activities program is an integral part of school life. As such, this broad-based program should contribute to the intellectual, physical, social and emotional growth of students.

The District is committed toward operating all extra and co-curricular programs in a manner that not only teaches the techniques, fundamentals and strategies of the activity but enhance the social and emotional development of the participants and the spectators.

The Montana High School Association academic regulations state the following: “To be eligible to participate in the Association contest, the student must have received a passing grade in at least twenty (20) periods of prepared work per week, or its equivalent, during the last preceding semester in which he/she was in attendance. If a student is assigned an incomplete in a subject, he/she has not received a passing grade in that subject. The record at the end of the semester is final, and scholastic deficiencies may not be made up in any way.”

To this end, the Superintendent is directed to establish guidelines and/or procedures which define the respective responsibilities of school principals, Activities Director, coaches and staff members in terms of the development and implementation of the activities program in order to maximize the social and emotional development of participants and student spectators.

Policy History:

Adopted on: 11/9/98

Revised on:

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INSTRUCTIONFamily Engagement Policy

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

Parent/Family Involvement Goals and Plan

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

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

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 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.

Policy History:

Adopted on: 7/1/2014

Reviewed on:

Revised on:

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Sidney School District

INSTRUCTION

2160

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Title I Parent Involvement

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

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

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

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

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

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

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

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

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

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

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

Legal Reference: Title I of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6301-6514, as implemented by 34 CFR parts 200, 201, 203, 205, and 212
Improving America's Schools Act, P.L. 103-382, § 1112 Local Education Agency Plans
P.L. 107-110, "No Child Left Behind Act of 2001," Title I – Improving the Academic Achievement of the Disadvantaged, § 1118

Policy History:

Adopted on: 11/9/98

Revised on: 7/1/03, 7/1/2014, 10/14/19

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Sidney School District

INSTRUCTION

2160P
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Title I Parent Involvement

- A. To assure that state and local services are provided in Title I schools at least equivalent to such services in non-Title I schools, these policies will be observed in the School District.
1. Salary Scales
 2. The District-wide salary scales will be applicable to all staff whether assigned to Title I or non-Title I schools.
 3. Assignment of Teachers, Administrators, and Support Personnel

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

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

Title I Parent Involvement

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

Guidelines

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

- Volunteering;
- Parent education;
- Home support for the child's education;
- Parent participation in school decision making.

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

Roles and Responsibilities

Parents

It is the responsibility of the parent to:

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

Staff

It is the responsibility of staff to:

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

Community

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

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

Administration

It is the responsibility of the administration to:

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

Procedure History:

Adopted on: 11/9/98

Revised on: 7/1/03, 7/1/2014, 1/13/20

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Sidney School District

INSTRUCTION

2161

Special Education

The District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the District, required under the Individuals With Disabilities Education Act (hereinafter “IDEA”) and implementing provisions in Montana law, and the Americans With Disabilities Act.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of service to children with disabilities as provided in the current “Montana State Plan Under Part B of the Individuals with Disabilities Education Act.”

The District may maintain a membership in one or more cooperative associations, which shall assist the District in fulfilling its obligations to the District’s disabled students.

Legal Reference: Americans With Disabilities Act, 42 U.S.C. § 12101 et seq.
 Individuals With Disabilities Education Act, 20 U.S.C. § 1400 et seq.
 § 20-7-Part Four, MCA Special Education for Exceptional Children

Policy History:
Adopted on: 11/9/98
Revised on: 7/1/01

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Sidney School District

INSTRUCTION

2161P

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Special Education

Child Find

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

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

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

- E. Private Schools (This includes home schools.)
Child find procedures addressing the provisions of A.R.M. 10.16.3125(1); follow-up procedures for referral and evaluation.
- F. Homeless Children
- G. Dyslexia
The School District shall establish procedures to ensure that all resident children with disabilities, including specific learning disabilities resulting from dyslexia, are identified and evaluated for special education and related services as early as possible. The screening instrument must be administered to:
- (A) a child in the first year that the child is admitted to a school of the district up to grade 2; and
 - (B) a child who has not been previously screened by the district and who fails to meet grade-level reading benchmarks in any grade;

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

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

Procedures for Evaluation and Determination of Eligibility

Procedures for evaluation and determination of eligibility for special education and related services are conducted in accordance with the procedures and requirements of 34 C.F.R. 300.301-300. 311 and the following state administrative rules:

- 10.16.3320 - Referral;
- 10.60.103 - Identification of Children with Disabilities;
- 10.16.3321 - Comprehensive Educational Evaluation Process;

Procedural Safeguards and Parental Notification

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

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

- Upon initial referral or parent request for evaluation;

- Upon receipt of the first state complaint under 34 CFR 300.151 through 300.153 and upon receipt of the first due process complaint under 34 CFR 300.507 in a school year;
- In accordance with the discipline procedures in 34 CFR 300.530(h) (...on the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the LEA must...provide the parents the procedural safeguards notice); and
- Upon request by a parent.

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

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

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

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

Evaluation of Eligibility

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

Individualized Education Programs

The District develops, implements, reviews, and revises individualized education programs (IEP) in accordance with the requirements and procedures of 34 C.F.R. 300.320-300. 328.

Least Restrictive Environment

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

Children in Private Schools/Out of District Placement

Children with a disability placed in or referred to a private school or facility by the District, or other appropriate agency, shall receive special education and related services in accordance with the requirements and procedures of 34 C.F.R. 300-145 through 300.147 and A.R.M. 10.16.3122. As set forth under 34 C.F.R. 300.137, children with a disability placed in or referred to a private school or facility by parents do not have an individual right to special education and related services at the District's expense. When services are provided to children with disabilities placed by parents in private schools, the services will be in accordance with the requirements and procedures of 34 C.F.R. 300.130 through 300.144, and 300.148.

Impartial Due Process Hearing

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

Special Education Records and Confidentiality of Personally Identifiable Information

A. Confidentiality of Information

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

B. Access Rights

Parents of disabled students and students eighteen (18) years or older, or their representative, may review any educational records which are designated as student records collected, maintained, and used by the District. Review shall normally occur within five (5) school days and in no case longer than forty-five (45) days. Parents shall have the right to an explanation or interpretation of information contained in the record. Non-custodial parents shall have the same right of access as custodial parents, unless there is a legally binding document specifically removing that right.

C. List of Types and Locations of Information.

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

D. Safeguards

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

E. Destruction of Information

The District will inform parents five (5) years after the termination of special education services that personally identifiable information is no longer needed for program purposes. The parent will be advised that such information may be important to establish eligibility for certain adult benefits. At the parent's request, the record information shall either be destroyed or made available to the parent or to the student if eighteen (18) years or older. Reasonable effort shall be made to provide the parent with notification sixty (60) days prior to taking any action on destruction of records. Unless consent has been received from the parent to destroy the record, confidential information will be retained for five (5) years beyond legal school age.

F. Children's Rights

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

Discipline

Students with disabilities may be suspended from school the same as students without disabilities for the same infractions or violations for up to ten (10) consecutive school days. Students with disabilities may be suspended for additional periods of no longer than ten (10) consecutive school days for separate, unrelated incidents, so long as such removals do not constitute a change in the student's educational placement. However, for any additional days of removal over and above ten (10) school days in the same school year, the District will provide educational services to a disabled student, which will be determined in consultation with at least one (1) of the child's teachers, determining the location in which services will be provided. The District will

INSTRUCTION

2162

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

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

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

Policy History:
Adopted on: 7/1/04
Reviewed on: 6/5/17
Revised on: 7/1/2017

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Section 504 of the Rehabilitation Act of 1973 (Section 504)

- (1) Impartial Due Process Hearing. If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagree with a decision of the District with respect to: (1) the identification of the child as qualifying for Section 504; (2) the District's evaluation of the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards. The student shall remain in his/her current placement until the matter has been resolved through the process set forth herein.
 - A. The District shall provide written notice to the parent or legal guardian of a Section 504 student prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;
 - B. Upon request, the parent or legal guardian of the student shall be allowed to examine all relevant records relating to the child's education and the district's identification, evaluation, and/or placement decision;
 - C. The parent or legal guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian are in disagreement with the District;
 - D. Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three (3) business days of receipt of the same;
 - E. Within ten (10) days of receipt of a written request for an impartial due process hearing, the district shall select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, the District may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent or any other person that would conduct the hearing in an impartial and fair manner;
 - F. Once the District has selected an impartial hearing officer, the District shall provide the parent or legal guardian and all other interested parties with notice of the person selected;

- G. Within five (5) days of the District's selection of a hearing officer, a pre hearing, identify the issues to be heard and stipulate to undisputed facts to narrow the contested factual issues;
 - H. The hearing officer shall in writing notify all parties of the date, time and location of the due process hearing;
 - I. At any time prior to the hearing, the parties may mutual agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators.
 - J. At the hearing, the District and the parent or legal guardian may be represented by counsel;
 - K. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriately equipped or a court-reporter. The District shall be allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross examination and the Montana Rules of Evidence will not apply. The hearing officer shall make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions and decision;
 - L. Within twenty (20) days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties;
 - M. Appeals may be taken as provided by law. The parent or legal guardian may contact the Officer of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303)844-5695 or 5696.
- (2) Uniform Grievance Procedure. If a parent or legal guardian of the student allege that the District and/or any employee of the District has engaged in discrimination or harassment of the student, the parent or legal guardian will be required to proceed through the District's Uniform Grievance Procedure.

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

Policy History:

Adopted on: 7/01/01

Revised on:

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Sidney School District

INSTRUCTION

2163

Traffic Education

Sidney School District will provide a drivers' training instruction program for students who live within the geographic boundaries of the public school district, whether or not they are enrolled in the public school district and provided that students enrolled in the course will have reached their fifteenth (15th) birthday within six (6) months of course completion and have not yet reached nineteen (19) years of age on or before September 10 of the school year in which the student participates in traffic education.

All eligible students will be treated fairly and without bias in the notification, enrollment, and class administration procedures associated with the traffic education program.

The purpose of the program is to introduce students to a course of study which should lead to the eventual development of skills appropriate for a licensed driver. The traffic education program is designed to meet the criteria established by the Superintendent of Public Instruction. These criteria include requirements for instructional time, for instructor certification, recommendations for course of study, and reimbursement procedures.

Legal Reference:	§ 20-7-502, MCA	Duties of superintendent of public instruction
	§ 20-7-503, MCA	District establishment of traffic education program
	§ 20-7-507, MCA	District traffic education fund
	10.13.307, ARM	Program Requirements
	10.13.312, ARM	Student Enrollment

Policy History:

Adopted on: 11/9/98

Revised on: 7/1/09

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Sidney School District

INSTRUCTION

2165

Homebound, Hospital and Home Instruction

Homebound, hospital or home instruction may be provided to a student who is physically or emotionally unable to attend school. These instructional services will be provided by a certified teacher and/or an aide. Some combination of these services may be offered.

Whereas homebound and hospital instruction is intended for those student who are unable to attend school because of a medical disability, home instruction is designed for able bodied students who have emotional disturbances and/or severe behavioral difficulties which present a clear and present danger to self and others. Under these circumstances a temporary educational placement outside of the school environment must be provided until an appropriate placement can be found, or until it is determined that the student can be safely returned to the school environment.

Legal Reference: 10.16.1308, ARM Services to Homebound and/or Hospitalized Students

Policy History:
Adopted on: 11/9/98
Revised on:

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Sidney School District

INSTRUCTION

2165P
Page 1 of 2

Homebound, Hospital and Home Instruction

Homebound and Hospital Instruction:

Criteria for Placement:

A written statement must be on file with the District from the student's physician verifying the medical disability, stating the anticipated length of the absence from the school, and recommending the service as compatible with the student's present health and medical status.

For special education students, a Child Study Team must be convened once the District receives the physician's statement to evaluate the student's educational needs, to develop a written IEP, and to obtain the parent's consent for placement in special education.

Staffing Requirements:

A regular or special education teacher with a current Montana certificate or a supervised aide will be hired to provide homebound or hospital instruction. In-District special education teachers may be utilized to help monitor a student's program as time is available. This would be especially true when the student's home program is being implemented via telephone hookup with the regular classroom. Five hours per week of one-to-one instruction will normally be considered adequate to maintain a student's skill level. It is expected that students will work independently on assignments between tutorial visits to the home or hospital.

Other Procedures:

The Child Study Team chairpersons and/or principals are required to contact the Director of Special Education or the Superintendent respectively to verify the availability of monies before instituting an instructional program.

Related services for special education students such as speech, occupational and physical therapy may be provided to students, while on homebound instruction when these services are clearly required to enable the student to benefit from the homebound instruction. Objectives on the IEP must address the related service functions.

Home Instruction:

Criteria for Placement:

All educational placements within the District including a fully self-contained special ed class must have been utilized before home instruction can be considered. Before home instruction will

be provided it must be the consensus of the Child Study Team that a student's manifest behavior presents a clear and present danger either to himself or others. When a lack of consensus exists, the decision will be referred to the Director of Special Education. The student's parent or guardian will be required to sign a consent for placement. If the parents reject the Child Study Team recommendation for home instruction, they shall be advised of their rights to impartial hearing, in which case the "stay put provisions" apply.

Conditions of Instruction:

Hours of instruction will usually be five hours per week and will not exceed the state recommended maximum of ten hours per week. The teacher will hold a current Montana certificate in either secondary or elementary education, and may also be endorsed in special education where deemed advisable. During instruction time another adult, preferably a member of the student's family, will be present in the home.

If the home instruction exceeds ten days, the student will be dropped for ANB purposes, and will need to re-enroll if it is determined later that he or she is able to return to school.

The length of home instruction should generally be limited to three weeks or 15 school days. If the Child Study Team is unable to recommend appropriate placement by the end of three weeks, they must reconvene with the Director of Special Education present and outline their progress to date and the next steps to be taken. A record of this meeting will be kept on the regular Child Study Team forms.

Legal Reference: 20 U.S.C. 1415E3, 34 CFR 300.513, Child Status During Proceedings

Procedure History:

Promulgated on: 11/9/98

Revised on:

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Sidney School District

INSTRUCTION

2166

Gifted Program

To the extent possible with available resources, all gifted and talented students will have the opportunity to participate in appropriate educational programs. “Gifted and talented students” are students of outstanding abilities, who are capable of high performance and who require differentiated educational programs beyond those normally offered in public schools, in order to fully achieve their potential contribution to self and society.

The District shall:

- Provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image.
- Comply with all federal and state laws and regulations regarding addressing gifted education.
- Provide structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students, and shall provide a framework for considering a full range of alternatives for addressing student needs.

The Superintendent will establish procedures consistent with state guidelines for nominating, assessing, and selecting children of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

Legal References: §§ 20-7-901 - 904, MCA Gifted and Talented Children
 10.55.804, ARM Gifted and Talented

Policy History:

Adopted on: 11/9/98

Reviewed on: 6/7/2016

Revised on: 7/1/2016

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Sidney School District

INSTRUCTION

2167

Correspondence Courses

The District will permit a student to enroll in an approved correspondence course from a school approved by the National University Extension Association or the Distance Education Accrediting Commission, in order that such student may include a greater variety of learning experiences within the student's educational program.

Credit for correspondence courses may be granted, provided the following requirements are met:

1. Prior permission has been granted by the principal;
2. The program fits the education plan submitted by the regularly enrolled student;
3. Credit is granted for the following approved schools:
 - a. Schools approved by the National University Extension Association or through one of the schools approved by the Distance Education Accrediting Commission;
 - b. Community colleges, vocational-technical institutes, four-(4)-year colleges and universities and state-approved private schools in the state of Montana; and
 - c. Other schools or institutions which are approved by the District after evaluation for a particular course offering.

The District shall not be obligated to pay for a student's correspondence courses.

The District will accept up to two (2) credits of correspondence coursework. No correspondence courses are allowed that serve to supplant required coursework at Sidney High School. Correspondence coursework cannot be used to allow a student to graduate early from high school.

Cross Reference: 2410 and 2410P High School Graduation Requirements

Legal Reference: § 20-7-116, MCA Supervised correspondence study ARM 10.55.906 High School Credit

Policy History:

Adopted on: 10/7/19

Reviewed on:

Revised on: 10/14/19

INSTRUCTION

Distance, Online, and Technology-Delivered Learning

For purposes of this policy, “distance learning” is defined as: instruction in which students and teachers are separated by time and/or location with synchronous or asynchronous content, instruction, and communication between student and teacher (e.g., correspondence courses, online learning, videoconferencing, streaming video).

The District may receive and/or provide distance, online, and technology-delivered learning programs, provided the following requirements are met:

1. The distance, online, and technology-delivered learning programs and/or courses shall meet the learner expectations adopted by the District and be aligned with state content and performance standards;
2. The District shall provide a report to the Superintendent of Public Instruction, documenting how it is meeting the needs of students under the accreditation standards, who are taking a majority of courses during each grading period via distance, online, and/or technology-delivered programs;
3. The District will provide qualified instructors and/or facilitators as described in ARM 10.55.907(3)(a)(b)(c);
4. The District will ensure that the distance, online, and technology-delivered learning facilitators receive in-service training on technology-delivered instruction as described in ARM 10.55.907(3)(d); and
5. The District will comply with all other standards as described in ARM 10.55.907(4)(5)(a-e).

The District will permit a student to enroll in an approved distance learning course, in order that such student may include a greater variety of learning experiences within the student’s educational program (i.e., AP courses not offered by the District or other courses related to the student’s career path not offered by the District).

Credit for distance learning courses may be granted, provided the following requirements are met:

1. Prior permission has been granted by the principal;
2. The program fits the education plan submitted by the regularly enrolled student;

3. The course does not replace a required course offered by the District;

4. The course is needed as credit retrieval and cannot fit into the student's schedule or the course provides a learning experience not offered by the District; and
5. Credit is granted for schools and institutions approved by the District after evaluation for a particular course offering.

The District will not be obligated to pay for a student's distance learning courses.

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

Cross Reference:	2410 and 2410P	High School Graduation Requirements
Legal Reference:	ARM 10.55.602 ARM 10.55.705 ARM 10.55.906 ARM 10.55.907	Definitions Administrative Personnel; Assignment of School Administrators/Principals High School Credit Distance, Online, and Technology Delivered Learning

Policy History:

Adopted on: 7/1/08

Reviewed on: 5/9/11

Revised on: 5/9/11, 10/14/19

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Sidney School District

INSTRUCTION

2170

Digital Academy Classes

The District recognizes that the District and students may have a need for greater flexibility in the educational program due to funding, teacher availability, individual learning styles, health conditions, employment responsibilities, lack of success in traditional school environments or a desire for students to accelerate their learning and work at the college level before leaving high school. The District acknowledges that online learning solutions offered by the Montana Digital Academy (MTDA) may fulfill these needs.

The Superintendent, and/or designees, shall be responsible for developing procedures for the online learning program that meet the District standards.

Further, the online learning solutions providers ensure that:

- A. Online course providers are accredited by a nationally recognized accreditation program or agency *or are approved and endorsed by the Montana Office of Public Instruction.*
- B. Qualified district staff provides information and guidance to students and parents regarding the selection of appropriate online courses to meet their needs, as well as a suitable number of online courses in which a student may enroll.
- C. The curriculum requirements of the state and school district are met.
- D. All online courses taken by the students will be approved by the administration in advance of enrollment.
- E. All teacher-led online courses include licensed, highly qualified teachers.

Legal Reference: §20-7-1201, MCA Montana digital academy – purposes - governance
 §20-7-1202, MCA Funding – rulemaking authority

Policy History:

Adopted on: 5/9/11

Reviewed on: 5/2/17

Revised on: 7/1/17

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Sidney School District

INSTRUCTION

2170P

Digital Academy Classes

The District will permit a student to enroll in Montana Digital Academy (MDA) classes in order that such student may include a greater variety of learning experiences within the student's educational program or enroll in a class for credit recovery.

The District will allow students in grades 9-12 to enroll in the Montana Digital Academy program under the following conditions:

1. The student must be an enrolled student in the District.
2. A part-time student must be enrolled for a minimum of two courses. This can be a combination of one in-house class and one MTDA class, or two MTDA classes.
3. For Montana High School Association eligibility, the student must be enrolled for, and pass, any combination of four courses.
4. The student will have the option of taking the MTDA class(es) in the school building, during school time, or outside of the school building with administrative approval.
5. Students who wish to take MTDA classes and participate in MHSA activities must follow all extra-curricular eligibility rules.
6. Each spring the administration will present the MTDA course offerings to the Board for approval.
7. The District will allow a student to enroll in a maximum of three (3) MTDA courses per semester.
8. In order for a home school or private school student to participate in MHSA activities, the student must be enrolled in, and pass, four (4) classes per semester that are taught on campus from a highly qualified teacher.

Policy History:

Adopted on: 5/9/11

Reviewed on:

Revised on: 5/9/11

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Sidney School District

INSTRUCTION

2171

Significant Writing Program

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

The Board of Trustees has furthered determined that incorporating an independent significant writing program in the District may not be possible at times given the regional oil and gas impacts, the financial status of the district, the number of staff employed or available for employment, and the time available within the class schedule. In said instances, writing will be incorporated in all aspects of the curriculum.

Legal References: 10.55.701(2) (p) ARM
 10.55.713 (4) ARM

Board of Trustees
Teacher Load and Class Size

Policy History:

Adopted on: 7/1/2014

Reviewed on:

Revised on:

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Sidney School District

INSTRUCTION

2221

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School Closure

The Superintendent may order closure of schools in the event of extreme weather or other emergency, in compliance with established procedures for notifying parents, students, and staff.

The Board of Trustees is authorized to declare that a state of emergency exists within the community. A declaration issued by the Board of Trustees is distinct from any declaration in effect or previously issued by local, state or federal authorities. An emergency declaration issued by the Board of Trustees authorizes the School District to take extraordinary measures to protect students and staff while delivering education services in a manner authorized by law. The method and location of instruction and related educational services shall be implemented in a manner that serves the needs of students, their families, and staff and preserves the School District's full entitlement of funding.

The trustees may order the emergency closure of schools for one (1) school day each year, without the need to reschedule the lost pupil instruction time when the closure is the result of an emergency. The 1-school-day closure under this subsection is not subject to the reduction in BASE aid pursuant to Section 20-9-805, MCA.

In the event of a declared emergency, the School District shall avail itself of all flexibilities allowed by law, rule, or regulation and shall be otherwise governed by the school finance laws and rules of the state of Montana. The School District shall comply with auditing requirements and reserves the authority to assert its rights to manage school district funds or seek state and federal funds in a manner consistent with the full flexibility available under all applicable laws.

If a declaration of emergency is declared by the Board of Trustees, it may later adopt a resolution that a reasonable effort has been made to reschedule the pupil-instruction time lost because of the unforeseen emergency. If the trustees adopt the resolution, the pupil-instruction time lost during the closure need not be rescheduled to meet the minimum requirement for aggregate hours that a school district must conduct during the school year in order to be entitled to full BASE aid. At least 75% of the pupil-instruction time lost due to the unforeseen emergency must have been made up before the trustees can declare that a reasonable effort has been made.

For the purposes of this and related policies, "reasonable effort" means the rescheduling or extension of the school district's instructional calendar to make up at least 75% of the hours of pupil instruction lost due to an unforeseen emergency through any combination of the following as outlined in accordance with Policies 2050 and 2100:

- (a) extending the school year beyond the last scheduled day;
- (b) the use of scheduled vacation days in the district's adopted school calendar
- (c) the conduct of pupil instruction on Saturdays;

(d) extending instructional hours during the school day.

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Cross Reference: 8110 Bus Routes and Schedules

Legal Reference: §§ 20-9-801 - 802, MCA Emergency School Closure
§§ 20-9-806, MCA School closure by declaration of emergency
Section 20-9-805. Rate of reduction in annual apportionment
entitlement.

Policy History:

Adopted on: 11/9/98

Reviewed on: 3/6/14

Revised on: 7/1/14, 6/14/21

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INSTRUCTION

School Closure

All students, parents, and school employees should assume that school will be in session and buses running as scheduled, unless there is official notification from the Superintendent or his/her designee to the contrary. Such notice will be given via public media (generally radio).

In the event that extremely cold temperatures, wind chill factors, snow, wind or other circumstances require a modification of the normal routine, the Superintendent or his/her designee will make the modification decision prior to 6:00 a.m. and contact the public radio stations for broadcast to the community and will initiate the emergency fan-out communication procedure to all administrators.

Modification of the normal routine generally occurs in one of two ways. The first circumstance occurs when buses are unable to safely make their normal runs. In this case bus transportation is suspended, but school is still in session. Students are encouraged to attend, but parents must make the judgment relative to safety for their children to reach school and return at the end of the day.

The other rare and very unusual circumstance occurs when conditions are such to warrant closure of the schools. In this circumstance, two situations may occur: 1) The Governor declares a state of emergency and no state funds are to be denied the District as a result of school closure. 2) A state of emergency may not exist throughout the state, but conditions require closure in Sidney.

In both situations, the Work Schedules and Responsibilities as outlined below apply except as follows: In a Governor-declared emergency situation where no state funds are to be denied, all classified employees will be paid in the same manner as though school were not closed. Administrators and other certified staff will consider the day(s) as regular work days for purposes of fulfilling their contract. For those employees who actually do work, as stipulated below, equivalent compensatory time or additional straight pay will be provided.

Work Schedules and Responsibilities for School Closures

Superintendent

Only the Superintendent or his/her designee shall have the authority to close schools. The Superintendent or his/her designee will be on duty throughout any existing or potential emergency situation, day or night. All orders which are of doubtful origin should be confirmed with the Superintendent.

Central Administrative Personnel

Central administrative personnel shall be expected to report for duty on their assigned shifts in the event of any school closure insofar as is safely possible. Additional hours may be required, especially of the Building Head Custodians and Administration, Business Manager and Personnel Director, depending on the nature of the emergency. If it is absolutely impossible for a central administrator to report for duty, the administrator may take the day as a personal leave day or vacation day with the permission of the Superintendent.

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

All building-level administrators and non-teaching "exempt" personnel shall report for duty per their normal shifts or as otherwise directed each day during the school closure, together with the head custodian or his/her designee and at least one secretary insofar as is safely possible. The building administrator shall ascertain that the building has been adequately secured and that any child who mistakenly reports to school [in the event that school has been closed] is properly and safely cared for and returned home. The administrator and this minimal support staff shall notify other staff and/or other support employees of the situation, and shall respond to telephone questions. When the situation has been stabilized, the personnel who reported to work may choose to return home. An administrator or exempt employee who does not work a normal day shall then adjust his/her work year by memorandum to the Superintendent by the number of hours not worked on the day or days of school closure.

12-Month Classified Employees

In the event of a school closure, 12-month classified personnel may report for duty or not report for duty, as directed by their immediate supervisor. Building secretaries and secretaries to the key central administrative personnel who are required to be on duty are expected to report for duty. If a twelve month classified employee is unable to or does not report for duty, the employee shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

10 and 11-Month Classified Employees

Ten and eleven-month employees may report for duty or not report for duty as directed by their immediate supervisor. If such employees do not report for duty, they shall complete a district leave request form to declare the day as either personal leave, vacation, or leave without pay.

All Aides, Food Service Workers, and Other 9 1/4-Month Classified Employees

These employees work only those days when school is in session and are not expected to work when school is not in session. If school has been closed, 9 1/4-month employees should not report for duty unless otherwise directed by their immediate supervisor. 9 1/4-month employees

shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

Teachers (Teachers, Librarians, Psychologists, Counselors)

If schools are closed for weather or other emergency conditions, teachers are not expected to report for duty unless directed otherwise. Teachers do not need to submit an absence form. In cases of school closures, it is customary for the days to be made up at another time, thus teachers will typically still fulfill their contract days.

Procedure History:

Promulgated on: 11/9/98

Revised on: 7/01/04

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Sidney School District

INSTRUCTION

2240

Summer School

To the extent possible within the resources available, the District shall offer a summer program of instructional offerings. The District's summer program of instructional offerings shall be for the purpose of remediation of credit, maintenance of skills, and enrichment. All classes offered for credit must meet minimum state requirements for accreditation. Remediation credit courses shall be offered, grades 9-12, in accordance with District advancement requirements. Credit course offerings must be approved by the principal.

Policy History:

Adopted on: 11/9/98

Revised on:

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Sidney School District

INSTRUCTION

2250

Community and Adult Education

Efforts will be made to maximize the use of public school facilities and resources, realizing that education is a lifelong process involving the whole community. The District makes its resources available to adults within the limits of budget, staff, and classroom space. Daytime and/or evening use of classrooms, shops, and labs should be encouraged provided there is no interference with or impairment of the regular school program.

Legal Reference:

20-7-703, MCA
education

Trustees' policies for adult

Policy History:

Adopted on: 11/9/98

Revised on:

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Sidney School District

INSTRUCTION

2251

Confidentiality and Patriot Act

It is Montana State Law and Sidney Public School policy to recognize the right to privacy of library users. Law states that records held in libraries which connect specific individuals with specific resources, programs, or services are confidential and not to be used for purposes other than routine record keeping: i.e. to maintain access to resources, to assure that resources are available to users who need them, or to accomplish the purposes of the program or service. Notice of patron confidentiality in regards to the Patriot Act will be posted in each library. In the event that a request for confidential information is made by law enforcement or other government agencies the requesting party will be referred to the district office of the Sidney Public School System.

Policy History:

Adopted on: 7/1/04

Revised on:

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INSTRUCTION

Library Materials

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

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

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

Cross Reference: 1700 Uniform Complaint Procedure
2314 Learning Materials Review

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

Policy History:

Adopted on: 11/9/98

Reviewed on: 5/2/17

Revised on: 7/1/04, 7/1/17

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Sidney School District

INSTRUCTION

2309P

Selection of Library Materials

The selection of library material is a professional task conducted by the library staff. In selecting library materials, the librarian will evaluate the existing collection; assess curricula needs; examine materials and consult reputable, professionally prepared selection aids. The following aides may be used in the selection of materials:

- Booklist
- School Library Journal
- Wilson Standard School Catalogues
- Bulletin of the Center for Children's Books
- English Journal
- Reading Journal
- Other Periodicals and Publications which review materials

Weeding

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

Discarded materials will be clearly stamped:

"WITHDRAWN"

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

Gifts

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

Procedure History:

Promulgated on: 11/9/98

Revised on: 7/1/04

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INSTRUCTION

Selection of Library Materials

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

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

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

Although the Superintendent is responsible for selection of library materials, ultimate responsibility rests with the Board.

The Board, acting through the Superintendent, thereby delegates authority for selection of library materials to the principal in each of the schools. The principal further delegates that authority to the librarian in the school.

(NOTE: BY STATUTE, THE SUPERINTENDENT, or a principal if there is no district superintendent, HAS AUTHORITY AND IS RESPONSIBLE FOR SELECTION OF LIBRARY MATERIALS, SUBJECT TO BOARD APPROVAL. THE SUPERINTENDENT AND BOARD MAY NOT WANT TO DELEGATE THIS RESPONSIBILITY.)

Legal reference: § 20-4-402(5), MCA Duties of district superintendent or county high school principal
 § 20-7-203, MCA Trustees’ policies for school library
 § 20-7-204, MCA School library book selection
 Library Bill of Rights
 American Library Association

Policy History:

Adopted on: 11/9/98

Reviewed on: 5/2/17

Revised on: 7/1/04, 7/1/17

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INSTRUCTION

Instructional Materials

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

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

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

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

Cross Reference: 2314 Learning Materials Review

Legal Reference: § 20-4-402, MCA § 20-7-601, MCA § 20-7-602, MCA 10.55.603(4)(b), ARM	Duties of district superintendent or county high school principal Free textbook provisions Textbook selection and adoption Curriculum and Assessment
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Policy History:
 Adopted on: 11/9/98
 Reviewed on: 5/2/17
 Revised on: 7/1/17

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Instructional Materials Selection and Adoption

Textbooks and instructional materials, both print and non-print, are selected based upon their quality and educational value, and must contribute to a general sense of the worth of all individuals regardless of sex, race, religion, nationality, ethnic origin, disability, or any other differences which may exist.

A curriculum committee shall consist of those members in a particular department and the supervising principal. The Superintendent shall recommend to the Board for consideration and adoption all textbooks and instructional materials based upon the recommendations of the curriculum committees. The Superintendent's recommendation to the Board shall include the following information:

- recommended texts, including the title, publisher, copyright dates, number of copies desired and cost;
- tests being replaced, publisher and copyright dates;
- rationale for recommendation; and
- selection method

Legal Reference:

§ 20-7-602, MCA

Textbook Selection and

Adoption

Procedure History:

Promulgated on: 11/9/98

Revised on:

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Sidney School District

INSTRUCTION

2312

Copyright

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

Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research. Under the fair use doctrine, each of the following four standards must be met in order to use the copyrighted document:

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

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

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

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

Policy History:

Adopted on: 11/9/1998

Reviewed on: 3/2/2013

Revised on: 4/8/2013

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INSTRUCTION

2312P

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Copyright ComplianceAuthorized Reproduction and Use of Copyrighted Material in Print

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

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

1. Brevity

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

2. Spontaneity. Should be at the “instance and inspiration” of the individual teacher when there is not a reasonable length of time to request and receive permission to copy.3. Cumulative Effect. Teachers are limited to using copied material for only one (1) course in the school in which copies are made. No more than one (1) short poem, article, story or two (2) excerpts from the same author may be copied, and no more than three (3) works can be copied from a collective work or periodical issue during one (1) class term.

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

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

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

Authorized Reproduction and Use of Copyrighted Materials in the Library

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

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

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

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

Authorized Reproduction and Use of Copyrighted Music or Dramatic Works

Teachers may:

- Make a single copy of a song, movement, or short section from a printed musical or dramatic work that is unavailable except in a larger work for purposes of preparing for instruction;
- Make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song;
- In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available.
- Make and retain a single recording of student performances of copyrighted material when it is 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 than 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 on: 4/8/2013

Reviewed on: 3/2/2013

Revised on:

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INSTRUCTION

2314

Learning Materials Review

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

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

Cross Reference: 1700 Uniform Complaint Procedure

Policy History:

Adopted on: 11/9/98

Reviewed on: 5/2/17

Revised on: 7/12/99, 7/1/17

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Field Trips, Excursions and Outdoor Education

The District recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Field trips can provide learning experiences in an environment beyond the classroom, supplementing and enriching the instructional program. Field trips may also result in lost in-class learning opportunities. The Board endorses field trips when educational objectives achieved by the trip clearly outweigh any lost in-class learning opportunities.

Field trips that will take students out of state must be approved in advance by the Board; except for K-12 co-curricular and classroom fieldtrips to the states of North Dakota, South Dakota, and Wyoming. Middle and high school athletic events that are a part of the regular competition schedule completed by the student activity director are not classified as fieldtrips. Building principals and the superintendent may approve fieldtrips to the states listed. Trips to states not listed or out of country require Board approval.

Building principals will develop procedures with respect to field trips, excursions, and outdoor education.

Staff members may not solicit students during instructional time for any privately arranged field trip or excursion without Board permission.

The presence of a person with a currently valid American Red Cross standard first aid card is required during school-sponsored activities, including field trips, athletic, and other off-campus events.

Legal Reference: ARM 37.111.825 Health Supervision and Maintenance

Policy History:

Adopted on: 11/9/98

Revised on: 7/1/05, 7/1/2014

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Sidney School District

INSTRUCTION

2320P

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Field Trips, Excursions, and Outdoor Education

All field trips require administrative approval. With exceptions as noted elsewhere in this procedure, out-of-country field trips must have specific approval from the Board. All travel will be provided by the District or by commercial carrier except as noted elsewhere in this policy.

The following procedures shall apply:

Day Field Trips

1. Staff members requesting a one day field trip shall submit a completed field trip request form to the principal at least **three weeks prior** to the field trip. This form shall include a list of instructional objectives as well as a list of pre and post learning activities. The principal will approve the field trip based on his/her assessment of the cost/benefit of the trip. All field trip requests will then be forwarded to the Superintendent for his/her final approval.
2. The sponsoring staff member is responsible to coordinate all activities related to the field trip. This includes ordering and confirmation of the bus, contact with the site to insure maximum learning opportunities, assessing all activities related to the site for safety, and for providing adequate supervision.
3. Adequate supervision will typically be defined in the elementary school as one adult supervisor for every ten students. At the middle school and senior high, at least two adult supervisors will be provided for each bus except where additional supervision is necessary. Buses with fewer than 25 students will require one adult supervisor.

Overnight Field Trips

1. Staff members requesting overnight field trips must submit a written plan to the principal, including purposes of the trip, supervision, proposed itinerary, estimated cost, housing and funding sources. This plan must be submitted at least six weeks prior to the proposed date of the trip and before the trip is discussed with students or parents. Failure to have the trip approved prior to contact with students or parents will result in the trip being disapproved.
2. If students are housed in private homes, they are to be assigned in those homes in pairs or in threes. If any transportation such as to and from a private home is provided by private automobile, such arrangements must be noted on a form signed by the parents which gives permission for the student to travel in these private automobiles.
3. After approval by the principal, the proposal should be submitted to the Superintendent for his/her approval of at least **four weeks prior** to the date of the trip.

4. The approval of the trip will depend on the amount of school time lost, value of the learning objectives, and planning, organization and supervision of trip.

Out-of-State Trips

The District recognizes the importance and value of fieldtrips but also must consider the impact of lost classroom time by the students and teacher. Out-of-State trips that are extended in nature, greater than 3 instructional days, require early notification of the Board. All requests of this type must be communicated to the building principal by September 30 of each school year if known or at the earliest known date for consideration. **Annual competitions and events are known at the beginning of each school year and will be communicated to the trustees two months prior to the event if known.** The requesting organization or teacher will complete the out-of-state fieldtrip application for approval by the receiving principal. If approved at the building level, the request will be presented to the superintendent for presentation to the Board of Trustees at their next regularly scheduled Curriculum and Policy meeting. Requesting organizations and teachers are advised not to purchase or prepay any fieldtrip expenses prior to board approval.

While the District recognizes the importance and value of some out-of-state trips, it also recognizes that the necessity of funding the regular and basic instructional programs first. The District believes that, in general, out-of-state trips for organized clubs and activities should not be paid from District funds. Groups may elect to participate in fund-raisers which with individual student contributions will cover costs. The District does not fund the attendance of individual student's attendance at any out-of-state activity.

Exceptions to the above will be as follows:

1. When a group, individual or organization submit through the regular budget building process, requests for an out-of-state trip, that request will be given consideration as for any other budget item.
2. When an activity group or school club is, through local competition, able to qualify for out-of-state competition, and when there's no possible method that the group could, due to time constraints, raise funds, that activity may be funded from the general fund budget.

The following will be considered in determining the approval of out-of-state trips:

Whether the trip

- ... is an extension of the academic program or is solely extra-curricular in nature
- ... is the result of successful competition at the local or state level
- ... is a logical stepping stone of local competition
- ... is something directly related to the instructional process

- ... causes minimal loss of school time
- ... costs are within available budgets

Procedure History:

Promulgated on: 11/9/98

Reviewed on: 4/8/2014

Revised on: 7/1/2014

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Controversial Issues and Academic Freedom

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

Teachers shall guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, importance of fact, value of good judgment, and the virtue of respect for conflicting opinions.

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

In the study or discussion of controversial issues or materials, however, the board directs the teaching staff to take into account the following criteria:

1. relative maturity of students;
2. district philosophy of education;
3. community standards, morals and values;
4. the necessity for a balanced presentation; and,
5. the necessity to seek prior administrative counsel and guidance in such matters.

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

Policy History:
Adopted on: 11/9/98
Revised on:

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Sidney School District

INSTRUCTION

2332

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Religion and Religious Activities

In keeping with the United States and Montana Constitutions and judicial decisions, the District may not support any religion or endorse religious activity. At the same time, the District may not prohibit private religious expression by students. This policy provides direction to students and staff members about the application of these principles to student religious activity at school.

Student Prayer and Discussion

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

Staff Members

Staff members are representatives of the District and must “navigate the narrow channel between impairing intellectual inquiry and propagating a religious creed.” They may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious content. They must remain officially neutral toward religious expression.

Graduation Ceremonies

Graduation is an important event for students and their families. In order to assure the appropriateness and dignity of the occasion, the District sponsors and pays for graduation ceremonies and retains ultimate control over their structure and content.

District officials may not invite or permit members of the clergy to give prayers at graduation. Furthermore, District officials may not organize or agree to requests for prayer by other persons at graduation, including requests by students to open or deliver a prayer at graduation. The District may not prefer the beliefs of some students over the beliefs of others, coerce dissenters or nonbelievers, or communicate any endorsement of religion.

Baccalaureate Ceremonies

Students and their families may organize baccalaureate services, at which attendance must be entirely voluntary. Organizers of baccalaureate services may rent and have access to school facilities on the same basis as other private groups and may not receive preferential treatment. The District may not be identified as sponsoring or endorsing baccalaureate services. District funds, including paid staff time, may not be used directly or indirectly to support or subsidize

any religious services.

Assemblies, Extracurricular and Athletic Events

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

Student Religious Expression and Assignments

Students may express their individual religious beliefs in reports, tests, homework, and projects. Staff members should judge their work by ordinary academic standards, including substance, relevance, appearance, composition, and grammar. Student religious expression should neither be favored nor penalized.

Religion in the Curriculum

Staff members may teach students about religion in history, art, music, literature, and other subjects in which religious influence has been and continues to be felt. However, staff members may not teach religion or advocate religious doctrine or practice. The prohibition against teaching religion extends to curricular decisions which promote religion or religious beliefs.

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

Student Religious Clubs

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

Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions the District imposes on distribution of other non-school literature. Outsiders may not distribute religious or other literature to students on school property, consistent with and pursuant to the District policy on solicitations (Policy 4321).

Religious Holidays

Staff members may teach objectively about religious holidays and about religious symbols, music, art, literature, and drama which accompany the holidays. They may celebrate the historical aspects of the holidays but may not observe them as religious events.

Policy History:

Adopted on: 11/9/1998

Reviewed on: 3/2/2013

Revised on: 4/8/2013

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Sidney School District

INSTRUCTION

2332P

Religious Beliefs and School Activities

It is recognized that some students hold religious beliefs which do not allow them to participate in some school activities such as parties, the Pledge of Allegiance, dancing and other festival events. Additionally, students may be released for religious instruction during the week. In order to assist the teacher, the following shall be used as a guide:

1. All students are expected to attend school days when activities occur in which they may not wish to participate. Students may be excused from that portion of the day that is unacceptable to them without penalty. Students are responsible for those learning outcomes which are required as a part of the course.
2. Teachers are not responsible to assure that student behavior is congruous with the parent's wishes.
3. If nonparticipating students are in the classroom during an unacceptable activity, they are to stay in the classroom unless prior arrangements have been made.
4. Under no circumstances is a non-participating student to be singled out.
5. The District may provide for a religious instruction released time program under which a pupil may be released for up to two hours per week upon written request of the parent(s) or guardian except that no such program shall take place in public school property. Such release shall not adversely affect the pupil's attendance. Students who are released to receive religious instruction shall not be counted absent.

Those students who are released to receive religious instruction under policy 2332 shall not be counted absent.

Legal Reference: Art XI, Sec. 5, Montana Constitution - Freedom of religion
 Art X, Sec. 2 Montana Constitution - Nondiscrimination in education
 § 20-1-308, MCA Religious Instruction released time program
 § 20-7-112, MCA Sectarian publications prohibited and prayer
 permitted

Procedure History:

Adopted on: 11/9/98

Reviewed on: 3/2/2013

Revised on: 4/8/2013

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Participation in Commencement Exercises

A student's right to participate in a commencement exercise of the graduating class at Sidney High School is an honor. As such, participation in this ceremony is reserved for those members of the graduating class who have completed all state and local requirements for graduation by noon of the Friday prior to the date of the ceremony. Students who complete their requirements after the date of commencement exercises will receive their diplomas at that time.

Organization and Content of Commencement Exercises

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

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

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

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

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

The Board recognizes that at graduation time and throughout the course of the educational process, there will be instances when religious values, religious practices, and religious persons will have some interaction with the public schools and students.

The Board, while not endorsing any religion, recognizes the rights of individuals to have the freedom to express their individual political, social, or religious views.

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

Policy History:

Adopted on: 9-13-17

Sidney School District

INSTRUCTION

2335

Health Enhancement

Health, family life, and sex education, including information about parts of the body, reproduction, and related topics, will be included in the instructional program as appropriate to grade level and course of study. An instructional approach will be developed after consultation with parents and other community representatives. Parents may ask to review materials to be used and may request that their child be excluded from sex education class sessions without prejudice.

The Board believes HIV/AIDS and other STI instruction is most effective when integrated into a comprehensive health education program. Instruction must be appropriate to grade level and development of students and must occur in a systematic manner. The Board particularly desires that students receive proper education about HIV and other STI's, before they reach the age when they may adopt behaviors which put them at risk of contracting the disease.

In order for education about HIV and other STI's to be most effective, the Superintendent will require that faculty members who present this instruction receive continuing in-service training which includes appropriate teaching strategies and techniques. Other staff members not involved in direct instruction, but who have contact with students, will receive basic information about HIV/AIDS and other STI's and instruction in use of universal precautions when dealing with body fluids.

In accordance with Board policy, parents will have an opportunity to review the HIV/STI education program, before it is presented to students.

Legal Reference: §§ 50-16-1001, et seq., MCA

AIDS Education and Prevention
(AIDS Prevention Act)

Policy History:

Adopted on: 11/9/98

Reviewed on: 3/2/2013

Revised on: 7/01/06, 4/8/2013

Sidney School District

INSTRUCTION

2375

Advancement Requirements (9-12)

The District has established a set of advancement requirements for 9-12 grade students that will serve as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the following advancement requirements are required in the Sidney Public School system:

1. To advance to the 10th grade, students must earn at least 5 credits in their 9th grade year.
2. To advance to the 11th grade, students must have earned a combined total of 10 credits from their 9th and 10th grade years.
3. To advance to the 12th grade, students must have earned a combined total of 15 credits from their 9th, 10th and 11th grade years.
4. Students who have failed one or more courses may get credit for that course by retaking it during the summer if summer remediation is offered by the District.

Policy History:

Adopted on: 11/9/98

Revised on:

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Sidney School District

INSTRUCTION

2410

High School Graduation Requirements

The Board will award a regular high school diploma to every student enrolled in the District who meets graduation requirements established by the District. The official transcript will indicate the specific courses taken and level of achievement.

The Board will establish graduation requirements which, at a minimum, satisfy those established by the Board of Public Education (A.R.M. 10.55.904 and 905). Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter ninth (9th) grade. Exceptions to this general rule may be made, when it is determined by the Board that proposed changes in graduation requirements will not have a negative effect on students already in grades nine (9) through twelve (12). The Board will approve graduation requirements as recommended by the Superintendent.

To graduate from Sidney High School, a student must have satisfactorily completed the last quarter prior to graduation as a Sidney High School student. Highly unusual exceptions may be considered by the principal, such as a student exchange program in a recognized school.

A student with a disabling condition will satisfy those competency requirements incorporated into the individualized education program (IEP). Satisfactory completion of the objectives incorporated in the IEP will serve as the basis for determining completion of a course.

A student may be denied participation in graduation ceremonies in accordance with 20-5-201(3), MCA. In such instances the diploma will be awarded after the official ceremony has been held.

Legal Reference:	§ 20-5-201, MCA	Duties and sanctions
	§ 20-3-322 (3), MCA	Meetings and Quorum
	10.55.904, ARM	Basic Education Program Offerings: High School
	10.55.905, ARM	Graduation Requirements
	10.55.906, ARM	High School Credit

Policy History:

Adopted on: 11/9/98

Reviewed on: 5/2/17

Revised on: 5/9/11, 7/1/17

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Sidney School District

INSTRUCTION

2410P
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High School Graduation Requirements

Publication of Graduation Requirements

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

Credits

Students shall be expected to earn a total of 22 units in order to complete graduation requirements. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

Waiver of Requirement

Graduation requirements generally will not be waived under any circumstances. The Board may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations of the students and shall be in consultation with the parents or guardians.

Alternative Programs

A student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the district's curriculum and assessment requirements, which are aligned with the content standards stated in the education program. Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, university courses, and correspondence courses, extension, and distance learning courses, adult education, summer school, work study, work-based learning partnerships, and other experiential learning opportunities, custom-designed courses, and challenges to current courses. The District shall accept units of credit taken with the approval of the District and which appear on the student's official school transcript. Credit for work experience may be offered when the work program is a part of and supervised by the school. Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, university courses, and correspondence courses. Credit for work experience may be offered when the work program is a part of and supervised by the school.

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

A proposal for approval of out-of-school learning activities shall be submitted to the principal prior to the experience, shall be at no additional cost to the District, and shall include at least the following information:

1. Name of program;
2. Length of time for which approval is desired;
3. Objectives of the program;
4. Description of how credits shall be determined;
5. Content outline of the program and/or major learning activities and instructional materials to be used;
6. Description of how student performance will be assessed;
7. Qualifications of instructional personnel; and
8. Plans for evaluation of program

In addition, the application must apply to all aspects of Montana School Accreditation Standards and Procedures Manual.

Dual Credit

Dual credit allows high schools students to simultaneously earn credit toward both a high school diploma and college coursework that can lead to a postsecondary degree or certificate, or toward transfer to another college. As noted in the Student Handbook, the District will assign the grade given by the classroom teacher to the student's report card. The primary purpose of offering dual credit courses is to deliver high quality, introductory, college level courses to high-performing high school students. The Sidney School District has dual credit partnerships with specific post-secondary institutions. Students interested in dual credit opportunities must meet with their building administration to determine available options.

Students should be aware of Montana High School Association on-campus attendance eligibility requirements for activity participation.

Honor Roll

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

Class Rank (Grade Point Average)

Class Rank is compiled from semester grades. All courses taken shall be considered when compiling class rank. Only those students who participate in the Honors Curriculum will be eligible for the Valedictorian and Salutatorian award. Specific information is included the student handbook.

Early Graduation

In accordance with provisions of § 20-9-313, MCA, the ANB of a school may be increased when a high school district provides early graduation for a student who completes graduation requirements in less than eight semesters or the equivalent amount of secondary school enrollment. The increase must be established by the trustees as though the student had attended to the end of the school fiscal year and must be approved, disapproved, or adjusted by the superintendent of public instruction.

The Board hereby authorizes the high school principal to recommend to the Board for early graduation students who have completed the minimum requirements for graduation in less than eight semesters. Any student seeking to graduate early must follow the following procedure:

- a. All applications must be submitted to the Board by the October Board meeting of the school year in which the student wishes to graduate. Applications must be in writing and countersigned by parents or guardians.
- b. Students must pass the math competency test customarily given in the spring of junior year.
- c. All applications must be accompanied by a recommendation from the high school principal.
- d. Reasons considered for early graduation shall include:
 - A planned post-secondary educational program;
 - Medical, Religious, or Emergency family considerations.

Graduation Ceremonies

The responsibility of the District, upon the student's completion of the requirements for graduation, is to issue a proper diploma to each graduate. Participation in the actual graduation ceremony is not a requirement.

Graduation ceremonies will be conducted in the following manner:

1. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
2. Caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
3. Students who participate will be expected to use good taste in their choice of accessories for their attire.
4. Students who participate will be expected to cooperate with the class advisor and to participate in all parts of the graduation ceremonies.
5. Failure to comply with the above requirements will automatically forfeit a student's privilege of participation in the graduation ceremonies.

Participation in graduation ceremonies is a privilege extended to students. Students may be denied the right to participate.

Post-Graduation

The Board may admit an individual who has graduated from high school but is not yet 19 years of age even though no special circumstances exist for waiver of the age requirements outlined in

Policy 3310. The Board authorizes the administration to notify parents and students of this opportunity to enroll after earning a diploma or purposes post-secondary or career preparation. Any student enrolled under this provision shall be included in the District's ANB calculation.

Educational Disruption

If a student who has experienced an educational disruption meets the minimum high school credit requirement for graduation as established by administrative rules of the Board of Public Education but will not meet a higher credit requirement established by Board of Trustees, the District shall award the student a diploma. The District may distinguish the diploma in a reasonable manner from standard diplomas issued under this policy.

For the purposes of this policy, "educational disruption" means a disruption experienced during grades nine through twelve caused by homelessness, involvement in the child welfare system or juvenile justice system, a medical or mental health crisis, or another event considered a qualifying educational disruption by the District.

Cross Reference:

1005FE – Proficiency Based Learning
2600 Work Based Learning
3125 Homeless Students

Legal Reference: § 20-9-313, MCA Circumstances under which regular average number belonging may be increased
10.55.906, ARM High School Credit
10.55.905, ARM Graduation Requirements
§ 10-1-1402, MCA Montana Youth Challenge
Chapter 80 - 2021 General Legislative Session
HB 246 – 2021 General Legislative Session

Procedure History:

Promulgated on: 11/9/1998
Reviewed on: 5/9/11, 6/2/15
Revised on: 7/1/15, 1/13/20, 6/14/21

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INSTRUCTION

Credit Transfer and Assessment for Placement

Grades 9-12

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

The credit evaluation committee will:

1. Document that a student has spent approximately the same number of classroom hours in home school as would have been spent in a regular class in the District;
2. Document that a student followed a curriculum essentially similar to that of a course for which credit is requested;
3. Document that in the event of a credit request in a lab, industrial arts, or music course, equipment and facilities were sufficient to meet required learning activities of the course;
4. Require that a student has satisfactorily passed, in all courses in which a final exam normally is given, a final exam prepared and administered by a staff member in the District.

The District will give credit only for home schools which have met all requirements as specified in Montana law. Credit from home schools will be accepted only when a like course is offered in the District.

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

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

Grades 1-8

Requests from parents of students in non-accredited, nonpublic schools for placement in the District school system will be evaluated by an assessment-for-placement team. That team will include:

1. A school principal;

2. One (1) teacher of the grade in which the student is being considered for enrollment; and
3. One (1) counselor (grades 6-8 only) (OPTIONAL).

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

1. Documentation that the non-accredited, nonpublic school has provided a comparable number of hours as the child would have attended in a public or private school;
2. That the child followed a similar curriculum as would have been provided in an accredited public or private school;
3. That the result of the end-of-the-year test indicates the student has mastered most prerequisite skills; and
4. That the child achieved an NCE score of forty (40) or above on the Standard Achievement Test.

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

The District is not obligated to provide instructional materials for other public or private schools.

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

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

Policy History:

Adopted on: 11/9/98

Reviewed on: 5/2/17

Revised on: 7/1/17

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Sidney School District

INSTRUCTION

2420

Grading and Progress Reports

The District believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The issuance of grades and progress reports on a regular basis serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These reports shall be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The District directs the Superintendent to establish a system of reporting student progress and shall require all staff members to comply with such a system as part of their teaching responsibility. Staff members, parents and teachers shall be involved.

Policy History:

Adopted on: 11/9/98

Revised on:

INSTRUCTION

Grading and Progress Reports

Elementary Schools (K-5)

Report cards will be sent home every nine weeks. These reports will include information relative to the student's academic achievement, days absent, social behavior and attitudes toward school. Parent and teacher conferences will be held twice each year in addition to report cards.

In kindergarten through second grade an "S" will be used to indicate satisfactory performance; "U" will indicate unsatisfactory performance; "N" will be used to indicate needs improvement; and "I" will be used to indicate improving performance. Beginning first semester of third grade through fifth grade, letter grades of A, B, C, D and F will be given according to the following scale:

A=90-100
B=80-89
C=70-79
D=60-69
F=59 and below

Middle School and High School (6-12)

Report cards will be sent home to parents every nine weeks. These report cards will include information relative to the student's academic achievement, days absent, social behavior and attitude towards school. Letter grades of A, B, C, D and F will be given with each teacher determining the appropriate grading scale.

Plus or minus may be added by the teacher to indicate degrees of success.

Report cards will be issued every nine weeks. Grades will be:

A = Superior
B = Above average
C = Average
D = Below average
F = Failing
I = Incomplete

The calculation of the grade point average will be as follows:

A = 4
B = 3
C = 2
D = 1
F = 0

Calculation of grade point average will include all courses.

A common percentage-based grading scale will be used by all staff at the Middle School and High School and is as follows:

A=90-100
B=80-89
C=70-79
D=60-69
F=59 and below

Resource Room Students

Grades given to students in resource rooms will be given based on the student's relative ability.

Procedure History:

Promulgated on: 11/9/98

Reviewed on: 4/8/2014

Revised on: 7/1/2014

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Sidney School District

INSTRUCTION

2421P

Promotion/Retention

In order to insure the best decisions are being made regarding a kindergarten through eighth grade child's potential retention, the following guidelines are to be used:

1. A comprehensive review of the various factors affecting the child's school performance must be made.
2. The procedures to be followed regarding a child retention possibility are:
 - a) teacher informs principal of situation and provides evidence of failure - principal and teacher initiate review of factors relative to retention and explore constructive alternatives for remediation;
 - b) teacher contacts parent and informs them of child's status - teacher and parent determine specific constructive efforts which are identified to remediate the child's situation;
 - c) teacher awareness that child continues to fail (retention possible);
 - d) teacher relates through the report card and other types of reports the actual performance of the child;
 - e) parental contact is made by the teacher and a conference is called - those to participate in the conference (child study team) are teacher, parents, principal and other resource personnel, as well as the child, if appropriate - this should occur during 3rd quarter - besides a review of the child's performance, a detailed review of the factors relative to retention is to be made;
 - f) principal, teacher, parent are to arrive at a decision relative to retention by the 8th week of the 4th quarter - maximum utilization is to be made of the factors relative to retention.

If the decision is made to retain, then the child study team must consider constructive support and alternative programs as part of their recommendation. Such support programs as Title I, special education, counseling, peer tutoring, Indian education tutoring, use of aides or adult volunteers, college field experience personnel, rescheduling (different teacher, different approach) and extended time (before school, after school, recesses, etc) are feasible alternatives for assisting the child and must be considered in the decision.

Procedure History:

Promulgated on: 11/9/98

Revised on: 7/1/05

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Promotion/Retention

Placement, promotion, or retention shall be made in the best interests of the student after a careful evaluation of the advantages and disadvantages of alternatives.

When any alteration in a student's normal progression through school is contemplated, all factors must be considered. Quantitative measures such as age, physical size, ability, and level of academic achievement shall be supplemented by a qualitative assessment of the student's motivation, self-image, and social adjustment. Students shall not be promoted for purely social reasons.

Retention should not be considered except in those instances where there is a strong likelihood the student will benefit with minimum social and emotional disruption. No student will be retained, unless the staff has considered and eliminated disabling conditions as a causing factor.

The final decision for promotion or retention is left to the discretion of the teacher and principal of the school.

Policy History:

Adopted on: 11/9/98

Revised on: 7/1/03

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Sidney School District

INSTRUCTION

2430

Homework

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

Policy History:

Adopted on: 11/9/98

Revised on:

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Sidney School District

INSTRUCTION

2450

Recognition of Native American Cultural Heritage

The District acknowledges the constitutional recognition of the distinct and unique cultural heritage of Native Americans.

In furtherance of the District's educational goals, the District is committed to:

Periodically reviewing its curriculum to ensure the inclusion of cultural heritage of Native Americans, which will include but not necessarily be limited to:

- Considering methods by which to provide books and materials reflecting authentic historical and contemporary portrayals of Native Americans;
- Taking into account individual and cultural diversity and differences among students;

Providing necessary training for school personnel, with the objective of gaining an understanding and awareness of Native American culture, which will assist the District's staff in its relations with Native American students and parents.

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

Policy History:

Adopted on: 7/01/06

Reviewed on: 5/2/17

Revised on: 7/1/17

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Sidney School District

INSTRUCTION

2500
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Limited English Proficiency Program

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students, so they can attain academic success. Students that have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services.

The Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction.

The Superintendent or his/her designee shall implement and supervise an LEP program which ensures appropriate LEP instruction and complies with applicable laws and regulations.

The Superintendent or his/her designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the LEP program, including:

1. Program goals.
2. Student enrollment procedures.
3. Assessment procedures for program entrance, measurement of progress, and program exit.
4. Classroom accommodations.
5. Grading policies.
6. List of resources, including support agencies and interpreters.

The District shall establish procedures for identifying students whose language is not English. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.

Students whose dominant language is not English should be enrolled in the District, upon proof of residency and other legal requirements. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the District.

Students participating in LEP programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The LEP program shall be designed to provide instruction which meets each student's individual needs based on the assessment of English proficiency in listening, speaking, reading, and writing. Adequate content-area support shall be provided while the student is learning English, to assure achievement of academic standards.

The LEP program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.

At the beginning of each school year the District shall notify parents of students qualifying for LEP programs about the instructional program and parental options, as required by law. Parents will be regularly apprised of their student's progress. Whenever possible, communications with parents shall be in the language understood by the parents.

The District shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

Legal Reference: Title VI, Civil Rights Act of 1964
Equal Education Opportunities Act as an amendment to the Education Amendments of 1974 Bilingual Education Act
20 U.S.C. §§ 7401, et seq., as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act
Title III, §§ 3001-3304 of HRI, No Child Left Behind Act of 2001, P.L. 107-110

Policy History:
Adopted on: 7/1/03
Revised on:

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INSTRUCTION

School Wellness

The Sidney Public School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn, by supporting healthy eating and physical activity. Therefore, it is the policy of the Sidney Public School District that:

Once the federal government provides sufficient personnel and funding to implement this policy the School District will:

- Engage students, parents, teachers (especially teachers of physical education), food service professionals, school health professionals, and other interested community members in developing, implementing, monitoring, and reviewing District-wide nutrition and physical activity policies and procedures.
- Inform and update the public (including parents, students, and others in the community) about the content and implementation of the local wellness policies, at a minimum, every three (3) years. The District will also measure periodically and make available to the public an assessment of the local wellness policy, including:
 - The extent to which schools are in compliance with the local wellness policy;
 - The extent to which the LEA's local wellness policy compares to model local school wellness policies; and
 - The progress made in attaining the goals of the local wellness policy.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods which meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, all schools in the District will participate in available federal school meal programs, including the School Breakfast Program and the National School Lunch Program (including after-school snacks).
- The District maintains specific guidelines for K-12 students outlining meal charging procedures and the providing of alternate meals at the discretion of the food service director.
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity and will establish linkages between health education and school meal programs and with related community services.

The Superintendent or his/her designee will develop procedures based on the following five (5) areas of requirement:

1. Nutrition Education Goals
2. Physical Activity Goals
3. Nutrition Standards for All Foods and Beverages
4. Other School-Based Wellness Activities
5. Governance and Evaluation

It is the belief of the Sidney Public Schools, in the context of Montana State accreditation standards, that an overzealous federal government is more burdensome to our students than poor nutrition and that graduating students, in accordance with accreditation standard 10.54.7095 (d), should thoroughly analyze, evaluate and articulate opinions regarding personal and social health issues. Therefore, students in grades 9-12 will be encouraged to think for themselves and make their own decisions without federal guidance or interference.

Legal Reference: P.L. 108-265 Child Nutrition and WIC Reauthorization Act of 2004

District Reference: Sidney Public Schools Wellness Policy Guidelines

Policy History:

Adopted on: 9/11/06

Reviewed on: 5/2/17

Revised on: 4/10/12, 7/1/17, 6/14/21

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