

PHILIPSBURG SCHOOL DISTRICT

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1 **Philipsburg School District**

2
3 **INSTRUCTION**

2000

4
5 Goals

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

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

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

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

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32
33 Legal Reference: 10.55.701, ARM Board of Trustees

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35 Policy History:

36 Adopted on:

37 Reviewed on:

38 Revised on:

2
3 **INSTRUCTION**

4
5 School Year Calendar and Day

6
7 ***School Calendar***

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

17
18 Pupil instruction may be held on a Saturday at the discretion of a school district for the purpose
19 of providing additional pupil instruction, provided that: (a) Saturday school is not a pupil-
20 instruction day and does not count toward the minimum aggregate hours of pupil instruction; and
21 (b) student attendance is voluntary.

22
23 ***Commemorative Holidays***

24
25 The District shall conduct appropriate exercises during the school day on the commemorative
26 days noted in Montana law.

27
28 ***School Holidays***

29 The schools in the District shall be closed on the following holidays: New Year's Day; Good
30 Friday; Memorial Day; Independence Day; Labor Day; Thanksgiving Day; Friday after
31 Thanksgiving; Christmas Day; and State and national election days when the school building is
32 used as a polling place and the conduct of school would interfere with the election process at the
33 polling place. When these holidays fall on Saturday or Sunday, the preceding Friday or the
34 succeeding Monday shall not be a school holiday. The Board may establish other holidays.

35		
36	Legal References:	§ 20-1-301, MCA School fiscal year
37		§ 20-1-302, MCA School day and week
38		§ 20-1-303, MCA Conduct of School on Saturday or Sunday
39		prohibited – exceptions
40		§ 20-1-306, MCA Commemorative exercises on certain days
41		ARM 10.55.701 Board of Trustees
42		

43 Policy History:

44 Adopted on:

45 Reviewed on:

46 Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

2105

4
5 Grade Organization

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

10
11 A student will be assigned to an instructional group or to a classroom which will best serve the
12 needs of that individual while still considering the rights and needs of other students. Factors to
13 be considered in classroom assignments are class size, peer relations, student/teacher relations,
14 instructional style of individual teachers, and any other variables that will affect the performance
15 of the student.

16
17 Criteria for grouping will be based on learning goals and objectives addressed and the student's
18 ability to achieve those purposes.

19
20 Kindergarten Program

21
22 The Board has designated the kindergarten program as a full-time program. Parents may enroll
23 their children half time pursuant to Montana law.

24
25
26
27 Legal Reference: § 20-6-501, MCA Definition of various schools
28 § 20-7-117, MCA Kindergarten and Preschool Programs

29
30 Policy History:

31 Adopted on:

32 Reviewed on:

33 Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

2120

4
5 Curriculum and Assessment

6
7 The Superintendent shall recommend a comprehensive curriculum that is designed to accomplish
8 the learning objectives and goals for excellence contained in the District’s educational
9 philosophy, mission statement, objectives and goals. The Board must approve all changes to the
10 curriculum, including the adoption of new textbooks and new courses.

11
12 A written sequential curriculum shall be developed that aligns each program area with the
13 appropriate content standards, grade-level learning progressions and the District’s educational
14 goals. A curriculum review cycle and timelines for curriculum development and evaluations
15 shall be established by the Superintendent.

16
17 In all program areas and at all levels, the District shall assess student progress toward achieving
18 content standards and content-specific grade-level learning progressions including:

- 19 • Content and data;
20 • Accomplishment of appropriate skills;
21 • Development of critical thinking and reasoning; and
22 • Attitude.

23
24 The District will use assessment results to improve the educational program and use effective
25 and appropriate tools for assessing such progress. This may include, but is not limited to:

- 26 • Standardized tests;
27 • Criterion-referenced tests;
28 • Teacher-made tests;
29 • Ongoing classroom evaluation;
30 • Actual communication assessments such as writing, speaking and listening assessments;
31 • Samples of student work and/or narrative reports passed from grade to grade;
32 • Samples of students’ creative and/or performance work; and
33 • Surveys of carry-over skills to other program areas and outside of school.

34
35 The District may receive and/or provide distance, online and technology delivered learning
36 programs, as provided in Montana law. These learning programs and/or courses shall meet the
37 learner expectations adopted in the District and shall be aligned with state content standards and
38 content-specific grade-level learning progressions. The Superintendent/designee is directed to
39 develop procedures regarding the District’s distance, online and technology delivered learning.

40
41 The building principal shall be responsible for the supervision and implementation of the
42 adopted curricula. The teaching staff has a significant responsibility in the development of
43 curricula and the primary responsibility for the implementation of curricula.

44
45 Cross Reference: 2000 Goals

46
47 Legal Reference: § 20-3-324, MCA Powers and duties
48 § 20-4-402, MCA Duties of district superintendent or county high
49 school principal
50 § 20-7-602, MCA Textbook selection and adoption

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10.55.603, ARM Curriculum and Assessment

Policy History:

Adopted on:

Reviewed on:

Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

2132
page 1 of 3

4 Student and Family Privacy Rights

5
6
7 ***Surveys - General***

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

13
14 ***Surveys Created by a Third Party***

15
16 Before the District administers or distributes a survey created by a third party to a student, the
17 student's parents may inspect the survey upon request and within a reasonable time of their
18 request. This section applies to every survey that is created by a person or entity other than a
19 District official, staff member, or student, regardless of whether the student answering the
20 questions can be identified, and regardless of the subject matter of the questions.

21
22 ***Surveys Requesting Personal Information***

23
24 School officials and staff members shall not request, nor disclose, the identity of any student who
25 completes ANY survey containing one (1) or more of the following items:

- 26
27 1. Political affiliations or beliefs of the student or the student's parent/guardian;
28 2. Mental or psychological problems of the student or the student's family;
29 3. Behavior or attitudes about sex;
30 4. Illegal, antisocial, self-incriminating, or demeaning behavior;
31 5. Critical appraisals of other individuals with whom students have close family
32 relationships;
33 6. Legally recognized privileged or analogous relationships, such as those with lawyers,
34 physicians, and ministers;
35 7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian;
36 8. Income (other than that required by law to determine eligibility for participation in a
37 program or for receiving financial assistance under such program).

38
39 The student's parents may inspect the survey within a reasonable time of the request, and/or
40 refuse to allow their child to participate in any survey requesting personal information. The
41 school shall not penalize any student whose parent(s)/guardian(s) exercise this option.

42
43 ***Instructional Material***

44
45 A student's parent may, within a reasonable time of the request, inspect any instructional
46 material used as part of their child's educational curriculum. The term "instructional material,"

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

5
6 ***Collection of Personal Information from Students for Marketing Prohibited***
7

8 The term “personal information,” for purposes of this section only, means individually
9 identifiable information including: (1) a student’s or parent’s first and last name, (2) a home or
10 other physical address (including street name and the name of the city or town), (3) telephone
11 number, or (4) a Social Security identification number.

12
13 The District will not collect, disclose, or use student personal information for the purpose of
14 marketing or selling that information or otherwise providing that information to others for that
15 purpose.

16
17 The District, however, is not prohibited from collecting, disclosing, or using personal
18 information collected from students for the exclusive purpose of developing, evaluating, or
19 providing educational products or services for, or to, students or educational institutions such as
20 the following:

- 21
- 22 1. College or other post-secondary education recruitment or military recruitment;
 - 23 2. Book clubs, magazines, and programs providing access to low-cost literary products;
 - 24 3. Curriculum and instructional materials used by elementary schools and secondary
25 schools;
 - 26 4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or
27 achievement information about students (or to generate other statistically useful data for
28 the purpose of securing such tests and assessments) and the subsequent analysis and
29 public release of the aggregate data from such tests and assessments;
 - 30 5. The sale by students of products or services to raise funds for school-related or education-
31 related activities;
 - 32 6. Student recognition programs.
- 33

34 ***Notification of Rights and Procedures***
35

36 The Superintendent or designee shall notify students’ parents/guardians of this policy as well as
37 its availability from the administration office upon request; how to opt their child out of
38 participation in activities as provided in this policy; the approximate dates during the school year
39 when a survey requesting personal information, as described above, is scheduled or expected to
40 be scheduled; and how to request access to any survey or other material described in this policy.

41
42 This notification shall be given parents at least annually at the beginning of the school year and
43 within a reasonable period after any substantive change in this policy.

44
45 The rights provided to parents in this policy transfer to the student, when the student turns
46 eighteen (18) years of age or is an emancipated minor.

1 Cross Reference: 2311 Instructional Materials
2 3200 Student Rights and Responsibilities
3 3410 Student Health
4

5 Legal Reference: 20 U.S.C. 1232h Protection of Pupil Rights
6

7 Policy History:

8 Adopted on:

9 Reviewed on:

10 Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

2140

4
5 Guidance and Counseling

6
7 The District recognizes that guidance and counseling are an important part of the total program
8 of instruction and should be provided in accordance with state laws and regulations, District
9 policies and procedures, and available staff and program support.

10
11 The general goal of this program is to help students achieve the greatest personal value from
12 their educational opportunities. Such a program should:

13
14 The general goal of this program is to help students achieve the greatest personal value from
15 their educational opportunities. Such a program should:

- 16
- 17 • Provide staff with meaningful information that can be utilized to improve the educational
- 18 services offered to individual students;
- 19 • Provide students opportunities to develop future career and educational plans;
- 20 • Refer students with special needs to appropriate specialists and agencies;
- 21 • Aid students in identifying options and making choices about their educational program;
- 22 • Assist teachers and administrators in meeting academic, social and emotional needs of
- 23 students;
- 24 • Provide for a follow-up of students who continue their education and move into the world
- 25 of work; and
- 26 • Solicit feedback from students, staff and parents for purposes of program improvement.
- 27

28 All staff will encourage students to explore and develop their individual interests in career and
29 vocational-technical programs and employment opportunities, without regard to gender, race,
30 marital status, national origin, or handicapping conditions, including reasonable efforts in
31 encouraging students to consider and explore “nontraditional” occupations.

32		
33	Legal Reference	§ 49-3-203, MCA Educational, counseling, and training programs
34		10.55.710, ARM Assignment of School Counseling Staff
35		10.55.802, ARM Opportunity and Educational Equity

36
37 Policy History:

38 Adopted on:

39 Reviewed on:

40 Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

2150

4
5 Suicide Awareness and Prevention

6
7 The Board is committed to protecting the health and well-being of all District students. The
8 Board directs the Superintendent or designee to develop a program and associated procedures to
9 prevent, assess the risk of, intervene in, and respond to suicide. The District’s suicide prevention
10 program shall be consistent with federal and state law and guidance provided by the Office of
11 Public Instruction.

12
13 The District will provide a comprehensive suicide education program within the context of
14 approved curriculum. The District will provide training to administrators, support staff and other
15 school staff in preventing, assessing the risk of, intervening in, and responding to students at risk
16 of suicide. The training shall be made available annually, but employees working directly with
17 students are required to participate in a minimum of two (2) hours of training every five (5)
18 years. The training shall be provided at no cost to District personnel and shall be consistent with
19 approved material provided by the Office of Public Instruction.

20
21
22 Legal References: MCA § 20-7-1310 Youth suicide awareness and prevention training

23
24
25 Cross References:

26
27
28
29 Policy History:

30 Adopted on:

31 Revised on:

32

1 **Philipsburg School District**

2
3 **INSTRUCTION**

4
5
6 Family Engagement Policy

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

16
17 ***Parent/Family Involvement Goals and Plan***

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

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

41
42 The District's plan for meeting these goals is to:

- 43
- 44 1. Provide activities that will educate parents regarding the intellectual and developmental
45 needs of their children at all age levels. This will include promoting cooperation between
46 the District and other agencies or school/community groups (such as parent-teacher

1 groups, Head Start, etc.) to furnish learning opportunities and disseminate information
2 regarding parenting skills and child/adolescent development.

3 2. Implement strategies to involve parents/families in the educational process, including:

- 4
- 6 • Keeping parents/families informed of opportunities for involvement and encouraging
7 participation in various programs.
 - 8 • Providing access to educational resources for parents/families to use together with
9 their children.
 - 10 • Keeping parents/families informed of the objectives of District educational programs
11 as well as of their child's participation and progress within these programs.

12 3. Enable families to participate in the education of their children through a variety of roles.
13 For example, parents/family members should be given opportunities to provide input into
14 District policies and volunteer time within the classrooms and school programs.

15 4. Provide professional development opportunities for teachers and staff to enhance their
16 understanding of effective parent/family involvement strategies.

17 5. Perform regular evaluations of parent/family involvement at each school and at the
18 District level.

19 6. Provide access, upon request, to any instructional material used as part of the educational
20 curriculum.

21 7. If practical, provide information in a language understandable to parents.

22
23
24 Legal Reference: 10.55.701(m), ARM Board of Trustees

25
26 Policy History:

27 Adopted on:

28 Reviewed on:

29 Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

2160
Page 1

4
5 Federal Funding and Title I

6
7 The Board may participate in federal programs that, in the judgment of the administrative staff,
8 shall be beneficial to the total school program. All projects written to secure federal funds shall
9 be on the recommendation of the Superintendent and approval of the Board. The Board shall
10 comply with all federal and state certification requirements for alcohol and drug abuse education
11 and prevention programs.

12
13 The Superintendent shall pursue funding under Title I of the Elementary and Secondary
14 Education Act to supplement instructional services and activities in order to improve the
15 educational opportunities of educationally disadvantaged children.

16 All District schools, regardless of whether they receive Title I funds, shall provide services that,
17 taken as a whole, are substantially comparable. Teachers, administrators and other staff shall be
18 assigned to schools in a manner that ensures equivalency among the District's schools.
19 Curriculum materials and instructional supplies shall be provided in a manner that ensures
20 equivalency among the District's schools

21 In keeping with the requirements of federal law, the Board assures:

- 22 • A salary schedule which applies to all instructional personnel;
- 23 • Equivalence among schools in teachers, administrators and auxiliary personnel;
- 24 • Equivalence among schools in the provision of curriculum materials and instructional
25 supplies; and
- 26 • Parental consultation in project planning, implementation and evaluation.

27 ***Parental and Family Engagement***

28
29 District schools operating Title I programs shall undertake the following to engage parents and
30 families:

- 31
32 • Host an annual meeting that accommodates parents' needs to inform parents about Title I
33 requirements and about the right of parents to be involved in the Title I program.
- 34 • Involve parents and families in an organized, ongoing, and timely way, in the planning,
35 review, and improvement of the school's Title I program and the school-parent compact.
- 36 • Provide parents with timely information about the Title I program/services.
- 37 • Provide parents with an explanation of the curriculum used at the school, the assessments
38 used to measure student progress, and the proficiency levels students are expected to
39 meet.
- 40 • Provide opportunities for regular meetings that allow the parents to participate in
41 decisions relating to the education of their children.
- 42 • Develop, with the assistance of parents and families, and conduct an effective evaluation
43 process regarding the Title I program.
- 44
45

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3
4 ***School-Parent Compact***
5

6 The District will distribute to parents a school-parent compact for each school operating a Title I
7 program. The compact, jointly developed with parents, explains how parents, the entire school
8 staff, and students share the responsibility for improved student academic achievement. It shall
9 describe specific ways the school and families will partner to help children achieve the State’s
10 academic standards. It will address the following:

- 11
- 12 • The school’s responsibility to provide high-quality curriculum and instruction;
 - 13 • The ways parents will be responsible for supporting their children’s learning;
 - 14 • The importance of ongoing communication between parents and teachers through, at a
15 minimum, annual parent-teacher conferences; reports on student progress; access to staff;
16 opportunities for parents to volunteer and participate in their child’s class; and
17 opportunities to observe classroom activities.
- 18

19 It will also address any other matters determined in development of the compact.

20
21 ***Interactions with Parents and Families***
22

23 The District will engage parents and families in meaningful interactions with schools operating
24 Title I programs. It will support flexible opportunities for a partnership among staff, parents, and
25 the community to improve student academic achievement. To help reach these goals, schools
26 will establish the following practices:

- 27
- 28 • Provide parents and families with assistance in understanding the State’s academic
29 content standards, assessments, and how to monitor and improve the achievement of their
30 children.
 - 31 • Provide parents and families with materials and training to help them work with their
32 children to improve their children's achievement.
 - 33 • With the assistance of parents, educate staff members about the value of parent and
34 family contributions, and in how to work with parents and families as equal partners.
 - 35 • Coordinate and integrate the Title I parental and family engagement program with other
36 programs, and conducts other activities, such as parent/family resource nights/activities,
37 to encourage and support parents and families in more fully participating in the education
38 of their children.
 - 39 • Distribute information related to school and parent and family programs, meetings, and
40 other activities to parents and families in a format and language that the parents
41 understand.
- 42

43 To the extent feasible and appropriate, the District will attempt to coordinate and integrate parent
44 and family engagement strategies with other relevant federal, state, and local laws and programs.

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Accessibility

The District will provide opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and reports shall be provided in a format and language that parents understand.

Review

The District shall undertake activities to engage parents and families in the review and revision of this policy.

Cross Reference: Board Policy 4700
 Administrative Procedures

Legal Reference: Title I of the Elementary and Secondary Education Act, 20 U.S.C.
 § 6301-6514, as implemented by 34 C.F.R. part 200 of the No
 Child Left Behind Act of 2001 and as amended by the Every
 Student Succeeds Act, P.L. 114-95
 Agostini v. Felton, 521 U.S.103 (1997)

Policy History:
Adopted on:
Reviewed on:
Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

2161

4
5 Special Education

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

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

15
16 The District may maintain membership in one or more cooperative associations which may assist
17 in fulfilling the District's obligations to its disabled students.
18

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

25 Policy History:

26 Adopted on:

27 Reviewed on:

28 Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

2162

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

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

16
17 Cross Reference: Administrative Procedures

18
19 Legal Reference: Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
20 34 C.F.R. 104.36 Procedural safeguards

21
22 Policy History:

23 Adopted on:

24 Reviewed on:

25 Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

4
5 Distance, Online, and Technology-Delivered Learning

6
7 For purposes of this policy, “distance learning” is defined as instruction in which students and
8 teachers are separated by time and/or location with synchronous or asynchronous content,
9 instruction, and communication between student and teacher (e.g., correspondence courses,
10 online learning, videoconferencing, streaming video).

11
12 The District may receive and/or provide distance, online, and technology-delivered learning
13 programs, provided the following requirements are met:

- 14
15 1. The distance, online, and technology-delivered learning programs and/or courses shall
16 meet the learner expectations adopted by the District and be aligned with state content
17 and performance standards;
- 18 2. The District shall provide a report to the Superintendent of Public Instruction,
19 documenting how it is meeting the needs of students under the accreditation standards,
20 who are taking a majority of courses during each grading period via distance, online, and/
21 or technology-delivered programs;
- 22 3. The District will provide qualified instructors and/or facilitators as described in ARM
23 10.55.907(3)(a)(b)(c);
- 24 4. The District will ensure that the distance, online, and technology-delivered learning
25 facilitators receive in-service training on technology-delivered instruction as described in
26 ARM 10.55.907(3)(d); and
- 27 5. The District will comply with all other standards as described in ARM 10.55.907(4)(5)(a-
28 e).

29
30 The District will permit a student to enroll in an approved distance learning course, in order that
31 such student may include a greater variety of learning experiences within the student’s
32 educational program.

33
34 The District will not be obligated to pay for a student’s distance learning courses.

35	Legal Reference:	ARM 10.55.602	Definitions
36		ARM 10.55.705	Administrative Personnel; Assignment of School
37			Administrators/Principals
38		ARM 10.55.907	Distance, Online, and Technology Delivered
39			Learning
40			

41
42 Policy History:

43 Adopted on:

44 Reviewed on:

45 Revised on:

1 **Philipsburg School District**

2

3 **INSTRUCTION**

2171

4

5 Significant Writing Program

6

7

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

12

13

14

15 Legal References: 10.55.701(2) (p) ARM
16 10.55.713 (4) ARM

Board of Trustees
Teacher Load and Class Size

17

18 Policy History:

19 Adopted on:

20 Reviewed on:

21 Revised on:

1 **Philipsburg School District**

2

3 **INSTRUCTION**

2250

4

5 Community and Adult Education

6

7 The District makes its resources available to adults and other non-students, within limits of
8 budget, staff, and facilities, provided there is no interference with or impairment of the regular
9 school program. Community and adult education and other offerings may be developed in
10 cooperation with community representatives, subject to approval and authorization by the Board.

11

12

13

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

15

16 Policy History:

17 Adopted on:

18 Reviewed on:

19 Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

2309

4
5 Library Materials

6
7 The District maintains libraries primarily for use by District students. The Librarian is
8 responsible for selecting materials for inclusion in the libraries, subject to the approval of the
9 Superintendent. Prior to presenting materials for inclusion in the library, the Librarian may
10 consider the existing collection, the curricular needs of the students and the recommendations of
11 the American Association of School Librarians in determining what materials are appropriate for
12 the libraries.

13
14 Library materials may be checked out by students or staff during the instructional day. Students
15 and staff who check out library materials are responsible for the care and timely return of such
16 materials. Building principals may assess fines for damaged or unreturned books.

17
18 Any individual may challenge the selection of materials for use in the libraries. The
19 Superintendent shall appoint a committee of teachers, a librarian and administrators as
20 independent investigators pursuant to the Learning Materials Review to determine if the
21 challenged material is properly located in the library.

22
23
24
25 Cross Reference: 1700 Uniform Complaint Procedure
26 2314 Learning Materials Review

27
28 Legal Reference: § 20-4-402(5), MCA Duties of district superintendent or county high
29 school principal
30 § 20-7-203, MCA Trustees' policies for school library
31 § 20-7-204, MCA School library book selection
32

33 Policy History:

34 Adopted on:

35 Reviewed on:

36 Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

2311

4
5 Instructional Materials

6
7 The Board is legally responsible to approve and to provide the necessary instructional materials
8 used in the District. Instructional materials are any material used in classroom instruction,
9 library or any materials to which a teacher might refer a student as part of the course of
10 instruction. Textbooks and instructional materials should provide quality learning experiences
11 for students and:

- 12
- 13 • Enrich and support the curriculum;
- 14 • Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical
- 15 standards;
- 16 • Provide background information to enable students to make intelligent judgments;
- 17 • Present opposing sides of controversial issues;
- 18 • Be representative of the many religious, ethnic, and cultural groups and their
- 19 contributions to our American heritage;
- 20 • Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of
- 21 American society.
- 22

23 Basic instructional course material in the fundamental skill areas of language arts, mathematics,
24 science, and social studies should be reviewed at intervals not exceeding five (5) years. All
25 instructional materials must be sequential and must be compatible with previous and future
26 offerings.

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

33
34
35
36 Cross Reference: 2314 Learning Materials Review

37	38 Legal Reference:	§ 20-4-402, MCA	Duties of district superintendent or county high
39			school principal
40		§ 20-7-601, MCA	Free textbook provisions
41		§ 20-7-602, MCA	Textbook selection and adoption

42
43 Policy History:

44 Adopted on:

45 Reviewed on:

46 Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

2312

4
5 Copyright

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

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

14
15 While the District encourages its staff to enrich the learning programs by making proper use of
16 supplementary materials, it is the responsibility of District staff to abide by the District’s copying
17 procedures and obey the requirements of the law. Under no circumstances shall it be necessary
18 for District staff to violate copyright requirements in order to perform their duties properly. The
19 District will not be responsible for any violations of the copyright law by its staff.

20
21 Any staff member who is uncertain as to whether reproducing or using copyrighted material
22 complies with the District’s procedures or is permissible under the law should contact the
23 Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or
24 use protected materials when such authorization is required.

25
26
27
28 Legal Reference: 17 USC 101 - 1010 Federal Copyright Law of 1976

29
30 Policy History:

31 Adopted on:

32 Reviewed on:

33 Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

2320

4
5 Field Trips, Excursions, and Outdoor Education

6
7 The Board recognizes that field trips when used as a device for teaching and learning integral to
8 the curriculum are an educationally sound and important ingredient in the instructional program
9 of the schools. Such trips can supplement and enrich classroom procedures by providing
10 learning experiences in an environment beyond the classroom.

11
12 Travel outside of the State must be approved by the Superintendent and the Board of Trustees at
13 least six months in advance. The Superintendent may approve all other field trips.

14
15 The District shall develop procedures for the operation of a safe and productive field trip. Each
16 field trip must be integrated with the curriculum and coordinated with classroom activities which
17 enhance its usefulness.

18
19 No staff member may solicit students during instructional time for any privately arranged field
20 trip or excursion without Board permission.

21
22 The presence of a person with a currently valid American Red Cross standard first aid card or
23 current certification from an equivalent first aid course is required during school-sponsored
24 activities, including field trips, athletic and other off-campus events.

25
26 Legal Reference: ARM 37.111.825 Health Supervision and Maintenance

27
28 Policy History:

29 Adopted on:

30 Reviewed on:

31 Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

2330

4
5 Controversial Issues and Academic Freedom

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

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

15
16 In a study or discussion of controversial issues or materials, however, the Board directs teaching
17 staff to take into account the following criteria:

- 18
19
- 20 • Subjects of a controversial nature shall be defined as a political, religious and moral;
 - 21 • Both the building principal and the teacher must agree to allow a speaker or material of a
22 controversial nature in the classroom. If the teacher and building principal are unable to
23 agree, then they shall include the Superintendent in the decision-making process; and
 - 24 • If the material or speaker requests presentation at an assembly, the principal shall make the
25 decision and inform the community.
- 26

27 Legal Reference: Article X, Sec. 8, Montana Constitution - School district trustees
28 § 20-3-324(16) and (17), MCA Powers and duties

29
30 Policy History:

31 Adopted on:

32 Reviewed on:

33 Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

2332
page 1 of 3

4
5 Religion and Religious Activities

6
7 In keeping with the United States and Montana Constitutions and judicial decisions, the District
8 may not support any religion or endorse religious activity. At the same time, the District may
9 not prohibit private religious expression by students.

10
11 Student Prayer and Discussion

12
13 Students may pray individually or in groups and may discuss their religious views with other
14 students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer
15 does not include the right to have a captive audience listen or to harass other students. Students
16 may pray silently in the classroom, except when they are expected to be involved in classroom
17 instruction or activities.

18
19 Staff Members

20
21 Staff members may not encourage, discourage, persuade, dissuade, sponsor, participate in, or
22 discriminate against a religious activity or an activity because of its religious content. They must
23 remain officially neutral toward religious expression.

24
25 Assemblies, Extracurricular and Athletic Events

26
27 District officials may not invite or permit members of the clergy, staff members, or outsiders to
28 give prayers at school-sponsored assemblies and extracurricular or athletic events. District
29 officials also may not organize or agree to student requests for prayer at assemblies and other
30 school-sponsored events. Furthermore, prayer may not be broadcast over the school public
31 address system, even if the prayer is nonsectarian, non-proselytizing, and initiated by students.

32
33 Student Religious Expression and Assignments

34
35 Students may express their individual religious beliefs in reports, tests, homework, and projects.
36 Staff members should judge their work by ordinary academic standards, including substance,
37 relevance, appearance, composition, and grammar. Student religious expression should neither
38 be favored nor penalized.

39
40 Graduation Ceremonies

41
42 In order to assure the appropriateness and dignity of the occasion, the District sponsors and pays
43 for graduation ceremonies and retains ultimate control over their structure and content.

44
45 District officials may not invite or permit members of the clergy to give prayers at graduation.
46 Furthermore, District officials may not organize or agree to requests for prayer by other persons

1 at graduation, including requests from students. The District may not prefer the beliefs of some
2 students over the beliefs of others, coerce dissenters or nonbelievers, or communicate any
3 endorsement of religion.

4
5 Students and their families may organize baccalaureate services, at which attendance must be
6 entirely voluntary. Organizers of baccalaureate services may rent and have access to school
7 facilities on the same basis as other private groups and may not receive preferential treatment.
8 The District may not be identified as sponsoring or endorsing baccalaureate services. District
9 funds, including paid staff time, may not be used directly or indirectly to support or subsidize

10 11 Religion in the Curriculum

12
13 Staff members may teach students about religion in history, art, music, literature, and other
14 subjects in which religious influence has been and continues to be felt. However, staff members
15 may not teach religion or advocate religious doctrine or practice. The prohibition against
16 teaching religion extends to curricular decisions which promote religion or religious beliefs.

17
18 School programs, performances, and celebrations must serve an educational purpose. The
19 inclusion of religious music, symbols, art, or writings is permitted, if the religious content has a
20 historical or independent educational purpose which contributes to the objectives of the approved
21 curriculum. School programs, performances, and celebrations cannot promote, encourage,
22 discourage, persuade, dissuade, or discriminate against a religion or religious activity and cannot
23 be oriented to religion or a religious holiday.

24 25 Student Religious Clubs

26
27 Students may organize clubs to discuss or promote religion, subject to the same constitutionally
28 acceptable restrictions the District imposes on other student-organized clubs.

29 30 Distribution of Religious Literature

31
32 Students may distribute religious literature to their classmates, subject to the same
33 constitutionally acceptable restrictions the District imposes on distribution of other non-school
34 literature. Outsiders may not distribute religious or other literature to students on school
35 property, consistent with and pursuant to the District policy on solicitations.

36 37 Religious Holidays

38
39 Staff members may teach objectively about religious holidays and about religious symbols,
40 music, art, literature, and drama which accompany the holidays. They may celebrate the
41 historical aspects of the holidays but may not observe them as religious events.

42 43 Policy History:

44 Adopted on:

45 Reviewed on:

46 Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

2333

4
5 Participation in Commencement Exercises

6
7 Statement of Policy

8
9 A student’s right to participate in a commencement exercise of the graduating class at
10 Philipsburg High School is an honor. As such, participation in this ceremony is reserved for
11 those members of the graduating class who have completed all state and local requirements for
12 graduation before the date of the ceremony. Students may wear traditional American Indian
13 tribal regalia or objects of cultural significance at a graduation ceremony. Students who
14 complete their requirements after the date of commencement exercises will receive their
15 diplomas at that time.

16
17 Organization and Content of Commencement Exercises

18
19 The school administration may invite graduating students to participate in high school graduation
20 exercises according to academic class standing or class officer status. Any student who, because
21 of academic class standing, is requested to participate may choose to decline the invitation.

22
23 The school administrators will review presentations and specific content, and they may advise
24 participants about appropriate language for the audience and occasion. Students selected to
25 participate may choose to deliver an address, poem, reading, song, musical presentation, or any
26 other pronouncement of their choosing.

27
28 The printed program for a commencement exercise will include the following paragraphs:

29
30 *Any presentation by participants of graduation exercises is the private*
31 *expression of an individual participant and does not necessarily reflect any*
32 *official position of the District, its Board, administration, or employees, nor does*
33 *it necessarily indicate the views of any other graduates.*

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

37
38 Legal Reference: Art. II, Sec. 5, Montana Constitution - Freedom of religion
39 Art. X, Sec. 7, Montana Constitution - Nondiscrimination in education
40 § 2-1-315, MCA Tribal Regalia and Objects of Cultural Significance
41 – Allowed at Public Events
42 § 20-1-308, MCA Religious instruction released time program
43 § 20-5-201(3), MCA Duties and sanctions
44 § 20-7-112, MCA Sectarian publications prohibited and prayer
45 permitted

46 Policy History:

47 Adopted on:

48 Reviewed on:

49 Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

2334

4
5 Release Time for Religious Instruction

6
7 The District may provide religious instruction release time under which a student may be
8 released for up to one (1) hour per week. This policy includes the following controls:

- 9
- 10 A. Parental request is required, in writing, for release time. This request will be renewed
11 annually, or at quarter, semester, etc., as students change their school class schedule.
12
 - 13 B. The District reserves the right to rescind the leave from time to time if it interferes with
14 testing schedules or other school activities which require the student's participation and
15 cannot be rescheduled or made up at another time.
16
 - 17 C. At such time that release of students becomes so high in numbers for any one (1) class,
18 the District has the right to place limits in order to protect the educational program.
19
 - 20 D. The release time is to be granted for formal instruction and not for church social activities
21 such as ski trips, campouts, etc.
22

23
24
25 Legal Reference: Art. II, Sec. 5, Montana Constitution - Freedom of religion
26 Art. X, Sec. 7, Montana Constitution - Nondiscrimination in education
27 § 20-1-308, MCA Religious instruction released time program
28

29 Policy History:

30 Adopted on:

31 Reviewed on:

32 Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

2410

4
5 High School Graduation Requirements

6
7 The Board will award a regular high school diploma to every student enrolled in the District who
8 meets graduation requirements established by the District. The official transcript will indicate
9 the specific courses taken and level of achievement. The Board has established graduation
10 requirements for Philipsburg High School (PHS) students. Generally, any change in graduation
11 requirements will become effective for the next class to enter ninth (9th) grade. Exceptions to
12 this rule may be made when it is determined by the Board that proposed changes in graduation
13 requirements will not have a negative effect on students already enrolled in PHS.

14
15 To graduate from PHS, a student must have satisfactorily completed at least one (1) semester,
16 and successfully complete requirements, prior to graduation as a PHS student. To be considered
17 for valedictorian or salutatorian honors a student must attend PHS for at least three (3) complete
18 semesters. Highly unusual exceptions may be considered, such as a student exchange program in
19 a recognized school.

20
21 A student with a disabling condition will satisfy those competency requirements incorporated
22 into the individualized education program (IEP). Satisfactory completion of the objectives
23 incorporated in the IEP will serve as the basis for determining completion of a course.

24
25 Credits

26
27 Students shall be expected to earn a total of twenty-two (22) units in order to complete
28 graduation requirements. Specific credit requirements may be found in the student handbook.

29
30 Waiver of Requirement

31
32 Graduation requirements generally will not be waived. However, in rare and unique hardship
33 circumstances, the Superintendent may approve minor deviations from the graduation
34 requirements.

35
36 Alternative Programs

37
38 Credit toward graduation requirements may be granted for planned learning experiences from
39 accredited programs, such as summer school, university courses, and correspondence courses.
40 Credit for work experience may be offered when the work program is a part of and supervised by
41 the school. All classes attempted at PHS and all acceptable transfer credits shall be recorded on
42 the transcript. All grades earned, including failures and retakes, shall be recorded as such and
43 utilized in the calculation of Grade Point Average and class rank. Credit shall be awarded only
44 once regardless of repetition of the course.

1
2
3
4 Honor Roll
5

6 A student must have a minimum grade-point average of 3.00 to 3.49 to be placed on the “B”
7 honor roll, and a minimum grade-point average of 3.5 to 4.0 be placed on the “A” honor roll.
8 Specific information regarding honors at graduation are included in the student handbook.
9

10 Class Rank (Grade Point Average)
11

12 Class Rank is compiled from semester grades. Courses not eligible for GPA are designated with
13 an asterisk on the report card.
14

15 Early Graduation
16

17 The Board hereby authorizes the Superintendent to recommend to the Board for early graduation
18 students who have completed the minimum requirements for graduation in less than eight
19 semesters.
20

21 Legal Reference: § 20-5-201, MCA Duties and sanctions
22 10.55.904, ARM Basic Education Program Offerings: High School
23 10.55.905, ARM Graduation Requirements
24 10.55.906, ARM High School Credit
25

26 Policy History:

27 Adopted on:

28 Reviewed on:

29 Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

2413
page 1 of 2

4
5 Credit Transfer and Assessment for Placement

6
7 Grades 9-12

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

14
15 The credit evaluation committee will:

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

29
30 The District will give credit only for home schools which have met all requirements as specified
31 in Montana law. Credits from home school courses which are NOT offered in Philipsburg
32 Schools will be recorded as elective classes. Students must meet District and state graduation
33 requirements through home school courses and school classes to earn a diploma.

34
35 The school transcripts will record courses taken in home schools or non-accredited schools by
36 indicating title of the course, school where the course was taken, and the grade(s) will only be
37 recorded as pass/fail.

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

41
42 Grades K-8

43
44 Requests from parents of students in non-accredited, nonpublic schools for placement in the
45 District school system will be evaluated by an assessment-for-placement team. That team will
46 include:

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37

1. A school principal;
2. One (1) teacher of the grade in which the student is being considered for enrollment; and if requested by the principal
3. One (1) counselor (grades 7-8 only).

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; and
3. If necessary, in the discretion of the team, the results of the Peabody Individual Achievement Test or the Measure of Academic progress.

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:
Reviewed on:
Revised on:

1 **Philipsburg School District**

2

3 **INSTRUCTION**

2420

4

5 Grading and Progress Reports

6

7 The Board believes cooperation of school and home is a vital ingredient in the growth and
8 education of students and recognizes its responsibility to keep parents informed of student
9 welfare and progress in school.

10

11 The issuance of grades and progress reports on a regular basis serves as a basis for continuous
12 evaluation of student performance and for determining changes that should be made to effect
13 improvement. These reports will be designed to provide information helpful to the students,
14 teachers, counselors, and parents.

15

16 The Board directs the Superintendent to establish a system of reporting student progress and will
17 require all staff to comply with such a system as part of their teaching responsibility. Staff and
18 parents will be involved.

19

20

21

22 Policy History:

23 Adopted on:

24 Reviewed on:

25 Revised on:

1 **Philipsburg School District**

2

3 **INSTRUCTION**

2421

4

5 Promotion and Retention

6

7 The District believes that parents/guardians and the school staff share the responsibility for
8 helping every student to succeed in whatever grade or class he/she is assigned. However, it is
9 also the belief that every child must have the necessary knowledge and skills before he or she is
10 promoted to the next grade or class. Without this minimum level of performance, it is the
11 responsibility of the parents and the school to work together to help the child and/or provide
12 additional support until he/she has reached the minimum level. Administrative procedures have
13 been developed for a child who demonstrates an inability to meet the expected minimum
14 academic performance standards and can be found in the current student and staff handbooks.

15

16 Any student who fails to demonstrate proficiency as determined by the school team may be
17 retained in the current grade level. The final decision will be made by the Superintendent.

18

19

20

21 Policy History:

22 Adopted on:

23 Reviewed on:

24 Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

2450

4
5 Recognition of Native American Cultural Heritage

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

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

- 11
- 12 • Working cooperatively with Montana Tribes in close proximity to the District, when
13 providing instruction, when implementing educational goals or adopting rules relating to
14 education of students in the District;
- 15
- 16 • Periodically reviewing its curriculum to ensure the inclusion of cultural heritage of
17 Native Americans, which will include but not necessarily be limited to:
 - 18
 - 19 • Considering methods by which to provide books and materials reflecting
20 authentic historical and contemporary portrayals of Native Americans;
 - 21
 - 22 • Taking into account individual and cultural diversity and differences among
23 students;
 - 24
 - 25 • Providing necessary training for school personnel, with the objective of gaining an
26 understanding and awareness of Native American culture, which will assist the District’s
27 staff in its relations with Native American students and parents.
 - 28

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

31
32
33

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

39
40 Policy History:

41 Adopted on:
42 Reviewed on:
43 Revised on:

1 **Philipsburg School District**

2
3 **INSTRUCTION**

2500
page 1 of 2

4
5 Limited English Proficiency Program

6
7 In accordance with the Board's philosophy to provide a quality educational program to all
8 students, the District shall provide an appropriate planned instructional program for identified
9 students whose dominant language is not English. The purpose of the program is to increase the
10 English proficiency of eligible students, so they can attain academic success. Students who have
11 limited English proficiency (LEP) will be identified, assessed, and provided appropriate services.

12
13 The Board shall adopt a program of educational services for each student whose dominant
14 language is not English. The program shall include bilingual/bicultural or English as a second
15 language instruction.

16
17 The Superintendent or his/her designee shall implement and supervise an LEP program which
18 ensures appropriate LEP instruction and complies with applicable laws and regulations.

19
20 The Superintendent or his/her designee, in conjunction with appropriate stakeholders, shall
21 develop and disseminate written procedures regarding the LEP program, including:

- 22
23 1. Program goals.
24
25 2. Student enrollment procedures.
26
27 3. Assessment procedures for program entrance, measurement of progress, and program
28 exit.
29
30 4. Classroom accommodations.
31
32 5. Grading policies.
33
34 6. List of resources, including support agencies and interpreters.

35
36 The District shall establish procedures for identifying students whose language is not English.
37 For students whose dominant language is not English, assessment of the student's English
38 proficiency level must be completed to determine the need for English as a Second Language
39 instruction.

40
41 Students whose dominant language is not English should be enrolled in the District, upon proof
42 of residency and other legal requirements. Students shall have access to and be encouraged to
43 participate in all academic and extracurricular activities of the District.

44
45 Students participating in LEP programs shall be required, with accommodations, to meet
46 established academic standards and graduation requirements adopted by the Board.

1
2
3
4 The LEP program shall be designed to provide instruction which meets each student's individual
5 needs based on the assessment of English proficiency in listening, speaking, reading, and
6 writing. Adequate content-area support shall be provided while the student is learning English,
7 to assure achievement of academic standards.
8

9 The LEP program shall be evaluated for effectiveness as required, based on the attainment of
10 English proficiency, and shall be revised when necessary.
11

12 At the beginning of each school year, the District shall notify parents of students qualifying for
13 LEP programs about the instructional program and parental options, as required by law. Parents
14 will be regularly apprised of their student's progress. Whenever possible, communications with
15 parents shall be in the language understood by the parents.
16

17 The District shall maintain an effective means of outreach to encourage parental involvement in
18 the education of their children.
19
20
21

22 Legal Reference: Title VI, Civil Rights Act of 1964
23 Equal Education Opportunities Act as an amendment to the Education
24 Amendments of 1974 Bilingual Education Act
25 20 U.S.C. §§ 7401, et seq., as amended by the English Language
26 Acquisition, Language Enhancement, and Academic Achievement Act
27 Title III, §§ 3001-3304 of HRI, No Child Left Behind Act of 2001, P.L.
28 107-110
29

30 Policy History:

31 Adopted on:

32 Reviewed on:

33 Revised on:

2
3 **INSTRUCTION**

4
5 Wellness

6
7 The District is committed to teaching, encouraging, and supporting healthy eating by students.
8 The District shall provide nutrition education and engage in nutrition promotion that is offered at
9 each grade level as part of a sequential, comprehensive, standards-based program designed to
10 provide students with the knowledge and skills necessary to promote and protect their health.

11
12 *Food Marketing in Schools*

13
14 School-based marketing will be consistent with nutrition education and health promotions. As
15 such, schools will limit food and beverage marketing to the promotion of foods and beverages
16 that meet the nutrition standards for meals or for food and beverages sold individually.

17
18 *Nutrition Standards for Foods Available to Students*

19
20 Meals served through the National School Lunch and Breakfast Programs will meet, at a
21 minimum, nutrition requirements established by local, state, and federal statutes and regulations
22 which includes but is not limited to the nutritional content standards as set by the Healthy Kids
23 Act. In addition, the District will share information about the nutritious meals with parents and
24 students. Such information is made available on menus, the school website, and on cafeteria
25 menu.

26
27 *Snacks*

28
29 Snacks served during the school day or in after-school care or enrichment programs will provide
30 a positive contribution to children’s diets and health, with an emphasis on serving fruits and
31 vegetables as the primary snacks and water as the primary beverage.

32
33 *Free and Reduced-priced Meals*

34
35 The District will make every effort to eliminate any social stigma attached to the overt
36 identification of student who are eligible for free and reduced-price school meals. Toward this
37 end, schools will utilize electronic identification and payment system and promote the
38 availability of school meals to all students.

39
40 *Qualifications of School Food Service Staff*

41
42 Qualified nutrition professionals will administer the school meal programs. The District will
43 provide continuing professional development for all nutrition professionals in schools. Staff
44 development programs should include appropriate certification and/or training programs for
45 child nutrition directors, school nutrition managers, and cafeteria workers, according to their
46 levels of responsibility.

1 *Integrating Physical Activity into the Classroom Setting*

2
3 The District recognizes that students need opportunities for physical activity beyond physical
4 education class. Toward that end, classroom health education will complement physical
5 education by reinforcing the knowledge and self-management skills needed to maintain a
6 physically active lifestyle and to reduce time spent on sedentary activities, such as watching
7 television.

8
9 *Student Health*

10
11 The District highly values the health and well-being of every student. The District will take
12 appropriate measures to address student health issues that arise in the school setting. The
13 Superintendent shall develop procedures for addressing student health issues that may arise.

14
15 *Staff Wellness*

16
17 The District highly values the health and well-being of every staff member and will plan and
18 implement activities and policies that support personal efforts by staff to maintain a healthy
19 lifestyle. The District will establish and maintain a staff wellness committee composed of at least
20 one staff member, school nurse, nutrition specialist or other health professional, athletic director
21 union representative, and employee benefits specialist. The committee will develop, promote,
22 and oversee a multifaceted plan to promote staff health and wellness. The plan may include an
23 incentive for wellness by giving employees the opportunity to leave for physical activity when
24 the student school day ends if no other obligations interfere. The plan should be based on input
25 solicited from school staff and should outline ways to encourage healthy eating, physical
26 activity, and other elements of a healthy lifestyle among school staff. The staff wellness
27 committee should distribute its plan to the staff.

28
29 *Daily Recess*

30
31 All students will have daily, supervised recess, preferably outdoors, during which schools should
32 encourage moderate to vigorous physical activity verbally and through the provision of space
33 and equipment.

34
35 *Physical Activity Opportunities Before and After School*

36
37 The District will offer extracurricular physical activity programs, such as physical activity clubs
38 or intramural programs.

39
40 *Development, Review, and Implementation of the Policy*

41
42 The District will involve the staff, and the public, including but not limited to parents, students,
43 school food service staff, physical education teachers, school health professionals, trustees,
44 administrators, and members of the general public in the development, implementation, review,
45 and modification of this policy. The Superintendent or designee is responsible for ensuring

