## Policy 3665: Student Safety

In order to ensure the safety and welfare of students, no individual, regardless of employment status with the District, shall have unsupervised contact with students while in school, at a school-sponsored activity, or in transit to a school-sponsored activity unless the individual has:

a. completed a fingerprint-based national criminal history background check pursuant to the educator licensure policies of the board of public education; or

b. ~~the individual has~~ provided to the Montana department of justice information and material sufficient to obtain a fingerprint-based national criminal history background check; and the trustees, the superintendent of the district, or another individual designated by the trustees has reviewed the results of the background check.

For the purposes of this Policy, the term "unsupervised contact" shall mean any interaction with students that does not involve direct supervision by an employee of the District. Additionally, any employee or volunteer who is responsible for supervising another employee's or volunteer's contact with children is considered to have unsupervised contact with children by virtue of their oversight responsibilities. Therefore, they must also undergo a background check prior to employment or assignment.

The District may designate certain employees and volunteers who will ~~never~~ not have unsupervised contact with students and are therefore exempt from the background check requirement. Such designations may include, but are not limited to:
Guest speakers, members of the PTO, members of the Booster Club, maintenance workers, tradespeople.

## Policy 5122: Fingerprints and Criminal Background Investigations

It is the policy of the Board that any finalist recommended for hire to a paid or volunteer position with the District involving unsupervised access to students in schools, as determined by the Superintendent, shall submit to a name-based and fingerprint criminal background investigation [federal fingerprint-based criminal history record check] conducted by the appropriate law enforcement agency prior to consideration of the recommendation for employment or appointment by the Board.

Any requirement of an applicant to submit to a fingerprint background check shall be in compliance with the Volunteers for Children Act of 1998 and applicable federal regulations. If an applicant has any prior record of arrest or conviction by any local, state, or federal law enforcement agency for an offense other than a minor traffic violation, the facts must be reviewed by the Superintendent, who shall decide whether the applicant shall be declared eligible for appointment or employment in a manner consistent with the expectations and standards set by the board.

The following ~~applicants~~ individuals ~~for employment, as a condition for employment~~, will be required, as a condition of any offer of employment or volunteer status, to authorize, in writing, a name-based and fingerprint criminal background investigation:

- A certified employee seeking full- or part-time employment with the District;
- A non-certified or classified employee seeking full- or part-time employment with the District;
- An employee of a person or firm holding a contract with the District, if the employee is assigned to the District;
- A volunteer assigned to work in the District, including a chaperone, who has unsupervised access to students; and
- Substitute teachers.

| **Montana Code Annotated** | **Description** |
|---|---|
| 44-5-301 | Dissemination of public criminal justice information |

| | |
|---|---|
| 44-5-302 | Dissemination of criminal history record information that is not public criminal justice information |
| 44-5-303 | Dissemination of confidential criminal justice information – procedure for dissemination through court |
| 20-3-323 | District Policy and Records Act |
| **Administrative Rules of Montana** | **Description** |
| 10.55.716 | Substitute Teachers |
| **United States Code** | **Description** |
| Public Law 105-251 | Volunteers for Children Act |

**Cross References**

| Code | Description |
|---|---|
| 1000 | Legal Status, Operation and Organization |
| 1521 | Board/Superintendent Relationship |
| 5120 | Hiring Process and Criteria |
| 5120-P(1) | Hiring Process and Criteria - Federal Background Check, Fingerprints, and Information Handling Procedure |
| 5120-F(1) | Hiring Process and Criteria - Determination Form |
| 5120-F(2) | Hiring Process and Criteria - Privacy Act Statement |
| 5120-F(3) | Hiring Process and Criteria - Determination Of Eligibility for Hire |
| 5120-F(4) | Hiring Process and Criteria - Notice of Federal Background Check Determination |
| 5120-F(5) | Hiring Process and Criteria - Dissemination Log |
| 5120-F(6) | Hiring Process and Criteria - Re-dissemination of Criminal History to the Individual |
| 5430 | Volunteers |
| 5430-NF(1) | Volunteers - Volunteer Agreement Form |
| 8300 | Risk Management |
| 8301 | School Safety |

## Policy 2335: Health Enhancement: Human Sexuality and Identity Instruction

Definitions:
The following definitions apply for the purposes of this policy:
(a) "Human sexuality instruction" means instruction that has the goal or purpose of studying, exploring, or informing students about any of the following human sexuality topics: intimate relationships, sexual anatomy, sexual reproduction, sexually transmitted infections, sexual acts, sexual orientation, gender identity, abstinence, contraception, or reproductive rights and responsibilities.
(b) "Identity instruction" means instruction that has the goal or purpose of studying, exploring, or informing students about gender identity or gender expression, or sexual orientation.
(c) "Instruction" means the conduct of organized learning activities, including the provision of materials, for students in a public school, whether conducted by a teacher or other school staff or guests invited at the request of the school or district and regardless of the duration, venue, or method of delivery.
Neither "human sexuality instruction" nor "identity instruction" includes or applies to a teacher's response to an unexpected student-initiated inquiry related to the topics under each term to the extent necessary to resolve the inquiry or to maintain civility and decorum in the classroom.

Annual Notice to Parents:
1. Using contact information most recently provided by the parent or guardian, the District shall annually notify in advance the parent or guardian of each student scheduled to be enrolled in a course that includes units or lessons on human sexuality instruction or identity instruction of:
(a) the basic content of the district's or school's human sexuality instruction or identity instruction intended to be taught to the student and the option to review all curriculum materials related to human sexuality instruction or identity instruction; and
(b) the parent's or guardian's right to withdraw the student from the District's human sexuality instruction; and
(c) the requirement that the parent or guardian provide written permission to allow the child to attend identity instruction.
The annual notice shall include an electronic link to materials or summaries of materials consistent with copyright laws for the District's health enhancement curriculum including lesson plans or other materials used for human sexuality instruction or identity instruction and a calendar of events or assemblies at which human sexuality instruction or identity instruction will be provided.

Additional Notice to Parents:
In addition to the annual notice required above, the District will provide notice to parents no fewer than 5 school days or more than 14 school days prior to holding an event or assembly or first introducing materials for instructional use.

Parental Permission
The District will not require or permit a student to attend or participate in identity instruction without the prior written permission of the parent or guardian. Written permission may be provided by the parent following the annual notice to parents, but parents or guardians shall have the right to cancel or rescind permission by providing written notice to the Superintendent at any time.

Excused Absence

Any student whose parent or guardian has withdrawn the student from human sexuality instruction or has not provided prior written permission for participation in identity instruction will be excused from attending such instruction, and the absence will be an excused absence in accordance with § 20-5-103, MCA.

Summary of Curriculum

The District shall prepare a summary of the district's health enhancement curriculum and shall review and prepare any updates to the summary each year. The summary is public information and is subject to the public's right to access information pursuant to § 2-6-1003, MCA.

| **Montana Code Annotated** | **Description** |
|---|---|
| 20-5-103 | Compulsory Attendance and Excuses |
| 20-7-120 | Excused Absences from Curriculum Requirements |

| **Code** | **Description** |
|---|---|
| 2132 | Student and Family Privacy Rights |
| 2158 | Parent and Family Engagement and Educational Involvement |
| 3120 | Compulsory Attendance |

## Policy 5255: Disciplinary Action

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

No employee, regardless of the scope of the employee's official duties, may be subjected to an adverse employment action for declining to: (a) identify the employee's pronouns while acting within the scope of employment; or (b) address a person by using a name other than the person's legal name or a derivative of the person's legal name or by using a pronoun or a title that is inconsistent with the person's sex.

Discipline will be reasonably appropriate to the circumstance and will include but not be limited to a supervisor's right to reprimand an employee and the Superintendent or building principal's right to suspend an employee, without pay, or to impose other appropriate disciplinary sanctions. Disciplinary sanctions, including all forms of reprimands, will be documented and placed in the employees personnel file in accordance with Policy 5231. In accordance with Montana law, only the Board may terminate an employee or non-renew employment.

The Superintendent or building principal is authorized to immediately suspend a staff member, with pay, in a non-disciplinary manner.

| Montana Code Annotated | Description |
|---|---|
| 20-3-324 | Powers and duties |
| 20-4-204 | Termination of tenure teacher services |
| 20-4-207 | Dismissal of teacher under contract |
| 39-2-903 | Definitions |
| 39-2-904 | Elements of wrongful discharge – presumptive probationary period |
| 39-2-912 | Exemptions |
| Title 39, Chapter 31 | Collective bargaining for public employees |

## Policy 3416: Administering Medicines to Students

Administering Medication to Students

"Medication" means a medicine, including inhaled bronchodilators, inhaled corticosteroids, and autoinjectable epinephrine, and epinephrine nasal spray, prescribed by a licensed physician as defined in 37-3-102, a physician assistant who has been authorized to prescribe medications as provided in 37-20-404, or an advanced practice registered nurse with prescriptive authority as provided in 37-8-202(1)(h).

Except in an emergency situation, only a qualified healthcare professional may administer a drug or a prescription drug to a student under this policy. Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.

Administering Medication

The Board permits administration of medication to students in schools in its jurisdiction. A school nurse or other employee who has successfully completed specific training in administration of medication, pursuant to written authorization of a physician or dentist and that of a parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian, may administer medication to any student in the school or may delegate this task pursuant to Montana law.

Emergency Administration of Medication

In the event of an emergency, a school nurse or trained staff member, exempt from the nursing license requirement under § 37-8-103(1)(c), MCA, may administer emergency medication to any student in need thereof on school grounds, in a school building, at a school function, or on a school bus according to a standing order of an authorized physician or a student's private physician. In the event that emergency medication is administered to a student, the school nurse or staff member shall call emergency responders and notify the student's parents/guardians. A building administrator or school nurse shall enter any medication to be administered in an emergency on an individual student medication record and retain the documentation.

Assisting Students with Self-Administration of Medication

A building principal or other school administrator may authorize, in writing, any school employee:

To assist in self-administration of any drug that may lawfully be sold over the counter without a prescription to a student in compliance with the written instructions and with the written consent of a student's parent or guardian; and

To assist in self-administration of a prescription drug to a student in compliance with written instructions or standing order of an authorized physician or a student's private physician and with the written consent of a student's parent or guardian.

A school employee authorized, in writing, assist students with self-administration of medications, may only rely on the following techniques:

·Making oral suggestions, prompting, reminding, gesturing, or providing a written guide for self-administering medications;

·Handing to a student a prefilled, labeled medication holder or a labeled unit dose container, syringe, or original marked and labeled container from a pharmacy;

·Opening the lid of a container for a student;

·Guiding the hand of a student to self-administer a medication;

·Holding and assisting a student in drinking fluid to assist in the swallowing of oral medications; and

·Assisting with removal of a medication from a container for a student with a physical disability that prevents independence in the act.

·Other guidance or restrictions previously provided in writing to the school by a student's parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian is on file.

Self-Administration or Possession of Asthma, Severe Allergy, or Anaphylaxis Medication

Students with allergies or asthma may be authorized by the building principal or Superintendent, in consultation with medical personnel, to possess and self-administer emergency medication during the school day, during field trips, school-sponsored events, or while on a school bus. The student shall be authorized to possess and self-administer medication if the following conditions have been met:

A parent or guardian or individual who has executed a caretaker relative educational authorization affidavit has submitted a signed authorization for self-administration of medication, acknowledging that the District and its employees are not liable for injury resulting from the student self-administration of medication.

·The student shall have the prior written approval of his/her primary healthcare provider. The written notice from the student's primary care provider shall specify the name and purpose of the medication, the prescribed dosage, frequency with which it may be administered, and the circumstances that may warrant its use.

·Documentation that the student has demonstrated to the healthcare practitioner and the school nurse, if available, the skill level necessary to use and administer the medication.

·Documentation of a doctor-formulated written treatment plan for managing asthma, severe allergies, or anaphylaxis episodes of the student and for medication use by the student during school hours.

Authorization granted to a student to possess and self-administer medication shall be valid for the current school year only and shall be renewed annually. A student's authorization to possess and self-administer medication may be limited or revoked by the building principal or other administrative personnel.

If provided by the parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian, and in accordance with documentation provided by the student's doctor, backup medication shall be kept at a student's school in a predetermined location or locations to which the student has access in the event of an asthma, severe allergy, or anaphylaxis emergency.

Immediately after using epinephrine during school hours, a student shall report to the school nurse or other adult at the school who shall provide follow up care, including making a call to emergency responders.

Emergency Use of Stock Albuterol

The District may maintain a supply of stock albuterol and single-use disposable holding chambers to be administered by a school nurse or other authorized personnel to a student or nonstudent as needed for respiratory distress. This Policy may not be interpreted to relieve a student's parent or guardian of providing a student's medication or create an expectation that a school will have stock albuterol available.

Definitions
"Stock albuterol" means quick-relief asthma medication that is approved by the United States food and drug administration for the treatment of respiratory distress. The term includes albuterol medication delivered through a metered dose inhaler or dry-powder inhaler that includes a spacer or holding chamber that attaches to a metered dose inhaler to improve the delivery of medication.

"Authorized personnel" means an employee or agent identified by the District who is approved by the District administration to administer a stock medication in a school setting or at a related activity.

"Respiratory distress" means a person's inability to breathe adequately, including the perceived or actual presence of associated symptoms such as coughing, wheezing, or shortness of breath.

Additional Requirements

The Superintendent or his or her designee shall develop a protocol related to the training of school employees, the maintenance and location of the stock albuterol, and the immediate and long-term follow-up to the administration of the medication, including determining when to make a 9-1-1 emergency call.

The stock albuterol must be prescribed by a physician, advanced practice registered nurse, or physician assistant. The school must be designated as the patient and each prescription for stock albuterol must be filled by a licensed pharmacy.

The District may enter into an agreement with a manufacturer of bronchodilators or spacers, a third-party supplier of bronchodilator or spacers, or a health care office to obtain bronchodilators or spacers at no charge, at market price, or at a reduced price, and may accept gifts, grants, or donations to purchase bronchodilators or spacers for emergency use.
Authorized personnel shall complete an annual asthma education program approved by the department of public health and human services. The training must include causes of respiratory distress, recognition of signs and symptoms of respiratory distress, indications for the administration of albuterol, administration techniques, and the need for immediate access to a certified emergency responder.

The stock albuterol must be kept in a secure and easily accessible location.
The District will inform parents or guardians about the potential use of stock albuterol in a respiratory distress emergency and shall make the protocol available on request.

The District will document the use of stock albuterol following an event and report this use to the department of public health and human services within 3 days in a reporting format determined by the department.

The District will submit an annual report to the department of public health and human services summarizing the use of stock albuterol during each school year in a reporting format determined by the department.

Self-Administration of Other Medication

The District shall permit students who are able to self-administer specific medication to do so provided that all of the following have occurred:

- A physician, dentist, or other licensed health care provider provides a written order for self-administration of said medication;
- Written authorization for self-administration of medication from a student's parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian is on file; and
- A principal and appropriate teachers are informed that a student is self-administering prescribed medication.

Administration of Glucagons

A parent, an individual who has executed a caretaker relative educational authorization affidavit pursuant to §20-5-503, MCA, an individual who has executed a caretaker relative medical authorization affidavit pursuant to § 40-6-502, MCA, or a guardian of a diabetic student may designate an adult to administer glucagon to their child in an emergency situation. Written proof of the designation and acceptance of the designation by the parent-designated adult must be filed with the school district.

"Parent-designated adult" means a school district employee, selected by a parent, an individual who has executed a caretaker relative educational authorization affidavit pursuant to §20-5-503, MCA, an individual who has executed a caretaker relative medical authorization affidavit pursuant to § 40-6-502, MCA, or a guardian of a diabetic student, who voluntarily agrees to administer glucagon to the student.

The parent-designated adult must be trained in recognizing hypoglycemia and the proper method of administering glucagon. Training must be provided by a health care professional, as defined in § 33-36-103, MCA, or a recognized expert in diabetic care selected by the parent, an individual who has executed a caretaker relative educational authorization affidavit, an individual who has executed a caretaker relative medical authorization affidavit, or a guardian. Written documentation of the training received by the parent-designated adult must be filed with the school district.

The glucagon must be provided by the parent, an individual who has executed a caretaker relative educational authorization affidavit, an individual who has executed a caretaker relative medical authorization affidavit, or a guardian of the diabetic student.

Handling and Storage of Medications

The Board requires that all medications, including those approved for keeping by students for self-medication, be first delivered by a parent, an individual who has executed a caretaker relative educational authorization affidavit, or other responsible adult to a nurse or employee assisting with self-administration of medication. A nurse or assistant:

- Shall examine any new medication to ensure it is properly labeled with dates, name of student, medication name, dosage, and physician's name;
- Shall develop a medication administration plan, if administration is necessary for a student, before any medication is given by school personnel;
- Shall record on the student's individual medication record the date a medication is delivered and the amount of medication received;
- Shall store medication requiring refrigeration at 36° to 46° F;
- Shall store prescribed medicinal preparations in a securely locked storage compartment; and
- Shall store controlled substances in a separate compartment, secured and locked at all times.
- All non-emergency medication shall be kept in a locked, nonportable container, stored in its original container with the original prescription label. Epinephrine, naloxone, and student emergency medication may be kept in portable containers and transported by the school nurse or other authorized school personnel.
- Food is not allowed to be stored in refrigeration unit with medications.
- Shall notify the building administrator, school district nurse, and parent or guardian of any medication error and document it on the medication administration record.

The District shall permit only a forty-five-(45)-school-day supply of a medication for a student to be stored at a school; and all medications, prescription and nonprescription, shall be stored in their original containers.

The District shall limit access to all stored medication to those persons authorized to administer medications or to assist in the self-administration of medications. The District requires every school to maintain a current list of those persons authorized by delegation from a licensed nurse to administer medications.

The District may maintain a stock supply of auto-injectable epinephrine to be administered by a school nurse or other authorized personnel to any student or nonstudent as needed for actual or perceived anaphylaxis. If the district intends to obtain an order for emergency use of epinephrine in a school setting or at related activities, the district shall adhere to the requirements stated in law.

The District may maintain a stock supply of an opioid antagonist to be administered by a school nurse or other authorized personnel to any student or nonstudent as needed for an actual or perceived opioid overdose in compliance with § 20-5-426, MCA

If the District stocks a supply of an opioid antagonist, the following requirements apply:

(a) The Superintendent or his or her designees shall develop a protocol related to the training of school employees, the maintenance and location of the opioid antagonist, and immediate and long-term follow-up to the administration of the medication, including making a 9-1-1 emergency call.

(b) The opioid antagonist must be prescribed by a physician, advanced practice registered nurse, or physician assistant. The school must be designated as the patient, and each prescription for an opioid antagonist must be filled by a licensed pharmacy.

( c) The school shall provide training to authorized personnel. The training must include causes of opioid overdose, recognition of signs and symptoms of opioid overdose, indications for the administration of an opioid antagonist, administration technique, and the need for immediate access to a certified emergency responder. Training must be provided by a school nurse, certified emergency responder, or other health care professional.

(d) The opioid antagonist must be kept in a secure and easily accessible location.

( e) A school nurse or other authorized personnel may, in good faith, administer the opioid antagonist to any student or nonstudent who is experiencing a potential life-threatening opioid overdose based on the protocol developed by the school.

( f) If a school stocks an opioid antagonist that has been prescribed to the school, that school shall inform parents or guardians about the potential use of the opioid antagonist in an opioid overdose emergency. The school shall make the protocol available upon request.

( g) Neither the District, nor its employees and agents, are liable as a result of any injury arising from the administration of an opioid antagonist, including an expired opioid antagonist, to a student or nonstudent unless an act or omission is the result of gross negligence, willful or wanton misconduct, or an intentional tort.

Disposal of Medication, Medical Equipment, Personal Protective Equipment

The District requires school personnel either to return to a parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian or, with permission of the parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian, to destroy any unused, discontinued, or obsolete medication. A school nurse, in the presence of a witness, shall destroy any medicine not repossessed by a parent or guardian within a seven-(7)-day period of notification by school authorities.

Medical sharps shall be disposed of in an approved sharps container. Building administrators should contact the school nurse or designated employee when such a container is needed. Sharps containers are to be kept in a secure location in the school building. Disposal of sharps container, medical equipment, and personal protective equipment is the responsibility of the school nurse or designated employee in accordance with the Montana Infectious Waste Management Act and the manufacture guidelines specific to the container or equipment.

| **Montana Code Annotated** | **Description** |
|---|---|
| 20-5-412 | Definition – parent-designated adult administration of glucagons |
| 20-5-420 | Self-administration or possession of asthma, allergy, anaphylaxis medication |
| 20-5-421 | Emergency use of epinephrine in school setting |
| 20-5-426 | Emergency use of an opioid antagonist in |
| 37-8-103(1)(c) | Exemptions – limitations on authority |
| 40-6-701 | Interference with fundamental parental rights restricted |
| 75-10-1001, et seq | Infectious Waste Management Act |

| Administrative Rules of Montana | Description |
|---|---|
| 24.159.1601, et seq | Delegation of Nurse Duties |
| 37.111.812 | Safety Requirements |

**Cross References**

| Code | Description |
|---|---|
| 3431 | Emergency Treatment |

## Policy 2158: Parent and Family Engagement and Educational Involvement

Parent/Family Engagement and Involvement in Education Policy

The 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.

This policy shall be made available to all interested individuals upon request and posted on the District's website.

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 Board of Trustees, in consultation with parents, teachers administrators, and students has adopted this District~~'s~~ plan for meeting these parent/family involvement goals:

1. Provide activities that will educate parents/families 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 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 and laws regarding parent/family rights, including:

- Keeping parents/families informed of opportunities for involvement and encouraging participation in various District programs.
- Providing access to all District policies, District handbooks, Board and Committee meeting agendas, the District grievance procedure and contact methods for District administrators and Trustees on the District's website.
- Providing access to educational resources a course of study for parents/families to use together with their children.
- Keeping parents/families informed of the objectives of district educational and activity programs their child's participation and progress within these programs, and methods to opt out of such programs and instruction consistent with parent/family rights.
- Promoting parents/families and teacher cooperation in homework, attendance, and discipline.
- Providing information about the nature and purpose of student clubs and groups meeting at the school in accordance with Policy 3233 and 3550 and methods to consent to participation or opt out of participation consistent with parent/family rights.
- Providing explanation of rights regarding student name and pronoun use consistent with Family Educational Rights and Privacy Act and Policy 3600.

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.

8. Provide annual notification of educational opportunities of the District consistent with Montana law in the form of the student handbook, the District policy manual as posted on the District website, or other accessible format on topics which include:

- The District's options for delivery of personalized instruction to students consistent with Policies 1015FE and 2050, the legislature's findings at Section 20-7-1601, MCA. and Article X, Section 1 of the Montana Constitution.
- Evaluation, identification, and services provided to students with disabilities consistent with Section 20-7-411, MCA, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and Policies 2161 and 2162.
- Admission of students to kindergarten consistent with Sections 20-5-101 and 20-7-117, MCA, and Policy 3110.
- Proficiency based learning and other forms of personalized learning including course equivalency waiver consistent with Section 20-3-324, MCA and Policies 1005FE, 1015FE, 2050, 2410, and 3121.

- Participation in extracurricular activities, including participation by nonpublic and home school students consistent with Section 20-5-112, MCA, and Policy 3150.
- Access to remote instruction, including through the Montana Digital Academy pursuant to Title 20, chapter 7, part 12, non-District sources, and through other school districts as provided in Section 20-7-118, MCA, and Policies 2050, 2168, 2170, and 2167;
- Out-of-district attendance consistent with Title 20, chapter 5, part 3 MCA and Policies 3110, 3121, and 3141.
- early targeted interventions in accordance with Title 20, MCA and Policy 1010FE.
- Part-time enrollment of a student who is otherwise enrolled at a nonpublic or home school consistent with Section 20-5-101, MCA and Policy 3150.
- Availability of funding to support student access to advanced opportunities, if applicable to a district consistent with Section 20-7-1506, MCA and Policy 1015FE;
- Career and technical education pursuant to Title 20, chapter 7, part 3, including the attainment of industry-recognized credentials and work-based learning, consistent with Section 20-7-1510, MCA, and Policies 2050, 2410, and 2600.
- Early college, dual enrollment, and running start opportunities, consistent with Section 20-9-706, MCA, and District Policy 2168 and 2410.
- Other opportunities for school-age children through Montana public schools which parents/families and students may rely upon as specified in Policy 2140 which:
    - support the development of a child's full educational potential;
    - assist in reducing the costs of postsecondary education and workforce preparation; and
    - foster life success.

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| **Montana Code Annotated** | **Description** |
|---|---|
| 20-3-324 | Powers and duties |
| 20-3-326 | Information On Educational Opportunities -- Duties Of Trustees |
| 20-5-101 | Admittance of child to school |
| 20-5-112 | Participation in extracurricular activities |
| 20-5-314 | Reciprocal attendance agreement with adjoining state or province |
| 20-5-320 | Attendance with discretionary approval |
| 20-5-321 | Attendance with mandatory approval – tuition and transportation |
| 20-5-322 | Residency determination – notification – appeal for attendance agreement |
| 20-7-117 | Kindergarten and preschool programs |
| 20-7-118 | Offsite Provision of Educational Services |
| 20-7-1510 | Credit for participating in work based learning partnerships |
| 20-7-1601 | Transformational Learning - Legislative Intent |
| 20-9-706 | Running start program |
| 40-6-701 | Interference with fundamental parental rights restricted |
| 40-6-702 | Fundamental Parental Rights |
| 40-6-703 | Increase parental involvement in education |
| Title 20, Chapter 7, part 12 | Montana digital academy |
| Title 20, chapter 7, part 3 | Vocational and Technical Education |

| **Administrative Rules of Montana** | **Description** |
|---|---|
| 10.55.601 | Accreditation Standards: Procedures |

| | |
|---|---|
| 10.55.701 | Board of Trustees |
| 10.55.722 | Family and Community Engagement |
| 10.55.723 | Integrated Strategic Action Plan |

| **United States Code** | **Description** |
|---|---|
| 20 U.S.C. § 1232g, et seq. | Family Education Rights and Privacy Act |
| 20 USC 6318 | Parent and Family Engagement |

**Cross References**

| **Code** | **Description** |
|---|---|
| 1005FE | Proficiency-Based ANB |
| 1015FE | Personalized Learning Opportunities |
| 1700 | Uniform Complaint Procedure |
| 2050 | Innovative Student Instruction |
| 2132 | Student and Family Privacy Rights |
| 2140 | Guidance and Counseling |
| 2160 | Title I Parent Involvement |
| 2160-P(1) | Title I Parent Involvement - Title I - Equivalency/Comparability |
| 2168 | Remote Instruction from Non-District Sources |
| 2170 | Digital Academy Classes |
| 2170-P(1) | Digital Academy Classes |
| 2335 | Health Enhancement |
| 2335-NF(1) | Health Enhancement - Annual Notice |
| 2335-NF(2) | Health Enhancement - Special Notice |
| 2410 | High School Graduation Requirements |
| 2410-P(1) | High School Graduation Requirements |
| 2410-P(2) | High School Graduation Requirements - Graduate Profile |
| 2410-NF(1) | High School Graduation Requirements - Commitments and Intentions |
| 2600 | Work Based Learning |
| 2600-P(1) | Work Based Learning - Insurance |
| 2600-NF(1) | Work Based Learning - Affiliation Agreement |
| 3110 | Entrance, Placement, and Transfer |
| 3110-NF(1) | Entrance, Placement, and Transfer - Education Authorization Affidavit |
| 3120 | Compulsory Attendance |
| 3121 | Enrollment and Attendance Records |
| 3121-P(1) | Enrollment and Attendance Records |
| 3141 | Nonresident Student Enrollment |
| 3141-F(1) | Nonresident Student Enrollment - Application Form |
| 3150 | Part-Time Enrollment |
| 3226 | Bullying |

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| 3233 | Student Use of Buildings |
| 3305 | Seclusion and Restraint |
| 3310 | Student Discipline |
| 3310-P(1) | Student Discipline - Student Risk Assessments |
| 3310-P(2) | Student Discipline - Academic Honesty and Responsible Use of Resources |
| 3310-F(1) | Student Discipline - Discipline of Students with Disabilities |
| 3410 | Student Health |
| 3410-NF(1) | Student Health |
| 3413 | Student Immunization |
| 3413-F(1) | Student Immunization - Medical Exemptions |
| 3413-F(2) | Student Immunization - Religious Exemptions |
| 3431 | Emergency Treatment |
| 3431-NF(1) | Emergency Treatment - Accident Report |
| 3510 | School-Sponsored Activities |
| 3550 | Student Clubs |
| 3550-NF(1) | Student Clubs - School District Student Club Application |
| 3600 | Student Records |
| 3600-P(1) | Student Records - Maintenance of School Student Records |
| 3600-NF(1) | Student Records - Notification to Parents and Students of Rights Concerning a Student's School Records |
| 3600-F(1) | Student Records |

## Policy 2165: Early Targeted Intervention

Early Targeted Interventions

Purpose and Goals

The Board of Trustees finds proficiency in reading and math at or above grade level to be essential for educational success. The purposes of this policy are to:

a. provide parents with voluntary early interventions for their children;

b. increase the number of children in the District who are reading and math proficient at the end of 3rd grade and in so doing help those children develop their full educational potential pursuant to Article X, section 1(1), of the Montana Constitution; and

c. foster a strong economic return for the state on early literacy and math investment through enhancing the District's skilled workforce and decreasing future reliance on social programs and the criminal justice system.

The Board of Trustees intends to collaborate with the Board of Public Education and Office of Public Instruction to achieve the purposes of this policy by gathering, analyzing, and making available outcome data and by continually refining the interventions to increase the efficacy and efficiency of each intervention.

Compliance

The early targeted intervention strategies, programs, and services established, authorized, and implemented by this policy shall be in accordance with early childhood education standards at Title 10 Chapter 63 ARM. The early targeted intervention strategies, programs, and services established, authorized, and implemented by this policy shall include, at minimum:

a. ongoing evaluation of student progress used to tailor instruction to specific student needs;
b. strategies to encourage, enhance, and honor parental involvement;
c. methods to employ and assign qualified staff to deliver programming who have completed a fingerprint based criminal background check in accordance with Policy 5120 and Policy 5122 and receive regular professional development in accordance with Policy 5121;
d. adherence to eligibility standards;
e. organization, when applicable, of classrooms which satisfy physical, supervision, safety, and capacity standards; and
f. dedicated Trustee and administrative leadership in accordance with Policy 6110.

Child Evaluation

An eligible child is defined as a child who has been determined, through evaluation methodologies selected by the Board of Public Education, to be below a trajectory leading to reading or math proficiency at the end of 3rd grade. An eligible child may receive early targeted intervention provided by the District for the subsequent school year in accordance with this policy.

The Board of Trustees authorizes the District staff to administer evaluation methodologies in April, May, or June of each year to a child who will be 4 years of age or older on or before the following September 10 and who has not yet entered 3rd grade.

A child shall not be evaluated to determine eligibility for early targeted intervention without written parental consent.

Classroom Based Programming

The Board of Trustees has established a full-time or half-time classroom-based early targeted intervention program. The Board of Trustees authorizes the District staff to admit, enroll, and serve an eligible child who is 4 years of age or older on or before September 10 of the year in which the child is to participate in the program and who is not entering and who has not completed kindergarten in the District's classroom-based early targeted intervention program. If a full-time program is established the District will allow a parent or guardian to enroll their child on a half-time basis. The classroom based program shall foster parental engagement and be research-based and proven effective at developing early literacy and math skills in populations at risk of not being reading or math proficient at the end of 3rd grade

Home-Based Programming

The Board of Trustees has established a home-based early targeted intervention program. The Board of Trustees authorizes the District staff to serve an eligible child who is 4 years of age or older on or before September 10 of the year in which the child is to participate in the program and who has not yet completed 2nd grade in the District's home-based program.

Any home-based program available in the District shall be operated by a non-profit entity previously selected by the Board of Public Education. The home-based program shall foster parental engagement and be research-based and proven effective at developing early literacy and math skills in populations at risk of not being reading or math proficient at the end of 3rd grade. The home-based program shall have a cost of no more than $1,000 a year for each child.

Jumpstart Programming

The Board of Trustees has established a jumpstart early targeted intervention program. The Board of Trustees authorizes the District staff to admit, enroll, and serve an eligible child who is 5 years of age or older on or before September 10 of the year in which the child is to participate in the program and who has not yet completed 3rd grade.

An eligible child participating in a jumpstart program provided by a district other than the child's resident school district does not require an out-of-district attendance agreement and is not subject to the tuition laws under 20-5-320 through 20-5-324.

The District's jumpstart program shall take place during the time between the end of one school calendar year and the start of the next school calendar year, as set by the Board of Trustees in accordance with Policy 2100, preceding a child's entry into kindergarten, 1st grade, 2nd grade, or 3rd grade. The jumpstart program shall be at least 4 weeks in duration and provide at least 120 instructional hours. The jumpstart program shall be designed in a manner to increase the likelihood of a child being evaluated at the end of the ensuing school year to be at or above a trajectory leading to reading and math proficiency at the end of 3rd grade.

Reporting and Funding

The Board of Trustees authorizes the District administration to include an eligible child participating in a classroom-based program in accordance with this policy in enrollment counts for the purpose of ANB calculations in the manner described in Policy 3121.

The Board of Trustees authorizes the District administration to report the number of eligible children participating in a home-based program to the superintendent of public instruction for purposes of receiving payment for provided programming.

The Board of Trustees authorizes the District administration to include an eligible child participating in a jumpstart program in accordance with this policy in enrollment counts on a quarter-time basis for the purpose of ANB calculations in the manner described in Policy 3121.

The Board of Trustees shall monitor the early intervention programs and authorize the District administration to report annually to the superintendent of public instruction on the efficacy of the program no later than July 15 of each year.

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| **Montana Code Annotated** | **Description** |
|---|---|
| 20-9-311 | Calculation of Average Number Belonging |
| Title 20, Chapter 7, Part 18 | EarlyTargeted Intervention |
| **Administrative Rules of Montana** | **Description** |
| Title 10, Chapter 63 | Early Childhood Standards |

## Policy 3110: Entrance, Placement, and Transfer

Entrance, Placement, and Transfer

Entrance, Date, and Age

The trustees will enroll and admit a child to a school in the district when the child is 5 years of age or older on or before the tenth (10th) day of September of the school year in which the child is to enroll but is not yet 19 years of age who is a resident of the District. Parents may request a waiver of the age requirement. All waivers are granted in the sole discretion of the Trustees.

Non-resident students may be admitted at the discretion of the Trustees. Children will be enrolled in the grade identified in accordance with District policy or at the discretion of the administration in consultation with the student's parents or guardians. The District requires proof of identity and an immunization record for every child to be admitted to District schools.

The Trustees may at their discretion assign and admit a child to a school in the district who is under 5 years of age or an adult who is 19 years of age or older if there are exceptional circumstances that merit waiving the age provision. Students enrolled by the Trustees under this provision shall find the student's exceptional circumstances:

(a) the child under 5 is determined by the trustees to be ready for kindergarten and the child's parents have requested early entry into the district's regular 1-year kindergarten program;
(b) the child under 5 is being admitted into an early targeted intervention classroom or jumpstart program pursuant to Title 20, chapter 7, part 18 and Policy 2165; or
(c) the adult is 19 years of age or older and in the trustees' determination would benefit from educational programs offered by a school of the district.

The trustees may also 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 provision of this Policy.

The trustees shall assign and admit a child who is enrolled in a nonpublic or home school and who meets the age and residency requirement of this policy on a part-time basis at the request of the child's parent or guardian consistent with the provisions of Policy 3150. A part time enrollee shall be calculated for purposes of ANB consistent with Policy 3121.

School Entrance

1. The District requires that a student's parents, legal guardian, or legal custodian present proof of identity of the child to the school within forty (40) days of enrollment, as well as proof of residence in the District. Students who are not residents of the District may apply for admission pursuant to Policy 3141. For the purposes of this section "proof of identity" means a certified copy of a birth certificate, a certified transcript or similar student records from the previous school, or any documentary evidence that a school district considers to be satisfactory proof of identity.

2. To be admitted to District schools, in accordance with the Montana Immunization Law, a child must have been immunized against varicella, diphtheria, pertussis, tetanus, poliomyelitis, rubella, mumps, and measles in the manner and with immunizing agents approved by the department.

Immunizations may not be required if a child qualifies for conditional attendance or an exemption is filed as provided by Montana law.

3. The above requirements are not to serve as barriers to immediate enrollment of students designated as homeless or foster children as required by the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by ESSA. The District shall work with the local child welfare agency, the school last attended, or other relevant agencies to obtain necessary enrollment documentation and ensure a student receives education services in the best interests of the child. The Superintendent or designee shall serve as point of contact with all applicable agencies to review records, facilitate services and resolve disputes.

Placement

The District goal is to place students at levels and in settings that will increase the probability of student success. Developmental testing, together with other relevant criteria, including but not limited to health, maturity, emotional stability, and developmental disabilities, may be considered in the placement of all students. Final disposition of all placement decisions rests with the principal, subject to review by the Superintendent or the Board.

Children of Relocated Military Families

The Board shall assign and admit a child whose parent or guardian is being relocated to Montana under military orders to a school in the district and allow the child to preliminarily enroll in classes and apply for programs offered by the District prior to arrival and establishing residency.

The student will be placed in student data management system as soon as enrolled under this provision. The student will attend classes during preliminary enrollment and the Board authorizes the administration to provide offsite instruction to the student if not present in the District. The District will include a student enrolled under this provision as part of the calculation of ANB.

Transfer

District policies regulating the enrollment of students from other accredited elementary and secondary schools are designed to protect the educational welfare of children.

Elementary Grades (K-8)

A student transferring into the District will be admitted and placed
subject to observation by appropriate teachers and a building principal during a probation period of two (2) weeks. Thereafter, should doubt arise as to initial grade and level placement of a student, school personnel will conduct an educational assessment to determine appropriate grade and level placement.

| **Montana Code Annotated** | **Description** |
|---|---|
| 20-1-101 | Definitions |
| 20-5-101 | Admittance of child to school |
| 20-5-403 | Immunization required – release and acceptance of immunization records |
| 20-5-404 | Conditional Attendance |

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|---|---|
| 20-5-405 | Medical or religious exemption |
| 20-5-406 | Immunization record |
| 44-2-511 | School enrollment procedure |
| Title 20, Chapter 5, Part 5 | Enrollment of Pupil by Caretaker Relative |

| **Administrative Rules of Montana** | **Description** |
|---|---|
| 10.16.3122 | Local Educational Agency Responsibility for Students with Disabilities |
| 10.55.712 | Class Size Elementary |
| 10.55.713 | Teacher load and class size |
| Title 10, Chapter 55 | Accreditation Standards |

**Cross References**

| **Code** | **Description** |
|---|---|
| 2158 | Parent and Family Engagement and Educational Involvement |
| 2413 | Credit Transfer and Assessment for Placement |
| 3121 | Enrollment and Attendance Records |
| 3121-P(1) | Enrollment and Attendance Records |
| 3124 | Military Compact Waiver |
| 3125 | Education of Homeless Children |
| 3125-NF(1) | Education of Homeless Children - McKinney-Vento Homeless Education Assistance Dispute Resolution Form |
| 3141 | Nonresident Student Enrollment |
| 3141-F(1) | Nonresident Student Enrollment - Application Form |
| 3150 | Part-Time Enrollment |
| 3413 | Student Immunization |
| 3413-F(1) | Student Immunization - Medical Exemptions |
| 3413-F(2) | Student Immunization - Religious Exemptions |
| 3520 | Student Fees, Fines, and Charges |
| 3600 | Student Records |
| 3600-P(1) | Student Records - Maintenance of School Student Records |
| 3600-NF(1) | Student Records - Notification to Parents and Students of Rights Concerning a Student's School Records |
| 3600-F(1) | Student Records |
| 8100 | Transportation |

## Policy 3121: Enrollment and Attendance Records

Enrollment and Attendance Records

Since accurate enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill the District's responsibilities under the attendance laws, staff shall be diligent in maintaining such records.

A district may only include, for ANB purposes, any student who participates in pupil instruction as defined in Section 20-1-101(17), MCA and for whom ANB may be claimed under Title 20, including but not limited to an enrolled student who is:

- A resident of the district or a nonresident student admitted by trustees under a student attendance agreement and who is attending a school of the district, offsite instructional setting or remote instruction from the public schools of the district;

- Unable to attend school due to a medical reason certified by a medical doctor and receiving individualized educational services supervised by the district, at district expense, at a home or facility that does not offer an educational program;

- Unable to attend school due to the student's incarceration in a facility, other than a youth detention center, and who is receiving individualized educational services supervised by the district, at district expense, at a home or facility that does not offer an educational program;

- Living with a caretaker relative under Section 1-1-215, MCA;

- Receiving special education and related services, other than day treatment, under a placement by the trustees at a private nonsectarian school or private program if the student's services are provided at the district's expense under an approved individual education plan supervised by the district;

- Participating in the Running Start Program at district expense under Section 20-9-706, MCA;

- Receiving education services, provided by the district, using appropriately licensed district staff at a private residential program or private residential facility licensed by the Department of Public Health and Human Services;

- Enrolled in an educational program or course provided at district expense using remote instruction consistent with Policies 2050, 2168, and 2170. The student:
- must meet the residency requirements for that district as provided in 1-1-215;
- shall live in the district and must be eligible for educational services under the Individuals With Disabilities Education Act or under 29 U.S.C. 794; or

- attend school in the district must be enrolled in the educational program or course under a mandatory attendance agreement as provided in 20-5-321; or

- must be receiving remote instruction under 20-7-118(1)(c).

- A student enrolled on a part time basis consistent with Policy 3110, 3150, 3121P;

- A student of the district completing work on a proficiency basis in accordance with Sections 20-9-311(4)(d) and 20-9-324(18)(b), MCA;

- A student enrolled by the Board for exceptional circumstances as defined in applicable District policies and in accordance with Section 20-5-101, MCA.

- A student admitted into an early targeted intervention classroom or jumpstart program pursuant to Title 20, chapter 7, part 18 and Policy 2165 in a manner consistent with Section 20-9-311(3)(e), MCA. A district providing a jumpstart program shall add one-quarter enrollment for a pupil who participated in the district's jumpstart program to the pupil's regular enrollment count in both the October and February enrollment counts following the student's participation in the jumpstart program.

- A student gaining credit for participating in a work-based learning program pursuant to Section 20-7-1510, MCA, and Policy 2600;

- A student participating in an "innovative educational program" as defined in Section 15-30-3102, MCA;

- A resident of the district attending a Montana job corps program under an interlocal agreement with the district under Section 20-9-707, MCA; or

- A resident of the district attending a Montana Youth Challenge Program under an interlocal agreement with the district under Section 20-9-707, MCA.

- A student with a disability who is over 19 years old but under 21years of age, has been enrolled by the Board of Trustees in accordance with Policy 3110, and qualifies in accordance with Section 20-9-311(7), MCA, to remain enrolled and be served by schools, if the following criteria are satisfied:

  *The student has not graduated;
  • The student is eligible for special education services and is likely to be eligible for adult services for individuals with developmental disabilities due to the significance of the student's disability; and
  • The student's individualized education program has identified transition goals that focus on preparation for living and working in the community following high school graduation since age 16 or the student's disability has increased in significance after age 16.

In order for a student who is served through distance learning or offsite delivery methods to be included in the calculation of average number belonging, the student must meet one or more of the conditions for participating in offsite instruction pursuant to Section 20-7-118, MCA.

Enrollment for Purposes of Participation in Extracurricular Activities By an Unenrolled Child or Part Time Enrolled Student

The District shall include for ANB purposes a child who during the prior school year:

a. resided in the District;
b. was not enrolled in the District or was not enrolled full time; and
c. completed an extracurricular activity with a duration of at least 6 weeks in accordance with Policy 3510.

Each completed extracurricular activity that, inclusive of practices and post-season tournaments, lasts 6

weeks or longer shall be counted as one-sixteenth enrollment. Each completed extracurricular activity lasting longer than 18 weeks may be counted as one-eighth enrollment. A child may not be counted as more than one full-time enrollment for ANB purposes.

For purposes of calculating ANB under this section, "extracurricular activity" means:

a. a sport or activity sanctioned by an organization having jurisdiction over interscholastic activities, contests, and tournaments;
b. an approved career and technical student organization, pursuant to Section 20-7-306, MCA; or
c. a school theater production.

Homeless Youth and Foster Children

Assignment to schools shall be subject to modification when federal law applicable to students placed in foster care or students who are homeless requires that such students be educated in a "school of origin" that differs from the assigned school.

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| **Montana Code Annotated** | **Description** |
|---|---|
| 1-1-215 | Residence - rules for determining |
| 20-1-101 | Definitions |
| 20-3-324 | Powers and duties |
| 20-5-101 | Admittance of child to school |
| 20-5-112 | Participation in extracurricular activities |
| 20-7-118 | Offsite Provision of Educational Services |
| 20-7-1510 | Credit for participating in work based learning partnerships |
| 20-9-311 | Calculation of Average Number Belonging |
| 20-9-706 | Running start program |
| 20-9-707 | Agreement with Montana youth challenge program or accredited Montana job corps program |
| Title 20, Chapter 7, Part 18 | EarlyTargeted Intervention |

| **Administrative Rules of Montana** | **Description** |
|---|---|
| 10.20.102 | Calculation of Average Number Belonging |

| **Code of Federal Regulations** | **Description** |
|---|---|
| 34 CFR 300.1, et seq. | Individuals with Disabilities Education Act |

**Cross References**

| **Code** | **Description** |
|---|---|
| 2050 | Innovative Student Instruction |
| 2158 | Parent and Family Engagement and Educational Involvement |
| 2168 | Remote Instruction from Non-District Sources |
| 2170 | Digital Academy Classes |

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|---|---|
| 2170-P(1) | Digital Academy Classes |
| 2600 | Work Based Learning |
| 2600-P(1) | Work Based Learning - Insurance |
| 2600-NF(1) | Work Based Learning - Affiliation Agreement |
| 3110 | Entrance, Placement, and Transfer |
| 3110-NF(1) | Entrance, Placement, and Transfer - Education Authorization Affidavit |
| 3122 | Attendance Policy |
| 3123 | Attendance Policy Procedure-Truancy |
| 3150 | Part-Time Enrollment |

## Policy 3650: Montana Pupil Online Personal Information Protection Act

### Compliance

The School District will comply with the Montana Pupil Online Personal Information Protection Act. The School District shall execute written agreements with operators who provide online applications for students and employees in the school district. The School District will execute written agreements with third parties who provide digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of pupil records. The written agreements will require operators and third parties to the School District for K-12 purposes or the delivery of student or educational services to comply with Montana and federal law regarding protected student information. All pupil records accessed by the operator or third party during the term of the agreement or delivery of service to the application will continue to be the property of and under the control of the school district.

### Operators of Online Applications

Operators providing online applications to the School District shall not target advertising to students, sell student information, or otherwise misuse student information. Operators shall not use information to amass a profile about a pupil, except in furtherance of K-12 school purposes. Operators shall not sell a pupil's information, including protected information unless authorized by law. Operators shall not disclose protected information unless the disclosure is made in accordance with School District policy, state or federal law, or with parent consent.

Operators shall implement and maintain reasonable security procedures and practices appropriate to the nature of the protected information and safeguard that information from unauthorized access, destruction, use, modification, or disclosure. Operators shall delete a pupil's protected information if the school or district requests the deletion of data under the control of the school or district.

Definitions
"K-12 school purposes" means activities that customarily take place at the direction of a school, teacher, or school district or aid in the administration of school activities, including but not limited to instruction in the classroom or at home, administrative activities, and collaboration between pupils, school personnel, or parents, or that are for the use and benefit of a school. The term does not include courses that are provided for the purpose of postsecondary credit or work-based learning courses provided by a work-based learning partner pursuant to 20-7-1510.

### Third Parties Providing Software and Services

Third parties providing digital education software and services to the School District shall certify that pupil records will not be retained or available to the third party upon completion of the terms of the agreement. Furthermore, third parties shall not use any information in pupil records for any purpose other than those required or specifically permitted by the agreement with the operator. Third parties shall not use personally identifiable information in pupil records to engage in targeted advertising.

Third parties providing digital education software and services to the School District shall provide a

description of the means by which pupils may retain possession and control of their own pupil-generated content. Third parties shall provide a description of the procedures by which a parent, legal guardian, or eligible pupil may review personally identifiable information in the pupil's records and correct erroneous information. Third parties shall provide a description of the actions the third party will take, including the designation and training of responsible individuals, to ensure the security and confidentiality of pupil records. Third parties shall provide a description of the procedures for notifying the affected parent, legal guardian, or pupil if 18 years of age or older in the event of an unauthorized disclosure of the pupil's records;

Failure to Comply and Legal Review

An operator's or third party's failure to honor the law, agreement or School District policy will result in termination of services. The School District will report any operator who fails to honor the law to the appropriate authorities for criminal prosecution.

All contracts and agreements executed under this agreement will be reviewed by the School District's legal counsel.

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| **Montana Code Annotated** | **Description** |
|---|---|
| Title 20, Chapter 7, Part 13 | Montana Pupil Online Personal Information Protection Act |

| **United States Code** | **Description** |
|---|---|
| 20 U.S.C. § 1232g, et seq. | Family Education Rights and Privacy Act |

**Cross References**

| **Code** | **Description** |
|---|---|
| 3235 | Video Surveillance |
| 3612 | School-Provided Access to Electronic Information, Services, Equipment, and Networks |
| 3612-P(1) | School-Provided Access to Electronic Information, Services, Equipment, and Networks |
| 3612-NF(1) | School-Provided Access to Electronic Information, Services, Equipment, and Networks - Student Internet Access and Equipment Use Conduct Agreement |

## Policy 5123: Employer Verification of Employee

Within three business days of hiring a new employee, the District shall request and maintain a copy of either of the following:

(a) the citizenship or work authorization status that has been verified by the United States citizenship and immigration services' E-Verify program; or

(b) a completed form I-9 with corresponding documents that establish both identity and employment authorization.

The books, records, and payrolls of the District pertinent to the administration of Title 39, Chapter 2, MCA, must be open to inspection by the Montana Department of Labor and Industry on 3 business days' notice for the purpose of ascertaining adherence to the above requirements.

**Policy 2050: Innovative Student Instruction** **Status:** ADOPTED

**Original Adopted Date:** 09/09/2022 | **Last Revised Date:** 06/16/2025 | **Last Reviewed Date:** 06/16/2025

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 360 hours for a half-time kindergarten program; 720 aggregate instructional hours for students in full-time kindergarten through third grade; 1,080 hours for students in fourth through eleventh grade and 1,050 hours for students in twelfth grade. Students enrolled on a part-time basis will have ANB calculated consistent with Policy 3121 and Policy 3150.

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 under Policy 3121 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 and Policy 3121 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.

Remote Instruction Delivered by District Staff

The Board of Trustees authorizes remote instruction of students by District staff in a manner that satisfies the aggregate number of instructional hours outlined in the District's adopted or revised calendar for a school year. Remote instruction is pupil instruction that occurs through virtual learning processes incorporating distance and online learning methods that best prepare pupils to meet desired learning outcomes. Remote instruction shall include a complete range of educational services offered by the District and shall comply with the requirements of applicable statutes. Students completing course work through a remote instructional setting shall be treated in and have their hours of instruction calculated in the same manner as students attending an onsite institutional setting.

Remote 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;
3. enrolled in the district and physically attending a school or offsite instructional setting of the district under an attendance agreement pursuant to Title 20, chapter 5, part 3, MCA; or
4. seeking remote instruction in another district when the pupil's district of residence does not provide remote or in-person instruction in an equivalent course. 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. The District is not required to provide remote instruction to a nonresident student if, because of class size restrictions, the accreditation of the school would be adversely impacted by providing remote instruction to the pupil.

A district providing remote instruction shall include pupils in enrollment counts for ANB calculation purposes as described in 20-9-311. Unless a student receiving remote instruction is enrolled under an attendance agreement pursuant to Title 20, chapter 5, part 3, MCA, the provisions of out-of-district attendance and tuition laws under Title 20, chapter 5, part 3, MCA, do not apply to remote instruction.

Equivalency is defined by providing the same level of advantage on successful completion as provided in law. The superintendent or designee is authorized to collaborate with the student's district of residence on the question of equivalency, review course offerings and policies of the requesting student's district of residence to complete the comparison, and report to the Board of Trustees. In the event the student's district of residence asserts in writing its course offerings are equivalent to the District's, the Board of Trustees shall not enroll the student.

A school of a district providing remote instruction shall provide remote instruction to an out-of-district pupil under number 3 above unless, because of class size restrictions, the accreditation of the school would be adversely impacted by providing remote instruction to the pupil.

The Board of Trustees authorizes the supervising teacher or district administrator to permit students to utilize remote instruction by delivered by District staff when circumstances require. Inquiries about correspondence courses shall be governed by Policy 2167, distance learning provided by non-District staff shall be governed by Policy 2168, and Montana Digital Academy shall be governed by Policy 2170.

Offsite Instruction

Offsite instructional setting is an instructional setting that is an extension of a school of the district, located apart from the school, but within the boundaries of the district, where a school district provides for in-person pupil instruction to a student who is enrolled in the district. The Board of Trustees authorizes the supervising teacher or district administrator to utilize an offsite instructional setting at when circumstances require consistent with Board of Public Education standards. Inquiries about correspondence courses shall be governed by Policy 2167, distance learning provided by non-District staff shall be governed by Policy 2168, and Montana Digital Academy shall be governed by Policy 2170.

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.

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| **Montana Code Annotated** | **Description** |
|---|---|
| 20-1-101 | Definitions |
| 20-1-301 | School Fiscal Year |
| 20-6-101 | Definition of elementary and high school districts |
| 20-7-118 | Offsite Provision of Educational Services |
| 20-7-1601 | Transformational Learning - Legislative Intent |
| 20-9-311 | Remote Instruction |
| 20-9-311 | Calculation of Average Number Belonging |

| **Montana Constitution** | **Description** |
|---|---|
| Article X, section 1 | Educational Goals and Duties |

**Cross References**

| Code | Description |
|---|---|
| 1005FE | Proficiency-Based ANB |
| 2100 | School Calendar and Day |
| 2158 | Parent and Family Engagement and Educational Involvement |
| 2161 | Special Education |
| 2161-P(1) | Special Education - Procedure |
| 2162 | Section 504 |
| 2162-P(1) | Section 504 - Procedure |
| 2162-P(2) | Section 504 - Procedures |
| 2166 | Gifted Program |
| 2167 | Correspondence Courses |
| 2168 | Remote Instruction from Non-District Sources |
| 2170 | Digital Academy Classes |
| 2170-P(1) | Digital Academy Classes |
| 2221 | School Emergency and Closure |
| 2221-P(1) | School Emergency and Closure - Procedure |
| 2375 | Advancement Requirements (9-12) |
| 2410 | High School Graduation Requirements |
| 2410-P(1) | High School Graduation Requirements |
| 2410-P(2) | High School Graduation Requirements - Graduate Profile |
| 2410-NF(1) | High School Graduation Requirements - Commitments and Intentions |
| 2420 | Grading and Progress Report |
| 2421 | Promotion and Retention |
| 2600 | Work Based Learning |
| 2600-P(1) | Work Based Learning - Insurance |
| 2600-NF(1) | Work Based Learning - Affiliation Agreement |
| 3121 | Enrollment and Attendance Records |
| 3121-P(1) | Enrollment and Attendance Records |
| 3150 | Part-Time Enrollment |
| 3612 | School-Provided Access to Electronic Information, Services, Equipment, and Networks |
| 3612-P(1) | School-Provided Access to Electronic Information, Services, Equipment, and Networks |

## Policy 5252: Notice of Nonrenewal of Nontenured Teacher for Financial Reasons

When the Superintendent or other District Administrator proposes to nonrenew a nontenured teacher for financial reasons, the Board of Trustees shall include the proposed nonrenewal for financial reasons on the agenda of a meeting on or before June 1. A nonrenewal of a nontenured teacher for financial reasons is a nonrenewal without cause as provided in § 20-4-206, MCA.

The proposed nonrenewal is an action of significant interest to the public within the meaning of § 2-3-103, MCA.

The provisions of this policy do not override provisions negotiated and agreed to in a collective bargaining agreement executed by the district and the teacher's exclusive representative pursuant to Title 39, chapter 31, MCA.

## Policy 8301: School Safety

For purposes of this policy, *"disaster means the occurrence or imminent threat of damage, injury, or loss of life or property"*.

The Board recognizes that safety and health standards should be incorporated into all aspects of the operation of the District. Rules for safety and prevention of accidents shall be posted in compliance with the Montana Safety Culture Act and the Montana Safety Act. Injuries and accidents shall be reported to the District office.

The Board has identified local hazards which may exist within the boundaries of the District include but are not limited to fire, natural disasters, intruders, weapons, and man-made disasters. The Board shall adopt a school safety plan or emergency operations plan for such hazards relating to school buildings and facilities, communications systems, and school grounds with the input from the local community and that addresses coordination with the county or regional interdisciplinary child information and school safety team provided for in Policy 4410. The plan shall be reviewed annually.

The plan must include the following threat assessment practices:

- the adoption of a threat assessment protocol, outlining policies and procedures for implementation when there is notification of a student threat of harm to others or property; and
- an identified threat assessment team, composed of key staff, that meets at least monthly and may include behavioral threat assessment addressing students in need of academic and behavioral supports or interventions.
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The plan ~~will~~ may include installation of temporary door lock devices that may be used to secure a door to a room that may be used during a shelter-in-place or emergency lockdown situation.
A temporary door locking device may be used to secure a fire exit, hallway, corridor, or entranceway leading to a fire exit if the temporary door locking device:

a. is used only during a shelter-in-place or emergency lockdown situation; and
b. is approved by the local fire department, law enforcement agency, or code official that has jurisdiction over the building.

"Temporary door locking device" means a device that prevents a door from opening, provided that the device:

a. is meant only for temporary emergency use during an active threat situation;
b. can be engaged or removed without opening the door;
c. can be engaged and removed from the egress side of the door without the use of a key and removed from the ingress side of the door with the use of a key or other credential;
d. does not modify the door closer, panic hardware, or fire exit hardware;
e. is not permanently mounted to the door assembly, although individual parts of the device assembly, including but not limited to bolts, stops, brackets, and pins that do not prevent normal function of the door, may be permanently mounted;
f. is installed at a height not to exceed 48 inches above the floor;
g. does not affect the fire rating of the door and complies with national fire protection association fire rating standards;
h. can be removed with a single operation when engaged;

a. is applied only for a finite period of time during an emergency situation, including but not limited to a shelter-in-place or emergency lockdown situation or drill; and
j. is integrated into building safety plans, drills, and training programs that include inservice training on the use of the device for building staff and first responders.

The Superintendent or designee shall design and incorporate drills in its school safety or emergency operations plan to address the above stated hazards. This plan and procedures shall be discussed and distributed to each teacher at the beginning of each school year. There shall be at least eight (8) disaster drills a year in a school. All teachers shall discuss safety drill procedures with their class at the beginning of each year and shall have them posted in a conspicuous place next to the exit door. Drills must be held at different hours of the day or evening to avoid distinction between drills and actual disasters. A record shall be kept of all fire drills.

The trustees shall review the school safety or emergency operations plan annually review and update the plan as determined necessary by the trustees based on changing circumstances pertaining to school safety. Once the trustees have made the certification to the office of public instruction that the plan has been reviewed, the trustees may transfer funds pursuant to Section 20-9-236, MCA to make improvements to school safety and security.

The Superintendent shall develop safety and health standards which comply with the Montana Safety Culture Act The Superintendent shall ensure District employees are provided equipment, tools, and devices designed to ensure a safe and health workplace in accordance with this policy. Failure to use the provided equipment in a suitable or timely manner may be considered a violation of District policy. If a staff member requires equipment that is not available, an employee may submit a request to the administration in accordance with established District practice.

To ensure a safe school setting and to comply with regulations governing schools in Montana, the following safety measures shall be implemented in the District:

a. Janitorial and other storage areas that contain toxic or hazardous materials must be kept locked between periods of use. Custodial closets, boiler rooms, and other areas where hazardous or poisonous compounds are stored must be inaccessible to students.

b. All cleaning compounds and other toxic chemicals not stored in the product container or package in which it was obtained must be stored in a labeled container that clearly identifies the product by name.

c. Chemicals must be stored as specified by the chemical's Safety Data Sheet.

d. The school and school site must be free of objects or conditions which create unreasonable or unnecessary dangers to health or safety.

e. First aid kits and AEDs must be provided and stored in accessible locations that are easily identifiable to staff and trained personnel.

f. Playground and school yards must be inspected every month by the facility manager or other school personnel and the inspection must be recorded and records kept on the school site. Inspections must be conducted using a playground safety checklist approved by DPHHS.

g. Playground inspection results must be made available for review by the local health authority or DPHHS upon request.

h. Periodic maintenance and repair must be performed on playground equipment according to the manufacturer's specifications. Repairs, not including the leveling of fall protection material, must be documented.

i. Playground equipment must be maintained in a safe condition.

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| **Montana Code Annotated** | **Description** |
|---|---|
| 20-1-401 | School Safety Teams |
| 20-1-401 | Disaster drills to be conducted regularly – districts to identify disaster risks and adopt school safety plan |
| 20-1-402 | Number of disaster drills required - time of drills to vary |
| 39-71-1501, et seq. | Montana Safety Culture Act |

| **Administrative Rules of Montana** | **Description** |
|---|---|
| 37.111.812 | Safety Requirements |

**Cross References**

| **Code** | **Description** |
|---|---|
| 1006FE | Transfers for School Safety |
| 4301 | Visitors to School |
| 4315 | Visitors and Spectator Conduct |
| 4332 | Conduct on School Property |
| 4410 | Relations With Law Enforcement and Child Protective Agencies |
| 5122 | Fingerprints and Criminal Background Investigations |
| 5122-F(1) | Fingerprints and Criminal Background Investigations - Applicants Rights and Consent to Fingerprints |
| 8410 | Operation and Maintenance of Facilities |

## Policy 2334: Release Time for Religious Instruction

Upon written request of a student's parent or guardian, renewed at least annually, a student must be released from regular school attendance for the purpose of receiving off campus religious instruction for a period of 1-4 hours per week

Early release of a student for the purposes of religious instruction will not adversely affect the student's enrollment status or attendance record.

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| **Montana Code Annotated** | **Description** |
|---|---|
| 20-1-308 | Religious instruction released time program |
| 20-7-112 | Sectarian publications prohibited and prayer permitted |

| **Montana Constitution** | **Description** |
|---|---|
| Article, Section 5 | Freedom of Religion |

**Cross References**

| **Code** | **Description** |
|---|---|
| 2330 | Controversial Issues and Academic Freedom |

## Policy 2600: Work Based Learning

Work Based Learning Program

The Board recognizes that education should be making classroom experiences a meaningful process of learning about all practical aspects of life. The Board believes that the inclusion of career education in the basic curriculum will provide students with information about the many career opportunities available and will establish a relationship between what is taught in the classroom and the world of work.

Work-based learning must provide all participating students with on-the-job experience and training along with career and complimentary vocational/technical classroom instruction to contribute to each student's employability. The students' classroom activities and on-the-job experiences must be planned and supervised by the school and the employer to ensure that both activities contribute to the student's employability. Students enrolled in a work-based learning program must receive credit for related classroom instruction and on-the-job training. In the absence of a proficiency model, the time requirement for students in work-based learning must be converted and is equivalent to the time requirement for credit to be earned.

Students may submit a proposal for a tailored Work Based Learning program that divides their time between instruction in school and specific learning at a job. Each proposed program will be planned by Work Based Learning coordinators and the employer (or employer groups) and shall be in accordance with state and federal laws and regulations governing employment of students under age 18. The Work Based Learning coordinators will communicate with employers on a monthly basis and will visit work sites to determine if the placement is appropriate for student employment.

The particular program designed for each student shall be set forth in a written protocol approved by the student, his or her parents or guardians, the work-experience coordinator and the employer. This shall stipulate the terms of employment and the provision for academic credit, the student's work-based experience goals, prioritizing the student's academic commitments, assessment of the work-based learning experience goals.

The Work Based Learning coordinator shall make such arrangements as necessary with employers for evaluating the student's on-the-job performance and for keeping records of job attendance.

The employer or supervisor shall complete District volunteer agreement form and satisfy a name-based and fingerprint criminal background check in accordance with District Policies 5120 and 5122. The employee and District shall also complete workers compensation insurance and general liability insurance requirements in accordance with the attached procedure in a manner consistent with the Work Based Learning opportunity provided to student.

Credit for Employment at Congregate Care Facilities, Child Care Facilities, and School-Age Programs

A student of the District who is 16 years of age or older and who is employed on a paid or voluntary basis at a congregate-care facility, child-care facility, or school-age program may earn one unit of credit for graduation for every 8,100 minutes worked at the congregate-care facility, childcare facility, or school-age program.
The Superintendent or his or her designee shall develop conditions and requirements on the type of work the student is performing that the student shall satisfy to earn credit toward graduation and a process for verification of the number of minutes the student works at the congregate-care facility, child-care facility, or school-age program.

To be eligible to receive credit towards graduation, an application must be received by the District on an annual basis prior to April 30th. Applications will be accepted at a later date in the event the student begins employment with a facility during the school year. Credits will be granted for work performed after the application is received and approved by the District.
For the purposes of this Policy, the following definitions apply:
(a) "Child-care facility" means a day-care center, group day-care home, or family day-care home licensed or registered under the provisions of Title 52, chapter 2, part 7.
(b) "Congregate-care facility" has the same meaning as:
(i) "community residential facility" as defined in 76-2-411;
(ii) "developmental disabilities facility" as defined in 53-20-202;
(iii) "long-term care facility" as defined in 50-5-101; and
(iv) "residential care facility" as defined in 50-5-101.
(c) "School-age program" means a program serving children 5 years of age or older during the school year or summer.

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| **Montana Code Annotated** | **Description** |
|---|---|
| 20-1-101 | Definitions |
| 20-7-1510 | Credit for participating in work based learning partnerships |
| 39-3-406 | Work Based Learning |
| 39-71-118 | Employee, worker, volunteer, volunteer firefighter, and volunteer emergency care provider defined --election of coverage. |
| Title 41, Chapter 2 | Child Labor |

| **United States Code** | **Description** |
|---|---|
| 29 USC 212 | Fair Labor Standards Act |

**Cross References**

| **Code** | **Description** |
|---|---|
| 1005FE | Proficiency-Based ANB |
| 2050 | Innovative Student Instruction |
| 2158 | Parent and Family Engagement and Educational Involvement |
| 2410 | High School Graduation Requirements |
| 2410-P(1) | High School Graduation Requirements |
| 3121 | Enrollment and Attendance Records |
| 3121-P(1) | Enrollment and Attendance Records |

## Policy 2100: School 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

The Superintendent or his or her designee shall develop for Board approval appropriate exercises and observances the purpose of which shall be to educate students regarding the commemorated person or occasion on the following designated commemorative days:
(a) Lincoln's Birthday (February 12);
(b) Washington's Birthday (February 22);
(c) Arbor Day (last Friday in April);
(d) Flag Day (June 14);
(e) Citizenship Day (September 17);
(f) American Indian Heritage Day (fourth Friday in September);
(g) Columbus Day (October 12);
(h) Pioneer Day (November 1);
(i) Freedom Week (last full week of September), to educate students about the sacrifices made for freedom in the founding of the United States and the values on which the United States was founded;
(j) other days designated by the legislature or governor as legal holidays.

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).

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

Extended School Year

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

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| **Montana Code Annotated** | **Description** |
|---|---|
| 20-1-301 | School Fiscal Year |
| 20-1-302 | School Term, Day, Week |
| 20-1-303 | Conduct of School on Saturday or Sunday Prohibited - Exceptions |
| 20-1-304 | Pupil Instruction Related Day |
| 20-1-306 | Commemorative Exercises on certain days |
| 20-9-311 | Calculation of Average Number Belonging |

| **Administrative Rules of Montana** | **Description** |
|---|---|
| 10.55.701 | Board of Trustees |
| 10.55.714 | Professional Development |

| | |
|---|---|
| 10.55.906 | High School Credit |
| 10.65.101 | PIR Days for Base Funding |
| 10.65.103 | Program for PIR Days |

**Cross References**

| Code | Description |
|---|---|
| 1005FE | Proficiency-Based ANB |
| 2050 | Innovative Student Instruction |
| 2140 | Guidance and Counseling |
| 2221 | School Emergency and Closure |
| 2221-P(1) | School Emergency and Closure - Procedure |

# Policy 2450: Indian Education for All

Recognition of Native American Cultural Heritage

The District recognizes the distinct and unique cultural heritage of Native Americans and is committed in the District's educational goals to the preservation of such heritage consistent with Article X, Section 1 (2) of the Montana Constitution.

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

· Working in consultation with Montana Tribes in close proximity to the District, when developing courses of study, when providing instruction, when implementing educational goals or adopting rules relating to education of students in the District;

· 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.

The Board may require certified staff to satisfy the requirements for instruction in American Indian studies, set forth in § 20-1-503, MCA, if an Indian Education for All payment is issued to the District under Section 20-9-329, MCA.

| **Montana Code Annotated** | **Description** |
|---|---|
| 20-1-501 | Indian Education For All |
| 20-1-503 | Indian Education for All |
| **Montana Constitution** | **Description** |
| Article X, section 1 | Educational Goals and Duties |
| **Administrative Rules of Montana** | **Description** |
| 10.55.603 | Curriculum and Assessment |
| 10.55.701 | Board of Trustees |

**Cross References**

| **Code** | **Description** |
|---|---|
| 2000 | Goals |

## Policy 2150: Suicide Awareness and Prevention

Professional Development

The District will provide on an annual basis, 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. At a minimum, each employee of the District who works directly with students must receive 1 hour of youth suicide awareness and prevention training every 3 years.

The training materials will be approved by the Office of Public Instruction (OPI), meet the standards for professional development in the state, and be periodically reviewed by a qualified person or committee for consistency with generally accepted principles of youth suicide awareness and prevention training.

All new employees who work directly with any student enrolled in the school district will be provided one (1) hour of 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.

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| **Montana Code Annotated** | **Description** |
|---|---|
| 20-7-1310 | Youth suicide awareness and prevention training |

| **Administrative Rules of Montana** | **Description** |
|---|---|
| 10.55.720 | Suicide prevention and response |

**Cross References**

| **Code** | **Description** |
|---|---|
| 2140 | Guidance and Counseling |