

**PRYOR SCHOOL DISTRICT
2000 SERIES
INSTRUCTION
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Level 5: County Superintendent

When a matter falls within the jurisdiction of a County Superintendent, the decision of the Board may be appealed to the County Superintendent by filing written appeal within thirty (30) calendar days of the Board's decision, pursuant to Montana law.

An individual may obtain a written copy of this policy by requesting one through the Superintendent. This procedure is available on the District's website.

Cross References: Title IX Grievance Procedure
Section 504 Grievance Procedure
Board Policy 2158

Legal Reference: Title IX of the Education Amendments of 1972 (Civil Rights Act)
Title II of the Americans with Disabilities Act of 1990
§ 504 of the Rehabilitation Act of 1973
34 C.F.R. Part 106 Nondiscrimination on the Basis of Sex in Education
§ 20-3-323, MCA District policy and record of acts (*revised by House Bill 504*)

Policy History:

Adopted on:

Reviewed on:

Revised on:

Goals

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

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

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

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

Legal Reference: 10.55.701, ARM Board of Trustees

Policy History:

Adopted on:

Reviewed on:

Revised on:

Pryor Public Schools

INSTRUCTION

2100

School Year Calendar and Day

School Calendar

Subject to Montana law, and any applicable collective bargaining agreement covering the employment of affected employees, the trustees 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 District shall conduct appropriate exercises during the school day on the commemorative days noted in Montana law and as may be designated by the Board.

Lincoln's Birthday (February 12)

Washington's Birthday (February 22)

Arbor Day (last Friday in April)

Flag Day (June 14)

American Indian Heritage Day (fourth Friday in September)

Columbus Day (October 12)

Other days designated by the Legislature or Governor as Legal Holidays

When these commemorative days fall on a Saturday or Sunday, exercises may be conducted the preceding Friday.

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, student attendance is voluntary.

School Holidays

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

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

Grade Organization

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

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

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

Kindergarten Program

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

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

Curriculum Development, Content, and Assessment

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

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

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

- Content and data;
- Accomplishment of appropriate skills;
- Development of critical thinking and reasoning; and
- Attitude.

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

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

The District may receive and/or provide distance, remote, or offsite learning programs, as provided in Montana law. These learning programs and/or courses shall meet the learner expectations adopted in the District and shall be aligned with state content standards and content-specific grade-level or grade-band learning progressions. The Superintendent/designee is

directed to develop procedures regarding the District's distance, remote, or offsite delivered learning.

The District will provide gifted and talented coursework. The District will provide structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students and a framework for considering a full range of alternatives for addressing student needs.

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

Legal References:	§ 20-1-101, MCA	Definitions (<i>revised by House Bill 214</i>)
	§ 20-3-324, MCA	Powers and duties
	§ 20-4-402, MCA	Duties of district superintendent or county high school principal
	§ 20-7-118, MCA	Remote Instruction (<i>revised by House Bill 214</i>)
	§ 20-7-602, MCA	Textbook selection and adoption
	10.55.603, ARM	Curriculum and Assessment
	§ 20-7-902, MCA	School district programs to identify and serve the gifted and talented child

Cross References:	2000	Goals
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Policy History:

Adopted on:

Revised on:

Student and Family Privacy Rights

All fundamental parental rights are exclusively reserved to the parent of a child without obstruction or interference by a governmental entity in accordance with the common law, state and federal law, and Board policies.

Surveys - General

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

Surveys Created by a Third Party

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

Surveys Requesting Personal Information

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

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

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

No student shall be required to submit to any survey requesting personal information without consent of the parent. Parents will be given notice and an opportunity to opt their child out of participation of any survey requesting personal information that is not required by the District.

Instructional Material

A student's parent may, within a reasonable time of the request, inspect any instructional material used as part of their child's educational curriculum. The term "instructional material," for purposes of this policy, means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Collection of Personal Information from Students for Marketing Prohibited

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

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

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

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

Notification of Rights and Procedures

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

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

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

Cross Reference: 2311 Instructional Materials
 3200 Student Rights and Responsibilities
 3410 Student Health

Legal Reference: 20 U.S.C. 1232h Protection of Pupil Rights
 § 40-6-701, MCA Interference with Fundamental Parental Rights
 Restricted (*revised by House Bill 676*)

Policy History:

Adopted on:

Reviewed on:

Revised on:

Human Sexuality Instruction

The District recognizes the right of a parent or guardian to withdraw a child from instruction or an organized school function regarding human sexuality instruction. Such withdrawals will be classified as an excused absence.

“Human sexuality instruction” means teaching or otherwise providing information about human sexuality, including intimate relationships, human sexual anatomy, sexual reproduction, sexually transmitted infections, sexual acts, sexual orientation, gender identity, abstinence, contraception, or reproductive rights and responsibilities.

Annual Notice and Availability of Materials

The District shall annually notify the parent or guardian of each student scheduled to be enrolled in human sexuality in advance of the instruction regarding the basic content of the human sexuality instruction intended to be taught and the parent or guardian’s right to withdraw the student from such instruction.

The District will make curriculum materials used in human sexuality instruction available for public inspection before use. This will occur on an annual basis.

48-Hour Notice

Parents and guardians will be notified at least 48 hours prior to holding an event or assembly or introducing material for instructional use.

No Abortion Curriculum

The District will not allow personnel to offer, sponsor, or furnish any course materials or instruction relating to human sexuality or sexually transmitted diseases if the person or entity provides abortion services.

Legal References:	MCA § 20-7-120 § 20-5-103, MCA 10.55.701, ARM	Parameters for K-12 Human Sexuality Education Compulsory attendance and excuses Board of Trustees
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Cross References:	Policy 2120	Curriculum Development, Content, and Assessment
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Policy History:

Adopted on:

Reviewed on:
Revised on:

Pryor Public Schools

INSTRUCTION

2140

Guidance and Counseling

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

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

- Provide staff with meaningful information that can be utilized to improve the educational services offered to individual students;
- Provide students opportunities to develop future career and educational plans;
- Refer students with special needs to appropriate specialists and agencies;
- Aid students in identifying options and making choices about their educational program;
- Assist teachers and administrators in meeting academic, social and emotional needs of students;
- Provide for a follow-up of students who continue their education and move into the world of work; and
- Solicit feedback from students, staff and parents for purposes of program improvement.
- Schedule and supervise, in consultation with the building principals, all standardized testing programs as required by the State of Montana.

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

The District may utilize a career coach for educational and career counseling. A career coach may offer opportunities for internships or apprenticeships within the community and assist students with high school course offerings, career options, occupational training, and postsecondary opportunities associated with the student’s field of interest.

Legal Reference	§ 49-3-203, MCA	Educational, counseling, and training programs
	10.55.710, ARM	Assignment of School Counseling Staff
	10.55.802, ARM	Opportunity and Educational Equity
	House Bill 458	Career Coaches

Policy History:

Adopted on:
Reviewed on:
Revised on:

Pryor School District

INSTRUCTION

2150

Suicide Awareness and Prevention

The Board is committed to protecting the health and well-being of all District students. The Board directs the Superintendent or designee to develop a program and associated procedures to prevent, assess the risk of, intervene in, and respond to suicide that:

- promote collaboration with families and community providers in all aspects of suicide prevention and response;
- include high quality intervention services for students;
- promote interagency cooperation that enable school personnel to identify and access appropriate community resources for use in times of crisis;
- address reintegration of youth into a school following a crisis, hospitalization, or treatment;
- provide for leadership, planning, and support for students and school
- personnel to ensure appropriate responses for attempted or completed suicides; and
- regular review of the procedures.

The District’s suicide prevention program shall be consistent with federal and state law and guidance provided by the Office of Public Instruction.

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

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

Cross References:

Policy History:

Adopted on:

Reviewed on:

Revised on:

Parent/Family Engagement Policy

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

Parent/Family Involvement Goals and Plan

The Board 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. Encourage 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. Encourage families and school staff to engage in regular, two-way meaningful communication about student learning;
3. Encourage 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;
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; and
7. Encourage families and school staff to collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities, including workforce training, apprenticeship opportunities, career pathways, and degree programs, and encourage students to explore college and career planning tools (including Free

Application for Federal Student Aid completion) and incentives provided by post-secondary institutions.

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

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 (such as parent-teacher groups, Head Start, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents/families in the educational process 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 Board policies, handbooks, Board and committee agendas, District grievance procedure, and contact information for administrators and Trustees on the District website.
 - Providing access to educational resources and the 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 educational and instruction programs 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 and right of parents to consent to such participation or withdraw their child from a club or group.
 - Providing an explanation of rights regarding student name and pronoun use consistent with the Family Education Rights and Privacy Act.
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.

Cross References:	Board Policy 1700 Board Policy 2120 Board Policy 2132 Board Policy 2140 Board Policy 2161 Board Policy 2162 Board Policy 2168 Board Policy 2170 Board Policy 2422 Board Policy 2423 Board Policy 3110 Board Policy 3120 Board Policy 3141 Board Policy 3150 Board Policy 3600 Board Policy 4700	Uniform Complaint Procedure Curriculum Development and Assessment Student and Family Privacy Rights Guidance and Counseling Special Education Section 504 of the Rehabilitation Act of 1973 (“Section 504”) Distance, Online, and Technology-Delivered Learning Montana Digital Academy Proficiency Personalized Learning Opportunities Entrance, Placement, and Transfer Compulsory Attendance Discretionary Nonresident Student Attendance Policy Part-Time Attendance Student Records Family Engagement
Legal Reference:	20 U.S.C. § 1401 <i>et seq.</i> 29 U.S.C. § 794 § 20-3-324, MCA § 20-5-101, MCA § 20-5-112, MCA § 20-7-117, MCA § 20-7-118, MCA § 20-7-411, MCA § 20-7-1601, MCA § 20-7-1506, MCA § 20-7-1510, MCA § 20-9-706, MCA § 20-7-1201, MCA <i>et seq.</i> § 20-5-301, MCA <i>et seq.</i> § 20-7-301, MCA <i>et seq.</i> § 20-3-301, MCA <i>et seq.</i> § 40-6-701, MCA 10.55.601, ARM <i>et seq.</i> House Bill 676	Individuals with Disabilities Education Act Section 504 of the Rehabilitation Act Powers and Duties Admittance of child to school Participation in extracurricular activities Kindergarten and preschool programs Offsite Provision Of Educational Services Obligation to Establish Special Education Program Forms of personalized learning Incentives for creation of advanced opportunity programs Credit for participating in work-based learning partnerships Running start program Montana Digital Academy Attendance Outside School District Vocational and Technical Education Board of Trustees Fundamental Rights of Parents Accreditation Increase parental involvement in

10.55.722, ARM

education
Family and Community Engagement

Policy History:

Adopted on:

Reviewed on:

Revised on:

Pryor Public Schools

INSTRUCTION

2160

Federal Funding and Title I

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

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

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

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

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

Parental and Family Engagement

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

- Host an annual meeting that accommodates parents' needs to inform parents about Title I requirements and about the right of parents to be involved in the Title I program.
- Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program and the school-parent compact.
- Provide parents with timely information about the Title I program/services.

- Provide parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
- Develop, with the assistance of parents and families, and conduct an effective evaluation process regarding the Title I program.

School-Parent Compact

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

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

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

Interactions with Parents and Families

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

- Provide parents and families with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- Provide parents and families with materials and training to help them work with their children to improve their children's achievement.
- With the assistance of parents, educate staff members about the value of parent and family contributions, and in how to work with parents and families as equal partners.
- Coordinate and integrate the Title I parental and family engagement program with other programs, and conducts other activities, such as parent/family resource nights/activities,

to encourage and support parents and families in more fully participating in the education of their children.

- Distribute information related to school and parent and family programs, meetings, and other activities to parents and families in a format and language that the parents understand.

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

Accessibility

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

Review

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

Cross Reference: Board Policy 4700
 Administrative Procedures

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

Pryor Public Schools

INSTRUCTION

2161

Special Education

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

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

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

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

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

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

Cross Reference: Administrative Procedures

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

Distance, Online, and Technology-Delivered Learning

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

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

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

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

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

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

Pryor Public Schools

INSTRUCTION

2170

Montana Digital Academy

The District recognizes that students enrolled on a full-time or part-time basis may require greater flexibility in their educational programs, including but not limited to lack of teacher or course availability, individual learning styles, accelerate learning, and earning college credit. The Montana Digital Academy offers instruction through remote instruction that may fulfill these needs. The Montana Digital Academy enhances Montana's system of education and supports the development of the full educational potential of each person consistent with the provisions of Article X, Section 1(1) of Montana's Constitution.

The Superintendent or designee shall determine eligibility for enrolling in courses offered by the Montana Digital Academy and may adopt procedures regarding participation in Montana Digital Academy courses. The District will pay any fees required by the Montana Digital Academy for students enrolling in courses required for graduation. The District may charge students a reasonable fee for enrolling in a Montana Digital Academy course not required for graduation. The Board of Trustees authorizes the Superintendent to waive such fees in the case of financial hardship.

Legal Reference: § 20-7-1201, MCA *et. seq.*

Montana Digital Academy

Policy History:

Adopted on:

Reviewed on:

Revised on:

Pryor Public Schools

INSTRUCTION

2171

Significant Writing Program

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

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

Board of Trustees
Teacher Load and Class Size

Policy History:

Adopted on:
Reviewed on:
Revised on:

Pryor Public Schools

INSTRUCTION

2250

Community and Adult Education

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

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

Pryor Public Schools

INSTRUCTION

2309

Library Materials

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

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

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

Cross Reference: 1700 Uniform Complaint Procedure
2314 Learning Materials Review

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

Instructional Materials and Textbooks

Instructional materials are any material used in classroom instruction, library or any materials to which a teacher might refer a student as part of the course of instruction.

Textbooks are selected by the superintendent. The Board shall approve the selection of textbooks; however, the selection of other instructional materials is not subject to Board approval.

Textbooks and instructional materials should provide quality learning experiences for students and:

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

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

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

Cross Reference:

Legal Reference:	§ 20-4-402, MCA	Duties of district superintendent or county high school principal
	§ 20-7-601, MCA	Free textbook provisions
	§ 20-7-602, MCA	Textbook selection and adoption
	ARM 10.55.603	Curriculum and Assessment

Policy History:

Adopted on:

Reviewed on:

Revised on:

Copyright

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

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

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

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

Legal Reference: 17 USC 101 - 1010 Federal Copyright Law of 1976

Policy History:

Adopted on:

Reviewed on:

Revised on:

Learning Materials Review

Citizens objecting to specific learning materials used in the District are encouraged to submit a complaint in writing and to discuss the complaint with the building principal prior to pursuing a formal complaint. All formal objections to specific educational materials must follow the process outlined in the Administrative Procedures Manual.

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

Cross Reference: Administrative Procedures Manual

Legal Reference:

Policy History:

Adopted on:

Reviewed on:

Revised on:

Field Trips, Excursions, and Outdoor Education

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

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

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

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

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

Incentive Field Trips

Incentive field trips must have prior approval of the Superintendent. Incentive field trips will be taken after school hours or on weekends.

Legal Reference: ARM 37.111.825 Health Supervision and Maintenance

Policy History:

Adopted on:

Reviewed on:

Revised on:

Controversial Issues and Academic Freedom

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

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

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

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

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

Religion and Religious Activities

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

Student Prayer and Discussion

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

Staff Members

Staff members may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious content while in the course of performing official duties of that staff member's position(s) with the District.

Assemblies, Extracurricular and Athletic Events

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

Student Religious Expression and Assignments

Students may express their individual religious beliefs in reports, tests, homework, and projects. Staff members should judge their work by ordinary academic standards, including substance, relevance, appearance, composition, and grammar. Student religious expression should neither be favored nor penalized. A student may read the Bible or other religious material during free reading time or when self-selected and consistent with a classroom or course requirements.

Graduation Ceremonies

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

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

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

Religion in the Curriculum

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

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

Student Religious Clubs

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

Distribution of Religious Literature

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

Religious Holidays

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

Legal Reference:

Kennedy v. Bremertson Sch. Dist., 142 S. Ct. 2407 (2022)
Art. II, Sec. 5, Montana Constitution - Freedom of religion
§ 20-7-112, MCA Sectarian publications prohibited, religious
materials allowed, prayer permitted (*revised*
by House Bills 744, 745)

Policy History:

Adopted on:

Reviewed on:

Revised on:

Graduation Ceremonies

Participation

A student’s right to participate in a graduation ceremony at Plenty Coups Sr. High School is an honor. As such, participation in this ceremony is reserved for those members of the senior class (or junior in the case of early graduation) who have completed all state and local requirements for graduation before the date of the ceremony. Students may wear traditional American Indian tribal regalia or objects of cultural significance at a graduation ceremony. Students who complete their requirements after the date of graduation ceremony will receive their diplomas/certificates at that time.

Organization and Content of Graduation Ceremonies

The school administration may invite students to participate in the graduation ceremony according to academic class standing, class officer status or for other reasons at the discretion of school administration. Any student who is requested to participate may choose to decline the invitation.

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

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

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

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

Legal Reference:	Art. II, Sec. 5,	Montana Constitution - Freedom of religion
	Art. X, Sec. 7,	Montana Constitution – Nondiscrimination in education
	§ 20-5-201(3), MCA	Duties and sanctions

§ 20-1-308, MCA

Religious instruction released time
program

§ 20-7-112, MCA

Sectarian publications prohibited and
prayer permitted

Senate Bill 319

Policy History:

Adopted on:

Reviewed on:

Revised on:

Release Time for Religious Instruction

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

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

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

Pryor Public Schools

STUDENT INSTRUCTION

2375

Advancement Requirements (9-12)

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

Student may be retained at each grade level if the following year requirements are not met by August 30:

A minimum of six (6) units is required for advancement into the 10th grade.

A minimum of twelve (12) units is required for advancement into the 11th grade.

A minimum of seventeen (17) units is required for advancement into the 12th grade.

Policy History:

Adopted on:

Reviewed on:

Revised on:

Pryor Public Schools

STUDENT INSTRUCTION

2410

High School Graduation

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

To graduate from Plenty Coups Sr. High School, a student must have satisfactorily completed at least one (1) quarter, and successfully complete requirements, prior to graduation as a Plenty Coups Sr. High School student. Highly unusual exceptions may be considered, such as a student exchange program in a recognized school.

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

Credits

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

Waiver of Requirement

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

Alternative Programs

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

approval of the District and which appear on the student's official school transcript. Credit for work experience may be offered when the work program is a part of and supervised by the school. All classes attempted at Plenty Coups Sr. High School and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average and class rank. Credit shall be awarded only once regardless of repetition of the course.

Honor Roll

A student must have a minimum grade-point average of 3.5 to be placed on the honor roll. Specific information regarding honors at graduation are included in the student handbook.

Class Rank (Grade Point Average)

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

Early Graduation

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

Educational Disruption

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

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

Legal Reference:	§ 20-5-201, MCA	Duties and sanctions
	10.55.904, ARM	Basic Education Program Offerings: High School
	10.55.906, ARM	High School Credit
	10.55.905, ARM	Graduation Requirements
	§ 10-1-1402, MCA	Montana Youth Challenge
	House Bill 246	Revise education laws to enhance local control and opportunities for pupils
	§ 20-1-101, MCA	Definitions (<i>Revised by House Bill 246</i>)
	§ 20-3-324, MCA	Powers and duties (<i>Revised by House Bill 246</i>)

- § 20-7-118, MCA Offsite provision of educational services by school district *(Revised by House Bill 246)*
- § 20-4-101, MCA System and definitions of teacher and specialist certification --student teacher exception *(Revised by House Bill 246)*
- § 20-7-1601, MCA Forms of personalized learning --legislative intent *(Revised by House Bill 246)*

Policy History:

Adopted on:

Revised on:

Credit Transfer and Assessment for Placement

Grades 9-12

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

The credit evaluation committee will:

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

The District will give credit only for home schools which have met all requirements as specified in Montana law. Credits from home schools will be accepted only when a like course is offered in the District. Students must meet District and state graduation requirements through home school courses and school classes to earn a diploma.

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

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

Grades K-8

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

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

The assessment-for-placement team will take into account the following in its recommendation for grade placement:

1. Documentation that the non-accredited, nonpublic school has provided a comparable number of hours as the child would have attended in a public or private school;
2. That the child followed a similar curriculum as would have been provided in an accredited public or private school; and
3. If necessary, in the discretion of the team, the results of the Peabody Individual Achievement Test or the Measure of Academic progress.

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

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

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

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

Policy History:

Adopted on:
Reviewed on:
Revised on:

Pryor Public Schools

INSTRUCTION

2420

Grading and Progress Reports

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

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

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

Pryor Public Schools

INSTRUCTION

2421

Promotion and Retention

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

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

Policy History:

Adopted on:

Reviewed on:

Revised on:

Proficiency

In order to increase the flexibility of the District’s resources, the Board authorizes the inclusion in the District’s Average Number Belonging counts of students who may be enrolled in a program providing fewer than the required aggregate hours of pupil instruction required under Montana law if the student has demonstrated proficiency in the content ordinarily covered by the instruction.

For purposes of this policy and the District’s ability to seek additional funding under Montana law based upon student’s demonstrating proficiency, “proficiency” is defined as mastering content through application in a performance assessment for a course that is equivalent to a at 70% or better. A student’s time in a school classroom shall not be considered for determining proficiency. The determination of proficiency shall be made concurrent with the deadline for submission of grades for any course.

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 in this policy. 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 District is unable to document satisfaction of the required minimum aggregate number of hours through remote, offsite, or onsite methods outlined in this policy, or other students whom District personnel determine satisfy the definition of proficient or meeting proficiency.

Legal Reference:	Article X, Section 1, Montana Constitution	
	§ 20-9-311, MCA	Calculation of average number belonging (ANB) – 3-year averaging
	§ 20-3-324, MCA	Powers and duties
	§ 20-7-1602, MCA	Incentives for creation of transformational learning programs
	§ 20-7-118, MCA	Remote Instruction (<i>revised by House Bill 214</i>)
	§ 20-7-1601, MCA	Transformational Learning –Legislative Intent (<i>revised by Senate Bill 8</i>)

Cross References:	Board Policy 2420	Grading and Progress Reports
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Policy History:

Adopted on:

Revised on:

Personalized Learning Opportunities

The District seeks to create personalized learning opportunities permitted by Montana law, including but not limited to work-based learning, proficiency-based learning, offsite instruction, and transformational learning, to fulfill the people’s goal of developing the full educational potential of each person.

Personalized learning opportunities are offered to:

- Develop individualized pathways for career and postsecondary educational opportunities that honor individual interests, passions, strengths, needs, and culture;
- Support the student through the development of relationships among teachers, family, peers, the business community, postsecondary education officials, and other community stakeholders;
- Embed community-based, experiential, online, and work-based learning opportunities;
- Foster a learning environment that incorporates both face-to-face and virtual connections; and
- Support transformational learning through the development of individual learning plans for participating students.

Legal Reference:	Article X, Section 1, Montana Constitution	
	§ 20-9-311	Calculation of average number belonging (ANB) – 3-year averaging
	§ 20-3-324, MCA	Powers and duties
	§ 20-7-118, MCA	Remote Instruction (<i>revised by House Bill 214</i>)
	§ 20-7-1601, MCA	Transformational Learning –Legislative Intent (<i>revised by Senate Bill 8</i>)
	§ 20-7-1602, MCA	Incentives for creation of transformation learning programs (<i>revised by Senate Bill 8</i>)
	10.55.602, ARM	Definitions
	10.55.701, ARM	Board of Trustees

Cross References:	Board Policy 2422	Proficiency
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Policy History:

Adopted on:
Revised on:

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.

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

- Working cooperatively with Montana Tribes in close proximity to the District, 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 requires certified staff to satisfy the requirements for instruction in American Indian studies when required by Montana law.

Legal Reference:	Art. X, Sec. 1(2), Montana Constitution
	§§ 20-1-501, <i>et seq.</i> , MCA Indian Education for All (<i>revised by House Bill 338</i>)
	10.55.603 ARM Curriculum and Assessment
	10.55.803 ARM Learner Access
	10.55.901 ARM Basic Education Program: Elementary
	10.55.902 ARM Basic Education Program: Junior High, 7 th and 8 th Grade Program, or Middle School
	10.55.904 ARM Basic Education Program Offerings: High School

Policy History:

Adopted on:

Reviewed on:

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Pryor Public Schools

INSTRUCTION

2500

Limited English Proficiency Program

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

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

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

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

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

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

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

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

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

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

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

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

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

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VERSION 1

Wellness

As part of the student fundamental mission, the District's goal is to provide young people with the knowledge and skills they need to become healthy and productive adults.

Nutrition Education and Promotion

The District aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

- Is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- Promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- Emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- Includes training for teachers and other staff.

Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotions. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for food and beverages sold individually. The promotion of healthy food, including fruits, vegetables, whole grains and low-fat dairy products is encouraged through the 10 minute break period in the high school which provides nutritious snacks at a low price.

Nutrition Standards for Foods Available to Students

The District will serve meals that, at a minimum, meet the nutritional requirements established by the United States Department of Agriculture.

The District strongly encourages that all foods and beverages individually sold outside the school meal programs (including those sold through vending machines, student stores, fundraising, or through programs for students after the school day, will meet nutrition and portion size

standards. Schools are discouraged to use foods and beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually as rewards for academic performance or good behavior. In addition, foods and beverages will not be withheld as a form of punishment.

Schools are encouraged to limit the number of celebrations during the school day that involve food. Each celebration should include healthy foods and beverage choices, including water. Foods and beverages offered and sold at school events should include choices that meet the nutrition standards for meals and beverages sold individually.

Snacks

Snacks served during the school day or in after-school care or enrichment programs will provide a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutrition needs, children's ages, and other considerations.

School Lunch Program

Meals served through the National School Lunch and Breakfast Programs will:

- Be appealing and attractive to children;
- Be served in clean and pleasant settings;
- Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations which includes but is not limited to the nutritional content standards as set by the Healthy Kids Act;
- Offer a variety of fruits and vegetables;
- Serve only low-fat (2 %) and fat –free milk and nutritionally-equivalent non-dairy alternatives (to be defined by USD); and
- Ensure that half of the served grains are whole grain.

Schools should engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, NAME OF Schools will share information about the nutritious meals with parents and students. Such information is made available on menus, the school website, and on cafeteria menu.

Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn;