

**2000 Series
INSTRUCTION**

Table of Contents

2000	Goals
2100	Time for School
2110	Accreditation Standards and Curriculum Development
2130	District Assessment
2140	Guidance and Counseling
2150	Co-Curricular Program
2160	Consolidated Plan for Federal Programs
2161	Special Education
2165	Homebound, Hospital and Home Instruction
2166	Gifted Program
2210	Organization, Grouping and Class Size
2232	Placement
2250	Community and Adult Education
2310	Library Materials
2311	Selection and Adoption of Instructional Materials
2312	Copyright Restrictions and Compliance
2315	Acceptable Use of Computers
2315F	Student Agreement and Parent Permission Form
2320	Field Trips, Excursions and Outdoor Education
2321	Guest Speakers
2322	Contests for Students
2330	Academic Freedom and Controversial Issues
2332	Religious Beliefs and School
2335	Health Enhancement
2420	Grading and Progress Reports
2421	Promotion/Retention
2430	Homework
2450	Recognition of Native American Cultural Heritage
2510	School Wellness
2511	School Wellness-Districts with Federal Food Programs

Goals

The District shall provide an equal opportunity for all students to receive an education that will enable each to fulfill their optimum role in society, commensurate with individual ability, in compliance with legal requirements and reflecting the desires of the people.

The instructional programs, methods and resources shall meet the needs of each individual student, regardless of race, color, creed, sex or level of ability. The District recognizes that equal opportunity education does not imply uniformity and that each student's unique characteristics must be acknowledged.

The instructional programs, methods and materials shall not imply, teach or encourage any beliefs or practices reflecting bias or discrimination toward other individuals or groups and shall not deny others their basic human rights.

To help students transform their potential into actuality, their basic, quality education should enable them to:

1. Find joy in learning;
2. Communicate ideas, knowledge, thoughts and feelings in a variety of formats and through a variety of media;
3. Reason critically and creatively;
4. Develop personal responsibility;
5. Assume social responsibility;
6. Be effective in a changing world;
7. Learn who they are becoming.

This goal statement and the philosophy found in policy #1514 shall be publicized and be made available to interested citizens. This statement shall be reviewed annually and revised as deemed necessary.

The staff is responsible for apprising the Board of the educational program's current and future status. They should consider the following:

1. Review and Evaluation of present curriculum;
2. Future curriculum and resource needs;
3. Elimination of any sexual, cultural, ethnic, or religious bias that may be present;
4. Implementation of new or revised instructional programs; and
5. Review of present and future facility needs.

Legal Reference 10.55.701. ARM, Board of Trustees

Policy History:

Adopted on: 2008-09

Revised on:

INSTRUCTION
Time for School

2100

School Calendar

The Board shall adopt a school calendar annually based upon instructional needs. The calendar will include:

1. The opening and closing classes dates;
2. Teacher professional development dates;
3. Vacation dates; and
4. Legal school holidays.

The school calendar may have seven (7) pupil-instruction-related days scheduled for the purpose of:

1. Pre-school staff orientation (not to exceed two (2) days);
2. Staff professional development;
3. Parent-teacher conferences.

School Fiscal Year

The school district shall conduct a minimum aggregate hours in the school fiscal year at the following rate:

1. 720 aggregate hours for kindergarten;
2. 720 aggregate hours for grades 1 through 3; and
3. 1,080 aggregate hours for grades 4 through 8.

Commemorative Holidays

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

School Closure

The Supervising Teacher in cooperation with the Board Chair may order the closure of school in the event of extreme weather or other emergency, in compliance with established procedures for notifying parents, students and staff. The trustees may order the emergency closure of school for one school day each year without the need to reschedule the lost pupil instruction time when the closure is the result of an emergency.

Legal References:	§ 20-1-301, MCA	School fiscal year
	§ 20-1-304, MCA	Pupil-instruction-related day
	§ 20-1-306, MCA	Commemorative exercises on certain days
	§ 20-9-801-803, MCA	Emergency school closure
	§ 20-9-806, MCA	Emergency school closure declaration
	10.55.701, ARM Board of trustees	
	10.55.1003 ARM	Program Foundation Standards
	10.65.101-03, ARM	Pupil-instruction-related days

Policy History:

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Revised on:

Accreditation Standards and Curriculum Development**Accreditation Standards**

The Board of Trustees will review the state accreditation standards annually, utilizing them as a guide for their education program and provide in each school at least one copy of the standards for staff and public review.

Curriculum Development

The Board is responsible for establishing a process which ensures: incorporating all required state student content standards into the District's curriculum; defining and organizing the program area standards into specific curricula and for extending them to help students meet the challenges of the future; introducing the standards when appropriate; implementing them sequentially and developmentally; and building upon previous goals. Student assessment shall be used to examine the program and ensure its effectiveness.

In all program areas and at all levels, the District shall establish curriculum and assessment development processes as a cooperative effort of personnel certified in the program area and trustees, administrators, other teachers, students, specialists, parents, community and, when appropriate, state resource people.

The District will develop written sequential curricula for each subject area. The curricula shall address state student standards as defined below and District education goals.

The District will establish a curriculum review cycle and timelines for curriculum development and evaluations.

The District will select materials and resources to include supplies, books, technology, other materials and equipment necessary for development and implementation of the curriculum and assessment that are consistent with the goals of the education program. These materials shall be reviewed at least every five years.

Student content standards are the attitudes, concepts, skills, and knowledge that students are to be given the opportunity to acquire during their K-12 schooling. They are to be developed progressively through three checkpoints. The first is completion of the primary level (at the end of grade 4). The second is completion of the intermediate level (at the end of grade 8). And the third is upon graduation (at the end of the twelfth grade).

Legal Reference: § 20-3-324, MCA Powers and duties
 § 20-7-602, MCA Textbook selection and adoption
 10.55.603, ARM Curriculum Development and Assessment
 10.55.701, ARM, et.seq. Standards for Accreditation of Montana Schools

Policy History:

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Revised on:

District Assessment

In all program areas and at all levels, the District shall assess student progress toward meeting state student performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. The District will use assessment results to improve the education program and use effective and appropriate tools for assessing both student and program progress. This may include but is not limited to: criterion-referenced tests; teacher-made tests; on-going 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 carryover skills to other program areas and outside of school.

Program Evaluation and Diagnostic Tests

The Board strives to achieve efficiency and effectiveness in all facets of its operations. In order to achieve this goal, the Board shall strive to set forth:

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

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

District-Wide Standardized Testing Program

A state standardized criterion-referenced test will be administered in grades 3 through 8 in Reading and Mathematics and in Science in grades 4 and 8 to all students except those whose Individual Education Plans specifically prevent them from participating in the instructional programs in these subject areas. The tests will be given in the spring under the direction of the Office of Public Instruction.

School and Classroom Assessment Measures

The Upper West Shore School District #33 recognizes that equally or more important than standardized, norm-reference tests in determining student success in school are classroom assessment measures which provide for a variety of performance assessments, portfolio assessments, criterion reference tests and teacher observation. Unit plans should reflect utilization of these types of assessment and results should be shared with the student and his/her parent(s)/guardian. Before the revision of any instructional program, the District will review all the assessment processes, procedures and results to determine if the purposes of the program are being accomplished.

Legal Reference: 20 USC 1232h Protection of Pupil Rights
10.55.603, ARM Basic Instructional Program
10.56.101, ARM Student Assessment

Policy History:

Adopted on: 2008-09

Revised on:

Guidance and Counseling

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

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

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

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

Legal Reference: 10.55.710, ARM
 10.55.802, ARM
 §49-3-203, MCA

Assignment of Guidance Staff
Opportunity and Educational Equity
Educational, Counseling and Training Programs

Policy History:
Adopted on: 2008-09
Revised on:

Co-Curricular Program

The District recognizes that a co-curricular program is an integral part of school life. As such, this broad-based program should contribute to the intellectual, physical, social and emotional growth of students. When an activity is conducted using the name of a class, organization or school, it shall be coordinated under the general supervision of appropriate school officials with the students' interest and safety of paramount concern.

Students shall be eligible to become involved in approved activities without regard to race, creed, gender, marital status, national origin or handicapping conditions. Activity groups shall not be secretive in nature.

The criteria for selecting co-curricular activities are:

1. The activity should provide learning experiences in the intellectual, physical or social area.
2. The activity should be acceptable to the community.
3. The activity should have carry-over values into lifetime and/or leisure activities.
4. The cost of the activity must not be prohibitive to student or District.
5. The emphasis should be on individual skill developed at different levels of performance;
6. Sportsmanship attitudes shall be emphasized through game experiences; and,
7. Any competitive drive should be allowed to evolve from within the child rather than from external forces by keeping competition "low key".

At this level, activities will emphasize the maximum participation by all students.

Legal Reference: § 49-2-307, MCA Discrimination in education

Policy History:
Adopted on: 2008-09
Revised on:

Consolidated Plan for ESEA Federal Programs: Titles I, II, IV, VI

Parent and community involvement are positively linked to student and school success and will be a critical part of the Consolidated Plan for the District.

Under the parent and community involvement provisions of the Elementary and Secondary Education Act, 20 USC 2701, et seq., a local educational agency (LEA) operating any of the above federal programs must develop written policies to ensure that citizens have an adequate opportunity to participate in the design and implementation of these programs.

A committee of a broad cross-section of staff, parents and community members shall provide input into the development of the Comprehensive Plan and continues to be involved on, at least, a semi-annual basis in evaluating the plan and adjusting the programs. The committee represents the required groups for all of the federal programs.

As required by the federal programs, school improvement will be validated through both assessment of student achievement and evaluation of the federal programs successes. Data will be gathered in a consistent, organized manner and will be arranged in an understandable format for the general public.

In recognition of the necessity to report the District's success at improving school performance to the public, the Board of Trustees will report on a regular basis the progress that has been made through:

1. Board Meetings;
2. The District's Annual Report Card;
3. Parent/Teacher Conferences (Included in this area are IEP and Section 504 Team Meetings);
4. Fliers mailed to residents, notes sent home and phone calls to parents;
5. Federal Programming Reporting.

All students, teachers and other beneficiaries of District programs are ensured equal opportunity to participate in these programs. The District will make a systematic effort to guarantee that all teachers equally benefit from professional development opportunities and that there will be high student success through guaranteed access and success among teacher and other beneficiaries and ultimately the students.

Legal Reference: 20 USC § 2731(a)(4)
20 USC § 2726
34 CFR 200.34

Policy History:
Adopted on: 2008-09
Revised on:

Special Education

The District shall 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 (hereinafter "IDEA") and implement provisions in Montana law, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. It is the intent of the District to ensure that students who are disabled within the definitions of state and federal laws are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act, even though they do not require services pursuant to the IDEA. The District will work with its Special Education Staff to develop specific procedures consistent with state and federal laws and District philosophy.

Should the District choose at some future date to participate in a Special Education Cooperative, the District will review and approve the policies and standards of the Special Education Cooperative at a public meeting and the Board Chairperson will sign off on the acceptance of those policies and guiding the Special Education Program of the District.

Child Identification

The District is responsible for ensuring that all children with disabilities within its jurisdiction are identified, located, and evaluated, including children in all public and private agencies and institutions within that jurisdiction. Child find activities shall be conducted in collaboration with the Special Education Staff or Special Education Cooperative to which the District may belong. Collection and use of data are subject to state and federal confidentiality requirements.

Confidentiality of Personally Identifiable Information

The District, in accordance with the Program Narrative submitted to the Office of Public Instruction, agrees to adhere to the regulations regarding confidentiality found in the Family Educational Rights and Privacy Act (FERPA), as well as in "Guidelines for Student Records," a technical assistance manual of the Office of Public Instruction.

Full Educational Opportunity Goal

It is the goal of the District to provide full educational opportunity to all students with disabilities, aged birth through twenty-one, consistent with the timetable in the Montana State Plan under Part B of the Individuals with Disabilities Education Act.

Personnel Development

Each disabled student is entitled to appropriate instruction and services by professionally trained and competent personnel. All employees with responsibility for the education of disabled students shall be provided opportunities to increase pertinent skills and competence beyond that ordinarily gained through job performance. The Board shall develop a plan for personnel development in cooperation with the District employees, parents and the Special Education Staff.

Parent or Legal Guardian Involvement

The District recognizes that cooperation and communication between parent and school is essential to the development and implementation of the education program for disabled students.

This cooperation and communication shall be designed by the District to assure that the rights of disabled children and their parents or guardians are protected and to assess and assure the effectiveness of efforts to educate disabled children.

Participation in Regular Education

A continuum of alternative placements is available which consists of instruction in regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who do not have disabilities. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aides and services cannot be achieved satisfactorily. Educational placement decisions are made in accordance with the policies and principles as identified in the Placement in the Least Restrictive Environment special education technical assistance document published by the Office of Public Instruction.

Protection in Evaluation Procedures

Evaluation and identification of students is conducted in accordance with the following administrative rules (ARMS): 10.16.113 Comprehensive Educational Evaluation Process, 10.16.114 Composition of a Child Study Team, and 10.16.1101 Protection in Evaluation Procedures.

Individualized Education Program

The District has adopted the Individualized Education Program technical assistance manual published by the Office of Public Instruction as the policy and procedures manual for the development of individualized education programs (IEP) for children with disabilities.

Procedural Safeguards

Children with disabilities and their parents will be afforded the procedural safeguards as required in Section 615 of IDEA '97. To that end, the District will provide a copy of the brochure, Parental Rights in Special Education, to the parent or guardian a reasonable time before the District:

1. Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provisions of free, appropriate public education to the child; or
2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of free, appropriate public education to the child.

Disciplinary Issues for Children with Disabilities

The District recognizes that free, appropriate public education shall be available to all children with disabilities including children with disabilities who have been suspended or are expelled from school. Suspension and expulsion of students with disabilities will be conducted in accordance with the IDEA 1997 amendments and with procedures identified in the Suspension/Expulsion Manual published by O.P.I. The District may place the child in an alternative education setting, another setting, or suspension for not more than 10 days. If the child brings a weapon to school or to a school function or possesses/uses/sells illegal drugs, the appropriate interim for an alternative educational setting can be up to 45 days.

Forms

The District agrees to submit all required forms used to document the provision of free, appropriate public education to children with disabilities to the Office of Public Instruction.

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.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.
§ 20-7-Part Four, MCA Special Education for Exceptional Children
10.16.1201, ARM
10.16.2303, ARM

Policy History:

Adopted on: 2008-09

Revised on:

Homebound, Hospital and Home Instruction

Homebound, hospital or home instruction may be provided to a student who is physically or emotionally unable to attend school. A student absent from school for more than two consecutive weeks because of health problems will be provided the services of a teacher or an aid in the home or hospital. Appropriate educational services may be begun as soon as eligibility has been established with a written statement from a licensed medical examiner and a written parental or guardian request.

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

Legal Reference: 10.16.1308, ARM

Services to Homebound and/or Hospitalized Students

Policy History:

Adopted on: 2008-09

Revised on:

Gifted Program

In accordance with the philosophy to develop the special abilities of each student, the District shall make an identifiable effort to provide educational services to gifted and talented students that are commensurate with their needs and foster a positive self-image.

To help in this effort, the district shall create a plan for such services which includes:

1. Identification of talent areas;
2. Student selection criteria;
3. The unit plans or curriculum will provide strategies to meet identified student needs and provide criteria for formative and summative evaluation;
4. If needed supportive services; and
5. Parental involvement.

Legal References: § 20-7-901 through 904, MCA Gifted and talented children
 10.55.804, ARM Gifted and talented

Policy History:
Adopted on: 2008-09
Revised on:

Organization, Grouping and Class Size**Grade Organization**

The grade organization in the District for instruction purposes shall be Kindergarten through sixth grade.

Instructional programs shall be coordinated between each grade and between levels of school.

Grouping for Instruction

A student will be assigned to an instructional group or a classroom that 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, learning style of individual teachers and any other variables that will affect the performance of the student.

The criteria for grouping should be based upon the learning goals and objectives being addressed and the student's ability to achieve those purposes.

Class Size

It is the goal of the District to maintain class size at the optimum level appropriate to student learning needs and maturation levels. Optimum levels of class size shall be defined for these purposes as the number currently mandated by the Board of Public Education.

The Board of Trustees shall have the authority to combine classes, eliminate classes, or make assignments that provide for the most economical but educationally sound classroom environment.

Legal Reference: 10.55.801, ARM, et. seq. Accreditation Standards
§ 20-6-501, MCA Definitions of various schools

Policy History:
Adopted on: 2008-09
Revised on:

Placement

While the curriculum within a classroom should have sufficient breadth to meet the needs of a variety of students, the school should make every effort to place present or new students into a classroom environment where the student may achieve optimum success as a learner. The Supervising Teacher I shall carefully consider physical maturity, social maturity, chronological age, mental maturity and achievement before assigning a student to a specific level.

Credit Transfer/Assessment for Placement

Requests from parents of students in non-accredited, non-public schools for placement in the District school system will be evaluated by the Supervising Teacher. The assessment will take into account the following in its recommendation for grade placement:

1. Documentation that the non-accredited, non-public school has provided a comparable number of hours as the child would have attended in a public or private school;
2. The child followed a similar curriculum as would have been provided in an accredited public or private school;
3. The result of the end of the year test indicates the student has mastered most prerequisite skills.

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

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

If a parent or guardian of a child 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 non-accredited, non-public school

Policy History:

Adopted on: 2008-09

Revised on:

Community and Adult Education

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

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

Policy History:
Adopted on: 2008-09
Revised on:

Library Materials
Loans

School District students and staff are provided school library and classroom library books primarily for their use. Students and staff may check out library books. Individuals that check out books are responsible for the care and timely return of those materials. The Supervising Teacher may assess fines for damaged or unreturned books.

School District residents or parents/guardians of non-resident students attending Dayton School may be allowed use of library books. However, such access shall not interfere with regular school use of those books. The intent of allowing public access to library books is for parents/guardians to share a reading/learning experience with their children. Use of the library books outside of the District is prohibited except for inter-library loan agreements with other libraries.

Selection of Library Materials

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

Every child has the right to a variety of learning materials to broaden interests and experiences and to stimulate mental growth. The well-administered school library is the most effective and economical way to provide each child with exploratory experiences, reading guidance, instruction in the use of a variety of materials and curriculum enrichment.

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

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights, endorsed by the American Association of School Librarians in 1969.

Ultimate responsibility for the selection of library materials rests with the Board. However, the Board delegates this responsibility to the Supervising Teacher.

The selection of library material is a professional task conducted by the library staff. The selection should be based on:

1. Needs of the curriculum and requests from administrators and teachers.
2. Needs of individual students and requests by parents and students.
3. Provision of a wide range of materials at all levels of difficulty, with a diversity of appeal and presentation of different points of view.
4. Provision of materials that are accurate and objective.
5. Provision of materials that are relevant to today's world.
6. Provision of materials that represent artistic, historic and literary qualities.
7. Provision of materials appropriate for the age maturity level of the students using the libraries.

In selecting library materials, the librarian will evaluate the existing collection; assess curricula needs; examine materials and consult reputable, professionally prepared selection aids.

Weeding

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

Discarded materials will be clearly stamped:

"WITHDRAWAL FROM DAYTON LIBRARY"

Materials will be discarded in compliance with state law.

Gifts

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

Cross Reference: 2314 Learning Materials Review

Legal Reference: § 20-7-203, MCA Trustees' policies for school library
 § 20-7-404, MCA School library book selection

Policy History:
Adopted on: 2008-09
Revised on:

Selection and Adoption of Instructional Materials

The District is legally responsible to approve and to provide the necessary instructional materials used in the District. Textbooks and instructional materials, except those used as supplemental materials, shall be selected by the Supervising Teacher and adopted by the Board prior to their use in schools. The Supervising Teacher may authorize trial-use texts of a pilot nature for a period of no more than one school year prior to Board adoption. Materials approved for trial use shall be restricted to classes specified. The responsibility for preparing student-reading lists and for examining, evaluating and selecting all supplementary materials is delegated to the professional staff of the District. 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 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, for excessive wear, unreasonable damage or lost materials. The professional staff will maintain records necessary for the proper accounting of all instructional materials.

Curriculum committees will generally be responsible to recommend textbooks and major instructional materials purchases. Recommendations will be made to the Board. The function of the committee is to ensure that materials are selected in conformance with stated criteria and established District goals and objectives.

Instructional Material Selection, Adoption and Removal

A curriculum committee representing the various staff who will likely be using the materials shall select instructional materials. Each committee should develop, prior to selection, a set of selection criteria against which materials will be evaluated. The criteria should include the following along with other appropriate criteria. Instructional materials shall:

1. Be congruent with identified instructional objectives;
2. Present more than one viewpoint on controversial issues;
3. Present minorities realistically;
4. Present non-stereotypic models;
5. Facilitate the sharing of cultural differences;
6. Be priced appropriately.

Instructional materials may be removed when they no longer meet the criteria for initial selection, when they are worn out, or when they have been judged inappropriate through the Learning Materials Review Process (policy 4311).

Legal Reference:	§ 20-7-601-603 MCA	Free Textbook Provision
	§ 20-7-602 MCA	Textbook Selection and Adoption
	§ 20-7-603 MCA	Textbooks Obtained from Licensed Textbook Dealer

Policy History:

Adopted on: 2008-09

Revised on:

Copyright Restrictions

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. In no circumstances shall it be necessary for District staff to violate copyright requirements in order to perform their duties properly. The District cannot be responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the District's procedures or is permissible under the law should contact the Supervising Teacher or his/her designee. They will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required.

Authorized Reproduction and Use of Copyrighted Material in Print:

In preparing for instruction, a teacher may make or have made a single copy of:

1. A chapter from a book;
2. An article from a newspaper or periodical;
3. A short story, short essay or short poem; or
4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

A teacher may make multiple copies not exceeding more than one per pupil for classroom use or discussion if the copying meets the tests of "brevity, spontaneity and cumulative effect" set by the following guidelines. Each copy must include a notice of copyright.

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

Policy History:

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Revised on:

Acceptable Use of Computers

New technologies are shifting the ways that information may be accessed, communicated and transferred. Those changes may also alter instruction and student learning. Dayton School offers students access to the electronic information highway and the Internet.

Rules and Responsibilities

Students are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

Internet access is provided for students to conduct research and communicate with others in relation to schoolwork. Access to the Internet is given to students who agree to act in a considerate and responsible manner. Parents may request their students not use the Internet.

The Upper West Shore School District #33 does provide a filter to screen objectionable material on the Internet from student access.

Access is a privilege, not a right. Therefore, based upon the acceptable use guidelines outlined in this document, the system administrators will deem what is inappropriate use and their decisions are final. The system administrators may close an account at any time. The administration, faculty, and staff of Dayton School may deny, revoke or suspend specific user accounts.

Individual users of computers with Internet access are responsible for their use. Their use must be in support of education and research and must be consistent with academic expectations of Dayton School. Use of other organizations' networks or computing resources must comply with the rules appropriate for those networks. Transmission of any material in violation of U.S. or state regulations, including copyrighted, threatening, or obscene materials, is prohibited. Use for commercial activities by for-profit organizations, product promotion, political lobbying, or illegal activities is strictly prohibited.

The user is expected to abide by the following rules of etiquette:

- ☞ Be polite. Do not write or send abusive messages.
- ☞ Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- ☞ Transmission of obscene materials is prohibited. Sending or receiving offensive messages or pictures from any source will result in immediate suspension of privileges.
- ☞ Do not reveal the personal address or phone number of yourself or other students.
- ☞ Do not communicate any credit card number, bank account number, or any other financial information.
- ☞ Electronic mail is not guaranteed to be private. People who operate the system do have access to all mail. Inappropriate messages can result in suspension of privileges.
- ☞ Do not use the network in such a way that would disrupt the use of the network by other users.
- ☞ Vandalism - any malicious attempt to harm or destroy data of another user will not be tolerated. Any questionable action will result in cancellation of user privileges.

Violation of any of the above-mentioned rules and responsibilities will result in a loss of access and may result in other disciplinary or legal actions.

Policy History:

Adopted on: 2008-09

Revised on:

INSTRUCTION

2315F

Student Agreement and Parent Permission Form

Internet Access User Agreement and Parent Permission Form

After reading the Internet Use Rules and Responsibilities in Policy 2315, please complete this form to indicate that you agree with the terms and conditions outlined. The signatures of both the student and parent/guardian are mandatory before access may be granted to the Internet. This document, which incorporates the Internet Use Procedure, reflects the entire agreement and understanding of all parties.

As a user of the Upper West Shore School District #33 computer network, I have read and hereby agree to comply with the Internet Use Procedure

Student Signature: _____ Date: _____

Student Name (Please Print): _____

Student's School: _____

Grade: _____ Date of Birth: _____

As parent/legal guardian of the student signing above, I grant permission for my child to access networked computer services such as electronic mail and Internet. I have read and agree to this procedure, and I understand that I may be held responsible for violations by my child. I understand that some materials on the Internet may be objectionable; therefore, I agree to accept responsibility for guiding my child, and conveying to him/her appropriate standards for selecting, sharing and/or exploring information and media.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name (Please Print): _____

Street Address: _____

Home Phone: _____ Daytime Phone: _____

Complete and return to your child's school. Thank you.

Field Trips, Excursions and Outdoor Education

The District recognizes that field trips when used as a device for teaching and learning integral to the curriculum are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The District also recognizes that field trips may result in lost learning opportunities in missed classes. Trustees do therefore endorse the use of field trips when the educational objectives achieved by the trip clearly outweigh any lost learning opportunities. The Supervising Teacher has the authority to approve day field trips.

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.

Field trips are defined as travel away from school premises, under the supervision of a teacher of an approved course of study, for the purpose of affording students a direct learning experience not available in the classroom. Overnight field trips require Board approval.

The following procedures shall apply:**Day Field Trips**

1. Staff members requesting one-day field trips shall submit their request to the Supervising Teacher at least three weeks prior to the field trip. All field trip requests will be forwarded to the Board for final approval. Decision for approval will be based on weighing the educational benefits, costs and risks.
2. The sponsoring staff member is responsible to coordinate all activities related to the field trip. This includes ordering and confirmation of the bus, contact with the site to insure maximum learning opportunities, assessing all activities related to the site for safety, and for providing adequate supervision.
3. Adequate supervision will typically be defined in the elementary school as one adult supervisor for every ten students. Buses with fewer than 25 students will require one adult supervisor.

Overnight Field Trips

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

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

Out-of-State Trips

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

Exceptions to the above will be as follows:

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

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

Whether the trip:

- ... is an extension of the academic program or is solely extra-curricular in nature
- ... is the result of successful competition at the local or state level
- ... is a logical stepping stone of local competition
- ... is something directly related to the instructional process
- ... causes minimal loss of school time
- ... costs are within available budgets

Policy History:

Adopted on: 2008-09

Revised on:

Guest Speakers

The District encourages the extension of instructional experiences through the use of guest speakers. A sound education requires that students face issues and gain access to divergent points of view.

The District establishes the following procedures for the approval of the use of a guest speaker. When an invited speaker expresses opinions that are partisan or considered controversial by a large portion of the community, the school shall provide for the presentation of opposing views.

When a teacher believes that a guest speaker will contribute to the curriculum by helping to achieve the goals and objectives of the course, the staff member will follow the procedure set out below:

1. At least two days prior to the proposed visit, the teacher will notify the Supervising Teacher of the name of the proposed speaker, how the speaker's topic will relate to the curriculum and the proposed date of the visit.
2. In the event the speaker's topic is determined to be controversial, the teacher will notify students beforehand that any student who wishes not to attend the presentation will have an alternative assignment.
3. The teacher will register the guest speaker on the day he/she speaks.
4. Approval of a guest speaker will be exercised in a manner consistent with the principles of free inquiry and expression.
5. If the Supervising Teacher has reason to believe that the appearance of the guest speaker would not contribute to the curriculum or would be harmful to the students, he/she may deny the appearance of the guest speaker. If the teacher disagrees with the denial, he/she may appeal the decision to the Board.

Policy History:

Adopted on: 2008-09

Revised on:

Contests for Students

Contests may be made available to students by outside organizations through the schools, subject to certain limitations. The Supervising Teacher shall determine that the contest is not in conflict with nor will it diminish the primary educational aims of the school and that it meets the needs and interests of students.

A state or local contest in which students participate shall be:

1. One that supplements and does not interfere with the regular school program.
2. One that is beneficial to youth in education, civic, social or ethical development.
3. One that makes it possible for individual students to work out contributions by their own efforts and does not invite dishonest collaboration.
4. One whose subject is not commercial, controversial, sectarian or concerned with propaganda. It must emphasize high moral standards, good citizenship and intellectual competence.
5. One from which no contestant shall be excluded because of race, color, creed, sex or payment of entry fee.
6. One which does not place an undue burden on students, teachers or the school, nor requires frequent or lengthy absence of participants from the school.
7. One sponsored by an organization engaged in a creditable or acceptable enterprise regardless of kind or amount of prizes offered. The contest or activity must not be used as a "front" for advertising a company name or product.

Contests will not be allowed unless they further the educational goals of the District.

Policy History:

Adopted on: 2008-09

Revised on:

Academic Freedom and Controversial Issues**Academic Freedom**

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

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

1. Relative maturity of students;
2. District philosophy of education;
3. Community standards, morals and values;
4. Necessity for a balanced presentation; and,
5. Necessity to seek prior Board counsel and guidance in such matters.

Controversial Issues

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

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

Legal Reference:

Article X Sec.8
§ 20-3-324 (16)(17), MCA
10.55.701 ARM

Montana Constitution
Powers and duties
Accreditation

Policy History:

Adopted on: 2008-09

Revised on:

Religious Beliefs and School**Student Religious Activity at School**

In keeping with the United States and Montana constitutions and judicial decisions, Dayton Public School may not support religion or endorse religious activity. At the same time, the District may not prohibit private religious expression by students. The purpose of this policy is to provide direction to students and staff members about the application of these principles to student religious activity at school.

Student Prayer and Discussion

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

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.

Staff Members

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

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 that 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 an historical and/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 religious or religious-holiday oriented.

Release Time for Student Religious Instruction Release Time for Student Religious Instruction

If requested, the trustees of Upper West Shore School District #33 shall determine the amount of time a pupil may be released from regular school attendance for the purpose of receiving religious instruction. A uniform policy will be set for all students.

Religious Holidays

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

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

Adopted on: 2008-09

Revised on:

Health Enhancement

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

Chemical Dependency

In acknowledgment that chemical dependency is a treatable health problem, the District is committed to the development of a program that emphasizes prevention, intervention, aftercare support and disciplinary actions. The District will work with the community to positively address the problem, and will be responsible for the development of this program within the existing legal, financial and policy restraints.

HIV/AIDS/STDs EDUCATION

The Board believes that Human Immunodeficiency Virus HIV/AIDS and other STDs instruction is most effective when integrated into a comprehensive health education program. Instruction shall be developmentally appropriate to the grade level of the students and shall occur in a systematic manner. The Board particularly desires that students receive proper education about HIV and other STDs before they reach the age when they may adopt behaviors that put them at risk of contracting these diseases.

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

Safety Program

As part of the Health Enhancement Program, the school has a responsibility for supervision of students while under the custodianship of the school system. In addition, the school has the responsibility to educate students in regard to home and school safety. For specific procedures to implement a safety education program for the District see Policies #9310.

Legal Reference: § 50-16-1001, et seq, MCA AIDS Education and Prevention

Policy History:

Adopted on: 2008-09

Revised on:

Grading and Progress Reports

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

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

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

In the first and second grades, "S" will be used to indicate satisfactory performance. "U" will indicate unsatisfactory performance. In the third through sixth grades, letter grades of A, B, C, D and F will be given in all subject areas with:

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

Plus and minus may be used to show the grades of achievement of each letter grade.

Teachers are encouraged to write additional comments amplifying grades given.

These grades will indicate academic performance only. In addition, conduct and effort grades will be reported quarterly. These grades will reflect the teacher's judgment of the extent to which the student has performed to school expectations as well as to how the student has performed to his/her academic ability. Attendance will also be reported quarterly.

Grades are given as a system of reporting student progress and this policy should be reviewed to reflect knowledge of how students learn. Staff members, parents and teachers shall be involved.

Policy History:

Adopted on: 2008-09

Revised on:

Promotion/Retention

The District recognizes that students of the same age are at many intellectual and developmental levels and that these differences are a normal part of human development. Because of these differences, the administration and teaching staff are directed to make every effort to develop curricula and programs that meet the individual and unique needs of all students and allow them to remain with their age cohorts.

While the research on retention as an instructional strategy is generally very negative, there may on occasion be cases where retention may be warranted. The staff is directed to develop procedures and programs to reduce retentions to a minimum and to ensure that students who are retained have a high likelihood of benefiting from that retention.

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

If a parent insists on the child being retained, a notice will be placed in the child's file that the retention was a parent decision and not recommended by the school.

Policy History:

Adopted on: 2008-09

Revised on:

Homework

The District believes that homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students; and should be evaluated and returned to students in a timely manner.

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

Homework may be assigned for one or more of the following purposes:

1. Practice: To help students to master specific skills which have been presented in class.
2. Preparation: To help students gain the maximum benefits from future lessons.
3. Extension: To provide students with opportunities to transfer specific skills or concepts to new situations.
4. Creativity: To require students to integrate many skills and concepts in order to produce original responses.

The purposes of homework assignments, the basis for evaluating the work performed and the guidelines and/or rules should be made clear to the student at the time of the assignment.

Policy History:

Adopted on: 2008-09

Revised on:

Recognition of American Indian Cultural Heritage

The Trustees of Upper West Shore School District #33 recognize, honor and facilitate the implementation of Article X, Section 1 (2) of the Montana Constitution. To that end the district will incorporate in its educational goals the distinct and unique cultural heritage of American Indians and will include the following instructional programs:

1. Take into account individual and cultural diversity and differences among learners. Cultural and language differences will be viewed as valuable and enriching resources and in developing instruction, the unique needs of American Indian students and other minority groups will be taken into account;
2. Develop an understand of the values and contributions of Montana's American Indians for all students;
3. Provide learning resources that are culturally relevant, inclusive and current; and
4. Provide books and materials that reflect authentic historical and contemporary portrayals of American Indians.

Legal Reference: Montana Constitution
 § 20-1-501-503, MCA American Indian Studies
 10.55.701 ARM Accreditation Standards
 10.55.803 ARM Accreditation Standards

Policy History:
Adopted on: 2008-09
Revised on:

School Wellness

The Upper West Shore School District #33 is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore it is the policy of the Upper West Shore School District #33 to include:

1. Community involvement, including input from parents, students, school food service, the school board, educators and the public in the development of the school wellness program.
2. Goals for nutrition education designed to promote student wellness including:
 - a. All students shall receive nutrition education that teaches the knowledge and skills needed to adopt healthy eating behaviors.
 - b. Nutrition education shall be integrated into the curriculum.
 - c. Nutrition information and education shall be offered throughout the school based on the U.S. Dietary Guidelines for Americans.
3. Nutritional guidelines for all foods available at school during the school day with the objective of promoting student health and nutrient-rich meals and snacks including food and beverages used for classroom rewards and fundraising efforts.
4. A plan for measuring implementation of this policy.

Health Enhancement and Physical Activity Opportunities

The District shall offer health enhancement opportunities that include the components of a quality health enhancement program. Health enhancement instruction shall be aligned with the Montana Health Enhancement Content Standards and Benchmarks. All students shall have the opportunity to participate regularly in supervised, organized or unstructured, physical activities, to maintain physical fitness, and to understand the short-and long-term benefits of a physically active and healthy lifestyle.

Maintaining Student Wellness

The School Board shall develop and implement procedures consistent with this policy utilizing community involvement before implementation. The School Board shall measure how well this policy is being implemented, managed, and enforced. The Supervising Teacher shall report to the Board, as requested on the District's programs and efforts to meet the purpose and intent of this policy.

Legal Reference: PL 108-265 The Child Nutrition and WIC Reauthorization Act of 2004

Policy History:

Adopted on: 2008-09

Revised on:

