

## **2000 GOALS**

The district shall provide an equal opportunity for every boy and girl to receive an education which will enable each to fulfill his/her 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, caste, 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.

The district will strive to develop and implement programs that provide students with those skills, knowledge and attitudes that:

1. Are fundamental to present and future learning in all walks of life;
2. Help the student to solve problems and think more productively;
3. Help the student to relate with other people effectively;
4. Promote the student to attain and maintain physical and mental fitness;

This philosophical goal statement shall be publicized and be made available to interested citizens. This statement shall be reviewed and revised as deemed necessary.

## **2100 SCHOOL YEAR CALENDAR AND DAY**

### School Calendar

Subject to §§ 20-1-301 and 20-1-308, MCA, and any applicable collective bargaining agreement covering the employment of affected employees, the trustees of a school district shall set the number of days 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.

In order to permit staff, students and parents to make plans for their own work and vacation schedules, the board shall adopt a school calendar for the forthcoming school year by June 1.

### Commemorative Holidays

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

### School Fiscal Year

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

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

In addition, seven (7) pupil instruction-related days may be scheduled for the following purposes:

- 1. Pre-school staff orientation (not to exceed two (2) days);
- 2. Staff in-service training programs; and
- 3. Parent/teacher conferences.

Legal References: § 20-1-301, MCA School fiscal year  
§ 20-1-302, MCA School day and week  
§ 20-1-304, MCA Pupil-instruction-related day  
§ 20-1-306, MCA Commemorative exercises on certain days  
10.55.701, ARM Board of Trustees  
10.65.101-03, ARM Pupil-Instruction-Related Days

Adopted: November 21, 2005  
Revised:

**2111 INSTRUCTIONAL PROGRAM**

The school program shall include instruction in the following:

1. Language arts, including reading, literature, writing, speaking, listening, spelling, penmanship and English.
2. Arithmetic, written computation, and problem solving.
3. Science, including ecology and conservation.
4. Social Sciences, including geography, economics, U.S. history, Montana history.
5. Fine Arts, including music and art.
6. Health enhancement.
7. Safety, including fire prevention as outlined in state statutes.
8. Computer literacy.
9. Weekly time allotments for each subject area are flexible according to Montana Accreditation Standards. The minimum school day for kindergarten shall be two and one half hours. The minimum school day for grades 1-3 shall be four hours long. The standard school day for grades 4-8 shall be six hours long. Daily time allotments do not include time allotted for the lunch period. The time allotments should be scheduled to give balance to the educational program. Two recesses per day may be counted toward the standard school day. One recess per day may be counted as physical education if a planned activity supervised by a certified teacher is provided.

## **2120 CURRICULUM DEVELOPMENT AND ASSESSMENT**

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Superintendent is responsible for making curriculum recommendations. The superintendent shall establish a curriculum review committee to systematically review instructional curricula and supporting materials. The committee shall review each curriculum area at least every five (5) years.

The curriculum will be designed to accomplish learning objectives and goals for excellence contained in the District's educational philosophy, mission statement, objectives, and goals.

### Development and Assessment

A written sequential curriculum will be developed for each subject area. The curricula will address learner goals, content and program area performance standards, and District education goals and will be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and time lines for curriculum development and evaluations will be developed, as well.

In all program areas and at all levels, the District will assess student progress toward achieving learner goals and program area performance standards, 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 education program and will use effective and appropriate tools for assessing such progress. These may include but are 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 carryover skills to other program areas and outside of school.

Cross Reference: 2000 Goals  
2110 Objectives

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

Adopted: July 18, 2005  
Revised:

## **2132 STUDENT AND FAMILY PRIVACY RIGHTS**

### Surveys - General

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

### Surveys Created by a Third Party

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

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

### Surveys Requesting Personal Information

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

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, anti-social, 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 parent(s)/guardian(s) may:

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

Instructional Material

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

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

Collection of Personal Information from Students for Marketing Prohibited

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

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

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

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:

9. This policy as well as its availability from the administration office upon request;
10. How to opt their child out of participation in activities as provided in this policy;
11. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled;
12. How to request access to any survey or other material described in this policy.

SERIES 2000 INSTRUCTION

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

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

Adopted: July 18, 2005  
Revised:

## **2151 INTERSCHOLASTIC ACTIVITIES**

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

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

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

Coaches and/or trainers may not issue medicine of any type to students. This provision does not preclude the coach and/or trainer from using approved first aid items. All personnel coaching intramural or interscholastic activities will hold a current valid first aid certificate.

Cross Reference: 3416 Administering Medicines to Students

Legal Reference: 10.55.707, ARM Certification  
37.111.825, ARM Health Supervision and Maintenance

Adopted: November 21, 2005

Revised:



## **2160 TITLE I PARENT INVOLVEMENT**

Canyon Creek School District endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy the word “parent” also includes guardians and other family members involved in supervising the child’s schools.

Pursuant to federal law Canyon Creek School District will develop jointly with, agree upon with, and distribute to parents of children participating in the Title I program a written parent involvement policy.

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

In addition to the required annual meeting, additional meetings may be held as needed. These meetings shall be used to provide parents with:

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

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

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

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

SERIES 2000 INSTRUCTION

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

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

Adopted: November 15, 2004

Revised:

**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 maintains membership in the Yellowstone West/Carbon County Special Services Cooperative which assists 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

Adopted: May 16, 2001  
Revised: July 18, 2005

**2162 SECTION 504 OF THE REHABILITATION ACT OF 1973 (“SECTION 504”)**

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

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

Adopted: July 18, 2005  
Revised:

## **2165 RESPONSE TO INTERVENTION**

The District recognizes that the provision of academic and behavioral supports and targeted interventions for students who are not making academic progress at expected levels in the general curriculum may improve a student's performance, and help avert the need for referral for possible classification as a student with a disability. Therefore, the district will implement on a school-wide basis practices appropriate to enable all of the district's students to succeed in the general education environment.

The Superintendent will identify and take steps to implement a variety of practices appropriate to comply with this policy. Consistent with applicable law and regulation, those practices may include, for example:

1. Providing early intervention services with funds available under the IDEA and which may be coordinated with similar activities conducted under the Elementary and Secondary Education Act. Such services would be made available to students not currently identified as needing special education and related services, but who need additional support to succeed in a general education setting. This may include professional development that enables teachers and other staff to deliver scientifically based academic instruction and behavioral interventions, such as scientifically based literacy instruction and, where appropriate, instruction on the use of adaptive and instructional software. It also may include educational and behavioral evaluations, services and supports.
2. Implementation of a response to intervention (RTI) program that includes the minimum requirements established by commissioner's regulations, and allows teachers and other staff to determine whether a student responds to scientific, research-based instruction or requires interventions beyond those provided to all students in the general education classroom.
3. Implementation of a positive behavioral intervention and support (PBIS) system that reduces school and classroom behavioral problems, and creates and maintains a safe and positive learning environment by promoting positive behavior in all students.

District implementation of any of the above practices will not impede or delay the appropriate evaluation of a student suspected of having a disability, and the student's right to a free appropriate public education.

Legal References: Individuals with Disabilities Education Act §§ 1413(f); 1414(b)(6)(B)  
34 CFR §§ 300.226; 300.307(a)(2)

Adopted: January 19, 2009  
Revised:

## **2166 GIFTED PROGRAM**

The District will provide all gifted and talented students with opportunities to participate in appropriate educational programs to the extent possible within available District resources. "Gifted and talented" applies to children of outstanding abilities who are capable of high performance and who require differentiated educational programs beyond those normally offered in public schools, to fully achieve their potentials.

The Board authorizes the Superintendent to provide a program for gifted and talented students, to include:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence, and responsibility;
3. Development of positive attitudes toward self and others; and
4. Development of originality and creativity.

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

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

Adopted:

Revised:      July 18, 2005



## **2250 COMMUNITY AND ADULT EDUCATION**

The District may make 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

Adopted:

Revised:

## **2310 INSTRUCTIONAL RESOURCES**

The school shall be provided with a variety of textbooks and other learning resource materials to meet the unique needs of the students. A library/media center will be used to support and extend the classroom program of instruction. Print and non-print materials, audio-visual equipment and supplies, and other instructional aids will be catalogued in a manner that will enable such materials, equipment, and supplies to be accessible to students and teachers immediately before, during and immediately after regular school hours throughout the school year. The center will be appropriately staffed to assist teachers and students in the use of the collection as well as in the production of teacher and/or student developed materials. Library/media staff will assist students and teachers in securing materials from other sources. Residents of the school district may use the library provided such use does not interfere with the regular school use of the library.

The superintendent shall establish procedures for the selection of materials and for the operation of the library. Materials selected for use in the library shall be approved by the superintendent and subject to review by the trustees. Citizens who may wish to express a concern about specific material included in the collection may do so according to the procedures outlined in 2311P.

## **2310 INSTRUCTIONAL RESOURCES (PROCEDURES)**

Textbooks will be selected in the manner described in policy and procedure 2311. Materials to be included in a library/media center shall be selected as outlined.

Suggestions for Acquisition. Suggestions may originate from students and teachers. Those suggestions are considered by the library/media staff member who weighs requests, evaluates materials and selects those which fulfill the needs of the instructional program.

Criteria for Selection. Selection of materials is a continuous process. New materials become available daily. The factors to be employed in selection are:

1. Needs of the school, curriculum and/or individual student. (The program should provide for a wide range of materials on appropriate levels of difficulty with a diversity of appeal and presentation of a variety of viewpoints);
2. Artistic and literary quality;
3. Reliability and breadth of information with particular concern for the contributions (current and historical) of both sexes and members of the several specific religious ethnic, political and cultural groups;
4. Accents on sex, profanity, obscenity subjected to a stern test of literary merit and reality; and,
5. Professional reviews. (The library/media staff member employs professional reviewing materials, the judgments of other professionals--teachers and librarians--to aid in the selection process. Professional reviewing materials may include:
  - a. Current reviews - Library Journal and School Library Journal, Booklist, Hornbook, English Journal, Choice and other professional and commercial periodicals which review materials objectively.
  - b. Published lists of appropriate materials - H.W. Wilson's Children's Catalog, ALA Basic Book Collection series, Bowker's Best books for Children, AAAS Science Book List for Young Adults; materials suggested by the National Councils of Teachers of English and Social Studies; and other professional publications which evaluate material.)

Complaints or Concerns about Materials. Complaints and /or concerns about the use and/or availability of specific materials should be directed to the staff and/or Superintendent. The complainant wishing to protest the use and/or availability of specific materials shall use the form requesting reconsideration of instructional materials (see appendix 2311F).



## **2311 INSTRUCTIONAL MATERIALS**

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

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

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

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

Cross Reference: 2314 Learning Materials Review

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

Adopted:

Revised: January 20, 2003

## **2312 COPYRIGHT**

The District recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or 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. If duplicating or changing a product is to fall within the bounds of fair use, these four standards must be met for any of the foregoing purposes:

1. **THE PURPOSE AND CHARACTER OF THE USE.** The use must be for such purposes as teaching or scholarship and must be nonprofit.
2. **THE NATURE OF THE COPYRIGHTED WORK.** Staff may make single copies of: book chapters for use in research, instruction or preparation for teaching; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals, or newspapers in accordance with these guidelines.
3. **THE AMOUNT AND SUBSTANTIALITY OF THE PORTION USED.** Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.
4. **THE EFFECT OF THE USE UPON THE POTENTIAL MARKET FOR OR VALUE OF THE COPYRIGHTED WORK.** If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

While the District encourages its staff to enrich 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 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 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

Adopted:

Revised: January 20, 2003

**2314 LEARNING MATERIALS REVIEW**

Citizens objecting to specific materials used in the District are encourage to submit a complaint in writing and discuss the complaint with the Superintendent prior to pursuing a formal complaint pursuant to the Uniform Grievance Procedure.

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: Policy 3215 Uniform Grievance Procedure

Adopted: January 20, 2003

Revised:

**2320 FIELD TRIPS, EXCURSIONS & OUTDOOR EDUCATION**

The Board endorses field trips when educational objectives achieved by the trip clearly outweigh any lost in-class learning opportunities.

The Superintendent will develop procedures with respect to field trips, excursions, and outdoor education. All field trips must be approved by the Superintendent.

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

Parent permission slips must be signed by the parent/guardian of each student before the planned trip. Only individual class members and designated chaperons may ride field trip buses.

Legal Reference: ARM 37.111.825 Health Supervision and Maintenance

Adopted: July 18, 2005

Revised: November 21, 2005

### **2330 CONTROVERSIAL ISSUES AND ACADEMIC FREEDOM**

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

Teachers shall guide students in the study of controversies in an objective and unbiased manner and will give opportunity for critical thinking, the development of tolerance, and understanding conflicting points of view. The study of controversial issues will be a part of the natural order of study and will not be set apart from the ordinary prescribed course of study. Issues dealing with race, creed, sex, or handicap will be handled with respect, impartiality, objectivity and balance.

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. The Board mandates that these issues be approached from the standpoint of individual dignity, equality in its fullest sense, and an understanding of others' points of view, problems, and actions.

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

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

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

Adopted: January 20, 2003

Revised:



## **2413 ASSESSMENT FOR PLACEMENT OF TRANSFER STUDENTS**

Requests from parents of students in non-accredited, non-public schools for placement in the grades 1-8 of Canyon Creek will be evaluated by the Superintendent. In determining placement, the following will be taken into consideration:

1. documentation that the school was registered and met all the state statutes,
2. 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,
3. that the child followed a similar curriculum as would have been provided in an accredited public or private school,
4. that the result of the end of the year test indicates the student has mastered most prerequisite skills,
5. the student may be tested, using formal tests or informal tests, to determine proficiency levels of the student in order to make appropriate grade placement.

The student will be placed in the grade that the administration determines is the most appropriate for the individual student.

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

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

Adopted: January 20, 2003

Revised:

## **2420 GRADING AND PROGRESS REPORTS**

Progress reports in the form of Report Cards will be sent home every nine (9) weeks. If a student is having academic problems, the teacher will notify the parents at once, and all participating parties must make an effort to rectify the situation.

Mid-quarter reports will also be sent home to keep parents informed as to student progress.

## **2421 PROMOTION AND RETENTION**

The promotion or retention of a student is a decision to be made in the best interest of the child. If retention is being considered, the decision must be a team decision with input from the teacher, the superintendent, parents, and if the situation warrants, the child. It must be made on the basis of what is deemed best for the child.

A summer school program may be offered as an alternative to retention.

## **2430 HOMEWORK**

Students are expected to be assigned homework appropriate to their age level. Parents will be notified at the beginning of each school year as to teacher expectations. Trustees deem the relationship between parent involvement and student achievement as highly important.

**2450 RECOGNITION OF NATIVE AMERICAN CULTURAL HERITAGE**

Canyon Creek School District recognizes the distinct and unique cultural heritage of Native Americans and is committed in its educational goals to the preservation of such heritage.

The District is committed to:

- Working cooperatively with Montana Tribes that are in close proximity to the District, when providing instruction, when implementing educational goals or adopting rules relating to the 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 ways to provide books and materials which reflect 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 their gaining an understanding and awareness of Native American culture, to assist in District relations with Native American students and parents.

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

Legal Reference: Art. X, Sec. 1(2), Montana Constitution  
§§ 20-1-501, et seq., MCA Recognition of American Indian cultural heritage - legislative intent  
10.55.603 ARM Curriculum Development and Assessment  
10.55.701 ARM Board of Trustees  
10.55.803 ARM Learner Access

Adopted: July 18, 2005  
Revised:



**SCHOOL WELLNESS**2510  
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The Canyon Creek School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Canyon Creek School District that:

The development of the school wellness policy, at a minimum, will include:

1. *Community involvement*, including input from teachers of physical education and school health professionals, parents, students, school food service, the school Board, school administrators, educators, and the public. Training of this team of people on the components of a healthy school nutrition environment is recommended.
2. *Implementation, Periodic Assessment, and Public Updates*, including expanding the purpose of the team of collaborators beyond the development of a local wellness policy to also include the implementation of the local wellness policy with periodic review and updates, inform and update the public (including parents, students, and others in the community) about the content and implementation of the local wellness policies, and to measure periodically and make available to the public an assessment of the local wellness policy, including:
  - The extent to which schools are in compliance with the local wellness policy;
  - The extent to which the LEA's local wellness policy compares to model local school wellness policies; and
  - The progress made in attaining the goals of the local wellness policy.
3. *Goals for nutrition education, physical activity, and other school-based activities* that are designed to promote student wellness in a manner that the local education agency determines appropriate.
4. *Nutrition guidelines* for all foods available on each school campus under the local education agency during the school day, with the objectives of promoting student health and nutrient-rich meals and snacks. This includes food and beverages sold in a la carte sales, vending machines, and student stores; and food and beverages used for classroom rewards and fundraising efforts.
5. *Guidelines for reimbursable school meals* to ensure that the District offers school meal programs with menus meeting the meal patterns and nutrition standards established by the U.S. Department of Agriculture.
6. *A plan for measuring implementation* of the local wellness policy, including designation of one or more persons within the local education agency or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the District's local wellness policy.

The suggested guidelines for developing the wellness policy include:

**Nutrition Education**

All students K-12 shall receive nutrition education that teaches the knowledge and skills needed to adopt healthy eating behaviors and is aligned with the *Montana's Health Enhancement and National Association of Sport and Physical Activity/American*

*Alliance of Health, Physical Education, Recreation and Dance Physical Education Content Standards and Benchmarks.* Nutrition education shall be integrated into the curriculum. Nutrition information and education shall be offered throughout the school campus and based on the U.S. Dietary Guidelines for Americans. Staff who provide nutrition education shall have the appropriate training, such as in health enhancement or family and consumer sciences.

### **Health Enhancement and Physical Activity Opportunities**

The District shall offer health enhancement opportunities that include the components of a quality health enhancement program taught by a K-12 certified health enhancement specialist. Health enhancement shall equip students with the knowledge, skills, and values necessary for lifelong physical activity. Health enhancement instruction shall be aligned with the *Montana's Health Enhancement and National Association of Sport and Physical Activity/American Alliance of Health, Physical Education, Recreation and Dance Physical Education Content Standards and Benchmarks.*

All K-12 students of the District 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.

### **Nutrition Standards**

The District shall ensure that reimbursable school meals meet the program requirements and nutrition standards found in federal regulations. The District shall encourage students to make nutritious food choices through accessibility and marketing efforts of healthful foods.

The District shall monitor all food and beverages sold or served to students, including those available outside the federally regulated child nutrition programs (i.e., a la carte, vending, student stores, classroom rewards, fundraising efforts). The District shall consider nutrient density and portion size before permitting food and beverages to be sold or served to students. The Superintendent shall continually evaluate vending policies and contracts. Vending contracts that do not meet the intent and purpose of this policy shall be modified accordingly or not renewed.

### **Other School-Based Activities Designed to Promote Student Wellness**

The District may implement other appropriate programs that help create a school environment that conveys consistent wellness messages and is conducive to healthy eating and physical activity, such as staff wellness programs, non-food reward system and fundraising efforts.

### **Maintaining Student Wellness**

The Superintendent shall develop and implement administrative rules consistent with this policy. Input from teachers, parents/guardians, students, school food service program, the school Board, school administrators, and the public shall be considered

before implementing such rules. A sustained effort is necessary to implement and enforce this policy. The Superintendent shall measure how well this policy is being implemented, managed, and enforced. The Superintendent 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: July 21, 2006

Reviewed on:

Revised on: April 23, 2012