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| R = required | School District 50, County of Glacier **East Glacier Park Grade School** |
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# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2000

#### Goals

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

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

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

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

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| Legal Reference: | § 10.55.701, ARM | Board of Trustees |
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Policy History:

Adopted on: April 26, 1999

Reviewed on: October 22, 2019

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION 2050

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Innovative Student Instruction

The School District has adopted the protocols outlined in this policy to ensure the delivery of education services to students onsite at the school, offsite at other locations using available resources. The District administration or designated personnel are authorized to implement this policy.

As outlined in District Policy 2100, and except for students determined by the School District to be proficient using School District assessments, the adopted calendar has a minimum number of 360 hours for a half-time kindergarten program; 720 aggregate instructional hours for students in full-time kindergarten through third grade; 1,080 hours for students in fourth through eleventh grade and 1,050 hours for students in twelfth grade. Students enrolled on a part-time basis will have ANB calculated consistent with Policy 3121 and Policy 3150.

The School District may satisfy the aggregate number of hours through any combination of onsite, offsite, and online instruction. The District administration is directed to ensure that all students are offered access to the complete range of educational programs and services for the education program required by the accreditation standards adopted by the Montana Board of Public Education.

For the purposes of this policy and the School District’s calculation of ANB under Policy 3121 and “aggregate hours of instruction” within the meaning of that term in Montana law, the term “instruction” shall be construed as being synonymous with and in support of the broader goals of “learning” and full development of educational potential as set forth in Article X, section 1 of the Montana Constitution. Instruction includes innovative teaching strategies that focus on student engagement for the purposes of developing a students’ interests, passions, and strengths. The term instruction shall include any directed, distributive, collaborative and/or experiential learning activity provided, supervised, guided, facilitated, work based, or coordinated by the teacher of record in a given course that is done purposely to achieve content proficiency and facilitate the learning of, acquisition of knowledge, skills and abilities by, and to otherwise fulfill the full educational potential of each child.

Staff shall calculate the number of hours students have received instruction as defined in this policy and Policy 3121 through a combined calculation of services received onsite at the school or services provided or accessed at offsite or online instructional settings including, but not limited to, any combination of physical instructional packets, virtual or electronic based course meetings and assignments, self-directed or parent-assisted learning opportunities, and other educational efforts undertaken by the staff and students that can be given for grade or credit. Staff shall report completed hours of instruction as defined in this policy to the supervising teacher, building principal, or district administrator for final calculation.

In order to comply with the requirements of the calendar, District Policy and Section 20-1-301, MCA, the District shall implement the instructional schedules and methods identified in this policy.

#### Remote Instruction Delivered by District Staff

The Board of Trustees authorizes remote instruction of students by District staff in a manner that satisfies the aggregate number of instructional hours outlined in the School District’s adopted or revised

2050

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calendar for a school year. Remote instruction is pupil instruction that occurs through virtual learning processes incorporating distance and online learning methods that best prepares pupils to meet desired learning outcomes. Remote instruction shall include a complete range of educational services offered by the School District and shall comply with the requirements of applicable statutes. Students completing course work through a remote instructional setting shall be treated in and have their hours of instruction calculated in the same manner as students attending an onsite institutional setting.

#### Remote instruction is available to students:

* meeting the residency requirements for that district as provided in 1-1-215;
* living in the district and eligible for educational services under the Individuals With Disabilities Education Act or under 29 U.S.C. 794; or
* enrolled in the district and physically attending a school or offsite instructional setting of
* the district under an attendance agreement pursuant to Title 20, chapter 5, part 3, MCA; or
* seeking remote instruction in the another district when the pupil’s district of residence does not provide remote or in-person instruction in an equivalent course. A course is not equivalent if the course does not provide the same level of advantage on successful completion, including but not limited to dual credit, advanced placement, and career certification. The District is not required to provide remote instruction to a nonresident student if, because of class size restrictions, the accreditation of the school would be adversely impacted by providing remote instruction of the pupil.

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

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

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

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Page 3 of 4

Offsite Instruction

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

#### Proficiency-Based Learning

The Board of Trustees authorizes proficiency-based learning and ANB calculation in situations when a student demonstrates proficiency in a course area as determined by the Board of Trustees using District assessments consistent with District Policy 1005FE, or other measures approved by the Board of Trustees.

The Board of Trustees waives the minimum number of instructional hours for students who demonstrate proficiency in a course area using district assessments that include, but are not limited to, the course or class teacher’s determination of proficiency as defined by the Board of Trustees. This determination shall be based on a review of the student’s completed coursework, participation in course delivery, and other methods applicable to the specific course or class. The Board of Trustees authorizes the use of the proficiency determination process for students who have selected this method of delivery, students for whom the School District is unable to document satisfaction of the required minimum aggregate number of hours through the offsite or onsite methods outlined in this policy, or other students whom School District personnel determine satisfy the definition of proficient or meeting proficiency.

This provision is based in the declaration by the Montana Legislature that any regulation discriminating against a student who has participated in proficiency-based learning is inconsistent with the Montana Constitution.

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Cross Reference: Policy 1005FE – Proficiency-Based Learning

 Policy 2100 – School Calendar

 Policy 2140 – Guidance and Counseling

 Policy 2168 – Distance Learning

 Policy 2410 – Graduation

 Policy 2420 – Grading and Progress Reports

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| Legal References: | Article X, Section 1,  | Montana Constitution |
|
|  | § 20-1-101, MCA | Definitions |
|  | § 20-1-301, MCA | School Fiscal Year |
|  | § 20-9-311, MCA | Calculation of Average Number Belonging |
|  | § 20-7-118, MCA | Offsite Provision of Educational Services |
|  | § 20-7-1601, MCA | Transformational Learning – Legislative Intent |
|  | ARM 10.55.906(4) | High School Credit |
|  | Chapter 580 (2023) | Remote Instruction |
|  | Chapter 307 (2023) | Transformational Learning |
|  |  |  |

Policy History:

Adopted on: May 24, 2021

Reviewed on:

Revised on:

Revised on: January 24, 2022

Revised on: August 14, 2023

Revised on: June 30, 2025

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2100

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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 hours in a school term, the length of the school day, and the number of school days in a school week. When proposing to adopt changes to a previously adopted school term, school week, or school day, the trustees shall: (a) negotiate the changes with the recognized collective bargaining unit representing the employees affected by the changes; (b) solicit input from the employees affected by the changes but not represented by a collective bargaining agreement; (c) and from the people who live within the boundaries of the School District.

#### Commemorative Holidays

The Superintendent or his or her designee shall develop for Board approval appropriate exercises

and observances the purpose of which shall be to educate students regarding the commemorated

person or occasion on the following designated commemorative days:

(a) Lincoln's Birthday (February 12);

(b) Washington's Birthday (February 22);

(c) Arbor Day (last Friday in April);

(d) Flag Day (June 14);

(e) Citizenship Day (September 17);

(f) American Indian Heritage Day (fourth Friday in September);

(g) Columbus Day (October 12);

(h) Pioneer Day (November 1);

(i) Freedom Week (last full week of September), to educate students about the sacrifices

made for freedom in the founding of the United States and the values on which the United

States was founded;

(j) other days designated by the legislature or governor as legal holidays

#### Saturday School

In emergencies, including during reasonable efforts of the trustees to make up aggregate hours of instruction lost during a declaration of emergency by the trustees under Section 20-9-806, MCA, pupil instruction may be conducted on a Saturday when it is approved by the trustees.

Pupil instruction may be held on a Saturday at the discretion of a school district for the purpose of providing additional pupil instruction, beyond the minimum aggregate hours of instruction required in Section 20-1-301, MCA provided student attendance is voluntary.

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#### 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:

1. A minimum of 360 aggregate hours for a kindergarten program;
2. 720 hours for grades 1 through 3;
3. 1,080 hours for grades 4 through 12; and
4. 1,050 hours may be sufficient for graduating seniors.

The minimum aggregate hours, described above, are not required for any pupil demonstrating proficiency pursuant to § 20-9-311(4)(d), MCA.

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

1. Pre-school staff orientation for the purpose of organization of the school year;
2. Staff professional development programs (minimum of three (3) days);
3. Parent/teacher conferences; and
4. Post-school record and report (not to exceed one (1) day, or one-half (½) day at the end of each semester or quarter).

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

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Extended School Year

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

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| Legal References: | § 20-1-301, MCA | School fiscal year |
|
|  | § 20-1-302, MCA | School term, day and week |
|  | § 20-1-303, MCA | Conduct of School on Saturday or Sunday |
|  |  | prohibited – exceptions |
|  | § 20-1-304, MCA | Pupil-instruction-related day |
|  | § 20-1-306, MCA | Commemorative exercises on certain days |
|  | § 20-9-311, MCA | Calculation of Annual Number Belonging (ANB) |
|  | ARM 10.55.701 | Board of Trustees |
|  | ARM 10.65.101, 103 | Pupil-Instruction-Related Days |
|  | ARM 10.55.714 | Professional Development |
|  | ARM 10.55.906 | High School Credit |
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Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: May 14, 2007

Revised on: November 25, 2019

Revised on: May 24, 2021

Revised on: June 30, 2025

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2105

#### Grade Organization

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

Instructional programs will be coordinated between each grade and between levels of schools.

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

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

Legal Reference: § 20-6-501, MCA Definition of various schools

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION 2110

#### Objectives

#### Continuous Progress Education

The Board acknowledges its responsibility to develop and implement a curriculum designed to provide for sequential intellectual and skill development necessary for students to progress on a continuous basis from elementary through secondary school.

The Superintendent is directed to develop instructional programs which will enable each student to learn at the student’s best rate. The instructional program will strive to provide for:

1. Placement of a student at the student’s functional level;
2. Learning materials and methods of instruction considered to be most appropriate to the student’s learning style; and
3. Evaluation to determine if the desired student outcomes have been achieved.

Each year, the Superintendent will determine the degree to which such instructional programs are being developed and implemented. Accomplishment reports submitted annually will provide the Board with the necessary information to make future program improvement decisions.

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2120

#### Curriculum 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 District shall ensure their curriculum is aligned to all content standards and the appropriate learning progression for each grade level.

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. The District shall review curricula at least every five (5) years or consistent with the state’s standards revision schedule, and modify, as needed, to meet educational goals of the continuous school improvement plan pursuant to ARM 10.55.601.

The staff and administration will suggest materials and resources, to include supplies, books, materials, and equipment necessary for development and implementation of the curriculum and assessment, which are consistent with goals of the education program.

The District shall maintain their programs consistent with the state’s schedule for revising standards.

The District shall assess the progress of all students toward achieving content standards and content-specific grade-level learning progressions in each program area. The District shall use assessment results, including state-level achievement information obtained by administration of assessments pursuant to ARM 10.56.101 to examine the educational program and measure its effectiveness. The District shall use appropriate multiple measures and methods, including state-level achievement information obtained by administration of assessments pursuant to the requirements of ARM 10.56.101, to assess student progress in achieving content standards and content-specific grade-level learning progressions in all program areas. The examination of program effectiveness using assessment results shall be supplemented with information about graduates and other student’s no longer in attendance.

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| Cross Reference: | 2000 | Goals |  |
|  | 2110 | Objectives |  |
| Legal Reference: | § 20-3-324, MCA | Powers and duties |
|
|  | § 20-4-402, MCA | Duties of district superintendent or county high school |
|  |  |  | principal |
|  | § 20-7-602, MCA | Textbook selection and adoption |
|  | 10.55.601, ARM | Accreditation Standards Procedures |
|  | 10.55.603, ARM | Curriculum and Assessment |
|  | 10.56.101, ARM | Student Assessment |

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION 2123

#### Lesson Plan

To ensure proper planning and continuity of instruction, the Board requires that each teacher prepare lesson plans for daily instruction. To facilitate more effective instruction, lesson plans must be prepared in advance of actual class presentation and delivered to the Administrator before Monday morning each week. The format for the lesson plan will be specified by the Administrator and will be reviewed on a regular basis. The plan book must be readily available, when a substitute teacher is needed.

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION 2130

#### Program Evaluation and Diagnostic Tests

The Board strives for efficiency and effectiveness in all facets of its operations. To achieve this goal, the Board will set forth:

1. A clear statement of expectations and purposes for the District instructional program;
2. A provision for staff, resources, and support to achieve 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 Superintendent. Parental approval is necessary before administering an individual intelligence test or a diagnostic personality test. No tests or measurement devices which include questions about a student’s or the student’s family’s personal beliefs and practices in family life, morality, and religion will be administered, unless the parent gives written permission for the student to take such test, questionnaire, or examination.

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| Legal Reference: | 20 U.S.C. § 1232h | Protection of pupil rights |
|
|  | 10.55.603, ARM | Curriculum and Assessment |
|  | 10.56.101, ARM | Student Assessment |
|  |  |  |

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2132

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Student and Family Privacy Rights

All fundamental parental rights are exclusively reserved to the parent of a child without obstruction or interference by a government entity as consistently recognized in state and federal courts and as required by state and federal law and District policy.

#### 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. A parent or guardian shall have the right to opt the child out of any survey or data collection by a

school district that would capture data for inclusion in the statewide data system so long as the survey does not request or require disclosure of personal information. Surveys requesting or requiring disclosure of personal information shall require parental consent as described in this policy. A parent may not opt out of data collection that is necessary and essential for establishing a student's education record.

#### 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

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

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

The student’s parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request; and/or

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1. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercise this option.

No student in the District shall be required, as part of any applicable program, to submit to any survey, analysis, or evaluation that requests or requires the disclosure of the above-noted personal information in this section without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent. This provision specifically documents the arrangements taken to protect student privacy in accordance with 20 USC § 1232h(c)(1)(a)(b).

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),
3. telephone number, or
4. a Social Security identification number.

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

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

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

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#### Notification of Rights and Procedures

This policy shall be posted on the District’s website and provided in a manner specified in accordance with law and policy. The Superintendent or designee shall notify students’ parents/guardians of:

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

This 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.

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

*NOTE: This policy must be adopted in consultation with parents. 20 U.S.C. § 1232h(c)(1). Therefore, MTSBA recommends that, at a minimum, Boards specifically note this on their meeting agendas and request public comment prior to adoption.*

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|  |  |  |  |
| Cross Reference: | 2311 | Instructional Materials |
|
|  | 3200 | Student Rights and Responsibilities |
|  | 3410 | Student Health/Physical Screenings/Examinations |
| Legal Reference: | 20 U.S.C. 1232h | Protection of Pupil Rights |
|
|  | Section 40-6-701 MCA |  | Fundamental Parental Rights |
|  | Chapter 676 (2023) |  | Fundamental Parental Rights |

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: October 28, 2002

Revised on: November 25, 2019

Revised on: August 14, 2023

Revised on: August 12, 2024

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION 2140

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#### Guidance and Counseling

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

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

1. Provide staff with meaningful information which can be utilized to improve 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 and Administrators 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 workforce.
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.
9. Have information available about nicotine addiction services and referrals to tobacco cessation programs to students and staff.
10. Serve as a reference for alternative discipline or restorative justice programs.

All staff will encourage students to explore and develop their individual interests in all areas including but not limited to career and technical programs, academic curricula, post-secondary opportunities, community or military service, and employment options without regard race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or mental handicap or disability, economic or social condition, actual or potential marital or parental status.

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#### Career Coaching

The District may utilize a career coach for educational and career counseling opportunities for students to offer opportunities for internships or apprenticeships within a community and assist students with high school course offerings, career options, occupational training, and postsecondary opportunities associated with the student’s field of interest within the career technical education and K-12 career and vocational/technical education programs provided for in Title 20, chapter 7, part 3. Any career coach shall possess the necessary qualifications specified in law.

|  |  |  |
| --- | --- | --- |
| Legal Reference | § 20-1-101(8) | Definitions |
|
|
|  | § 49-3-203, MCA | Educational, counseling, and training programs |
|  | 10.55.710, ARM | Assignment of School Counseling Staff |
|  | 10.55.802, ARM | Opportunity and Educational Equity |
|  | Chapter 724 | Career Coaches |
|  |  |  |

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

Revised on: January 24, 2022

Revised on: August 14, 2023

# School District 50, County of Glacier

## East Glacier Park Grade School R

#### INSTRUCTION 2150Suicide Awareness and Prevention

Professional Development

The District will provide on an annual basis professional development on youth suicide awareness and prevention to each employee of the district who work directly with any students enrolled in the School District. At a minimum, each employee of the District who works directly with students must receive 1 hour of youth suicide awareness and prevention training every 3 years.

The training materials will be approved by the Office of Public Instruction (OPI), meet the standards

for professional development in the state, and be periodically reviewed by a qualified person or

committee for consistency with generally accepted principles of youth suicide awareness and

prevention training.

Youth suicide and prevention training may include:

1. In-person attendance at a live training;
2. Videoconference;
3. An individual program of study of designated materials;
4. Self-review modules available online; and
5. Any other method chosen by the local school board that is consistent with professional development standards.

Prevention and Response

The Board authorizes the Administration and appropriate District staff to develop procedures to address matters related to suicide prevention and response that:

1. Promote collaboration with families and with community providers in all aspects of suicide prevention and response;
2. Include high quality intervention services for students;
3. Promote interagency cooperation that enables school personnel to identify and access appropriate community resources for use in times of crisis;
4. Include reintegration of youth into a school following a crisis, hospitalization, or residential treatment;
5. Provide for leadership, planning, and support for students and school personnel to ensure appropriate responses to attempted or completed suicides.

No cause of action may be brought for any loss or damage caused by any act or admission resulting from the implementation of the provisions of this policy or resulting from any training, or lack of training, related to this policy. Nothing in this policy shall be construed to impose a specific duty of care.

This policy will be reviewed by the Board of Trustees on a regular basis.

Legal Reference: § 20-7-1310, MCA Youth suicide awareness and prevention training

 ARM 10.55.720 Suicide Prevention and Response

Policy History:

Adopted on: November 25, 2019

Reviewed on:

Revised on: June 30, 2025

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION 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.

An activity coach must be properly trained and qualified for an assignment as described in the coach’s job description. A syllabus which outlines the skills, techniques, and safety measures associated with a coaching assignment will be distributed to each coach. All personnel coaching intramural or interscholastic activities will hold a current valid first aid certificate.

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 (physical form) prior to becoming a member of an athletic 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.

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| Cross Reference: | 3416 Administering Medicines to Students |
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|  | 2151F Assumption of Risk Form |
| Legal Reference: | 10.55.707, ARM | Teacher and Specialist Licensure |
|
|  | 37.111.825, ARM | Health Supervision and Maintenance |
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Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION 2151F

## EAST GLACIER PARK GRADE SCHOOL:SCHOOL ACTIVITES INFORMED CONSENT AND INSURANCE VERIFICATION FORM

I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ approve of my child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_participating in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_as an extracurricular activity or curricular club at East Glacier Park Grade School.

Extracurricular activities may include transportation, educational functions, or other physical activity. There is an inherent risk of injury in the activity. By signing this agreement, I acknowledge that the School District staff tries to prevent accidents. I agree to accept responsibility for my student’s participation in the school activities. The activity is strictly voluntary. My signature below gives my child permission to participate in an East Glacier Park Grade School Activity.

I, the undersigned, hereby acknowledge and understand that, regardless of all feasible safety measures that may be taken by the School District, participation in this event entails certain inherent risks. I certify that my student is physically fit and medically able to participate or have noted an applicable physical or medical diagnosis at the bottom of this form. I further certify that my student will honor all instructions of district staff and failure to honor instructions may result in dismissal from the activity. I have been informed of these risks, understand them, and feel that the benefits of participation outweigh the risks involved. I understand any negligence arising out of the student’s participation in the program shall be attributed to me as comparative negligence within the meaning of Section 27-1-702, MCA.

I authorize qualified emergency medical professionals to examine and in the event of injury or serious illness, administer emergency care to my student. I understand every effort will be made to contact the family or contact person noted below to explain the nature of the problem prior to any involved treatment. In the event it becomes necessary for the district staff in charge to obtain emergency care for my student, I understand that neither the district employee in charge of the activity nor the School District assumes financial liability for expenses incurred because of an accident, injury, illness and/or unforeseen circumstances.

The School District DOES NOT provide medical insurance benefits for students who choose to participate in activities programs. Parents or guardians may request information from the School District regarding medical insurance for students. If parents or guardians have their own insurance coverage during the student’s participation, that coverage information is provided below. Or parents may notify the School District that they do not have medical insurance.

\_\_\_\_ I have personal medical insurance to cover the student’s participation:

INSURANCE (Company Name)

Policy #

\_\_\_\_ I do not have personal medical insurance to cover the student’s participation and understand that the School District does not provide medical insurance to cover the students. I understand I will be responsible for any medical costs associated with the student’s participation.

Signature Required Regardless of Insurance Coverage:

Student Athlete

(Please Print)

Parent/Guardian

(Signature)

Date:

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2158

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Parent/Family Engagement and Involvement in Education Policy

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

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

#### Parent/Family Involvement Goals and Plan

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

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

###  R 2158

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

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the District and other agencies or school/community groups (such as parent-teacher groups, Head Start, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents/families in the educational process and laws regarding parent/family rights, including:
* Keeping parents/families informed of opportunities for involvement and encouraging participation in various District programs.
* Providing access to all District policies, District handbooks, Board and Committee meeting agendas, the District grievance procedure and contact methods for District administrators and Trustees on the District’s website.
* Providing access to educational resources for parents/families to use together with their children.
* Keeping parents/families informed of the objectives of district educational and activity programs, their child’s participation and progress within these programs, and methods to opt out of such programs and instruction consistent with parent/family rights.
* Promoting parents/families and teacher cooperation in homework, attendance, and discipline.
* Providing information about the nature and purpose of student clubs and groups meeting at the school in accordance with Policy 3233 and 3550 and methods to consent to participation or opt out of participation consistent with parent/family rights.
* Providing explanation of rights regarding student name and pronoun use consistent with Family Educational Rights and Privacy Act and Policy 3600.
1. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into district policies and volunteer time within the classrooms and school programs.
2. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.
3. Perform regular evaluations of parent/family involvement at each school and at the district level.
4. Provide access, upon request, to any instructional material used as part of the educational curriculum.
5. If practical, provide information in a language understandable to parents.

### R 2158

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1. Provide annual notification of educational opportunities of the District consistent with Montana law in the form of the student handbook, the District policy manual as posted on the District website, or other accessible format on topics which include:
	* The District’s options for delivery of personalized instruction to students consistent with Policies 1015FE and 2050, the legislature’s findings at Section 20-7-1601, MCA and Article X, Section 1 of the Montana Constitution.
	* Evaluation, identification, and services provided to students with disabilities consistent with Section 20-7-411, MCA, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and Policies 2161 and 2162.
	* Admission of students to kindergarten consistent with Sections 20-5-1011 and 20-7-117, MCA, and Policy 3110
	* Proficiency based learning and other forms of personalized learning including course equivalency waiver consistent with Section 20-3-324, MCA and Policies 1005 FE, 1015FE, 2050, 2410, and 3121.
	* Participation in extracurricular activities, including participation by nonpublic and home school students consistent with Section 20-5-112, MCA, and Policy 3150.
	* Access to remote instruction, including through the Montana Digital Academy pursuant to Title 20, chapter 7, part 12, non-District sources, and through other school districts as provided in Section 20-7-118, MCA, and Policies 2050, 2168, 2170, and 2167.
	* Out-of-district attendance consistent with Title 20, chapter 5, part 3 MCA and Policies 3110, 3121, and 3141.
	* Early targeted interventions in accordance with Title 20, MCA and Policy 1010FE
	* Part-time enrollment of a student who is otherwise enrolled at a nonpublic or home school consistent with Section 20-5-101, MCA and Policy 3150.
	* Availability of funding to support student access to advanced opportunities, if applicable to a district consistent with Section 20-7-1506, MCA and Policy 1015FE.
	* Career and technical education pursuant to Title 20, chapter 7, part 3, including the attainment of industry-recognized credentials and work-based learning, consistent with Section20-7-1510, MCA, and Policies 2050, 2410, and 2600.
	* Early college, dual enrollment, and running start opportunities, consistent with Section 20-9-706, MCA, and District Policies 2168 and 2410.
	* Other opportunities for school-age children through Montana public schools which parents/families and students may rely upon as specified in Policy 2140 which:
		+ support the development of a child’s full educational potential;
		+ assist in reducing the costs of postsecondary eduction and workforce preparation; and
		+ foster life success.

Cross Reference: Policy 1005FE – Proficiency Based Instruction

 Policy 1010FE – Early Enrollment

 Policy 1015FE – Personalized Learning

 Policy 2050 – Innovative Student Instruction

 Policy 2132-Student and Family Privacy Rights

 Policy 2140- Guidance and Counseling

 Policy 2168 – Distance, Online, and Remote Instruction

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 Policy 2170 – Digital Academy

 Policy 2335 – Health Enhancement

 Policy 2410- Graduation Requirements

 Policy 2600 – Work Based Learning

 Policy 3110 – Student Entrance and Placement

 Policy 3121 – Student Enrollment and Attendance

 Policy 3141 – Non-resident Student Enrollment

 Policy 3150 – Part Time Enrollment

 Policy 3233 - Student Building Access and Use

 Policy 3510 – Student Activities

 Policy 3550 – Student Clubs and Groups

 Policy 3600 - Family Educational Rights and Privacy Act

Legal Reference: Article X, Section 1 of the Montana Constitution.

Section 20-7-411, MCA

Individuals with Disabilities Education Act

Section 504 of the Rehabilitation Act

Section 20-3-324, MCA – Powers and Duties

Section 20-5-101, MCA – Admittance of child to school

Section 20-5-112, MCA – Participation in extracurricular activities

Section 20-7-117, MCA – Kindergarten and preschool programs

Section 20-7-118, MCA – Offsite Provision of Educational Services

Section 20-7-1601, MCA – Forms of personalized learning

Section 20-7-1506, MCA – Incentives for creation of advanced opportunity programs

Section 20-7-1510, MCA- Credit for participating in work-based learning partnerships

Section 20-9-706, MCA - Running start program

Title 20, chapter 7, part 12 MCA - Montana Digital Academy

Title 20, chapter 5, part 3 MCA – Attendance Outside School District

Title 20, chapter 7, part 3 MCA – Vocational and Technical Education

Title 20, chapter 3, part 3 MCA – Board of Trustees

Section 40-6-701, MCA – Fundamental Rights of Parents

10.55.722, ARM Family and Community Engagement

10.55.601, ARM Accreditation Standards: Procedures

Chapter 693 (2023) – Increase Parental Involvement in Education

Policy History:

Adopted on: April 26, 1999

Reviewed on: March 25, 2024

Revised on: November 25, 2019

Revised on: August 14, 2023

Revised on: June 30, 2025

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2160

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Title I Parent Involvement

*NOTE: Schools receiving federal ESEA funds are required to have a parent involvement policy. This sample policy can be used as the basis for the joint development of a policy, as required by the federal legislation. This policy cannot be the District’s policy without some parental involvement in its development at the local level.*

The District endorses the parent involvement goals of Title I and encourages the regular participation of parents (including parents of migrant students if applicable) 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 the 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 (including parents of migrant students if applicable), 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, at least three (3) additional meetings shall be held at various times of the day and/or evening for parents of children (including parents of migrant children if applicable) participating in the Title I program. 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.

**R** 2160

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The parents of children (including parents of migrant children if applicable) 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:

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.

*NOTE: Districts with more than one (1) school participating in a Title I program may wish to* *consider the establishment of a district-wide parent advisory council.*

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|  |  |
| 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 |
|  |  |

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: September 22, 2003

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2160P

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Title I – Equivalency/Comparability

To assure that state and local services are provided in Title I schools at least equivalent to such services in non-Title I schools, these policies will be observed in the School District.

1. Salary Scales

The District-wide salary scales will be applicable to all staff whether assigned to Title I or non-Title I schools.

1. Assignment of Teachers, Administrators, and Support Personnel

Assignment of teachers, Administrators, and support personnel will be made in such a way to assure that the numbers of students per staff person in Title I schools shall be equivalent to the average number of students per staff person in relevant comparison schools (i.e., non-Title I or other Title I schools).

1. Curriculum Materials and Instructional Supplies

Curriculum materials and instructional supplies will be provided to schools with the same grade spans on a per-pupil cost factor to assure that all children have access to the same level of state and local resources regardless of whether they attend a Title I or non-Title I school.

#### Title I Parent Involvement

In order to achieve the level of Title I parent involvement desired by District policy on this topic, these procedures guide the development of each school’s annual plan designed to foster a cooperative

effort among parents, school, and community.

#### Guidelines

Parent involvement activities developed at each school will include opportunities for:

Volunteering;

* Parent education;
* Home support for the child’s education;
* Parent participation in school decision making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION R 2160P

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Roles and Responsibilities

#### Parents

It is the responsibility of the parent to:

* Actively communicate with school staff;
* Be aware of rules and regulations of school;
* Take an active role in the child’s education by reinforcing at home the skills and knowledge the student has learned in school;
* Utilize opportunities for participation in school activities.

#### Staff

It is the responsibility of staff to:

* Develop and implement a school plan for parent involvement;
* Promote and encourage parent involvement activities;
* Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;
* Send information to parents of Title I children (including parents of migrant children if applicable) in a format and, to the extent practicable, in a language the parents can understand.

#### Community

Community members who volunteer in the schools have the responsibility to:

* Be aware of rules and regulations of the school;
* Utilize opportunities for participation in school activities.

#### Administration

It is the responsibility of the administration to:

* Facilitate and implement the Title I Parent Involvement Policy and Plan;
* Provide training and space for parent involvement activities;
* Provide resources to support successful parent involvement practices;
* Provide in-service education to staff regarding the value and use of contributions of parents and how to communicate and work with parents as equal partners;
* Send information to parents of Title I children (including parents of migrant children if applicable) in a format and, to the extent practicable, in a language the parents can understand.

Procedure History:

Promulgated on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2161

#### Special Education

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

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

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

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

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: June 11, 2001

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2161P

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Special Education

#### Child Find

The District shall be responsible for the coordination and management of locating, identifying, and evaluating all disabled children ages zero (-0-) through twenty-one (21). Appropriate staff will design the District’s Child Find plan in compliance with all state and federal requirements and with assistance from special education personnel who are delegated responsibility for implementing the plan.

The District’s plan will contain procedures for identifying suspected disabled students in private schools as identified in 34 C.F.R. 530.130 and 530.131(f), students who are home schooled, homeless children, as well as public facilities located within the geographic boundaries of the District. These procedures shall include screening and development criteria for further assessment. The plan must include locating, identifying, and evaluating highly mobile children with disabilities and children who are suspected of being a child with a disability and in need of special education, even though the child is and has been advancing from grade to grade. The District’s Child Find Plan must set forth the following:

1. Procedures used to annually inform the public of all child find activities, for children zero (0) through twenty-one (21);
2. Identity of the special education coordinator;
3. Procedures used for collecting, maintaining, and reporting data on child identification;
4. Procedures for Child Find Activities (including audiological, health, speech/language, and visual screening and review of data or records for students who have been or are being considered for retention, delayed admittance, long-term suspension or expulsion or waiver of learner outcomes) in each of the following age groups:
5. Infants and Toddlers (Birth through Age 2)

 Procedures for referral of infants and toddlers to the appropriate early intervention agency, or procedures for conducting child find.

1. Preschool (Ages 3 through 5)

 Part C Transition planning conferences; frequency and location of screenings; coordination with other agencies; follow-up procedures for referral and evaluation; and procedures for responding to individual referrals.

1. In-School (Ages 6 through 18)

 Referral procedures, including teacher assistance teams, parent referrals, and referrals from other sources; and follow-up procedures for referral and evaluation.

1. Post-School (Ages 19 through 21)

 Individuals who have not graduated from high school with a regular diploma and who were not previously identified. Describe coordination efforts with other agencies.

1. Private Schools (This includes home schools.)

 Child find procedures addressing the provisions of A.R.M. 10.16.3125(1); follow-up procedures for referral and evaluation.

###  R 2161P

page 2 of 6

1. Homeless Children
2. Dyslexia

The School District shall establish procedures to ensure that all resident children with disabilities, including specific learning disabilities resulting from dyslexia, are identified and evaluated for special education and related services as early as possible. The screening instrument must be administered to:

* + 1. a child in the first year that the child is admitted to a school of the district up to grade 2; and
		2. a child who has not been previously screened by the district and who fails to meet grade-level reading benchmarks in any grade;

The screening instrument shall be administered by an individual with an understanding of, and training to identify, signs of dyslexia designed to assess developmentally appropriate phonological and phonemic awareness skills.

If a screening suggests that a child may have dyslexia or a medical professional diagnosis a child with dyslexia, the child's School District shall take steps to identify the specific needs of the child and implement best practice interventions to address those needs. This process may lead to consideration of the child's qualification as a child with a disability under this policy.

Procedures for Evaluation and Determination of Eligibility

Procedures for evaluation and determination of eligibility for special education and related services are conducted in accordance with the procedures and requirements of 34 C.F.R. 300.301– 300.311 and the following state administrative rules:

10.16.3320 – Referral;
10.60.103 – Identification of Children with Disabilities;
10.16.3321 – Comprehensive Educational Evaluation Process;

#### Procedural Safeguards and Parental Notification

The District implements the procedural safeguard procedures as identified in 34 C.F.R. 300.500 – 300.530.

A copy of the procedural safeguards available to the parents of a child with a disability must be given to the parents only one (1) time a school year, except that a copy also must be given to the parents:

* Upon initial referral or parent request for evaluation;
* Upon receipt of the first state complaint under 34 CFR 300.151 through 300.153 and upon receipt of the first due process complaint under 34 CFR 300.507 in a school year;
* In accordance with the discipline procedures in 34 CFR 300.530(h) (…on the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the LEA must provide the parents the procedural safeguards notice); and
* Upon request by a parent.

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A public agency also may place a current copy of the procedural safeguard notice on its internet website, if a website exists. [34 CFR 300.504(a) and (b)] [20 U.S.C. 1415(d)(1)]

The referral for special education consideration may be initiated from any source, including school personnel. To initiate the process, an official referral form must be completed and signed by the person making the referral. The District shall accommodate a parent who cannot speak English and therefore cannot complete the District referral form. Recognizing that the referral form is a legal document, District personnel with knowledge of the referral shall bring the referral promptly to the attention of the Evaluation Team.

The District shall give written notice to the parent of its recommendation to evaluate or not to evaluate the student. The parent will be fully informed concerning the reasons for which the consent to evaluate is sought. Written parental consent will be obtained before conducting the initial evaluation or before reevaluating the student.

The recommendation to conduct an initial evaluation or reevaluation shall be presented to the parents in their native language or another mode of communication appropriate to the parent. An explanation of all the procedural safeguards shall be made available to the parents when their consent for evaluation is sought. These safeguards will include a statement of the parents’ rights relative to granting the consent.

#### Evaluation of Eligibility

Evaluation of eligibility for special education services will be consistent with the requirements of 34 C.F.R. 300.301 through 300.311 regarding Procedures for Evaluation and Determination of Eligibility; and shall also comply with A.R.M. 10.16.3321.

#### Individualized Education Programs

The District develops, implements, reviews, and revises individualized education programs (IEP) in accordance with the requirements and procedures of 34 C.F.R. 300.320-300.328.

#### Independent Education Evaluations

The parents of a child with a disability have the right to obtain an independent educational evaluation of the child in accordance with law. Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the District at District expense.

#### If the parents request an independent educational evaluation, the District will provide information about where an independent educational evaluation may be obtained and the criteria applicable for independent educational evaluations. The District may also ask for the parent’s reason why he or she objects to the public evaluation.

#### A parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.. If the parent obtains an independent educational evaluation at District expense or shares with the public agency an evaluation obtained at private expense, the results of the evaluation will be handled in accordance with law.

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#### If an independent educational evaluation is at District expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the public agency uses when it initiates an evaluation.

#### Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled, and special classes, separate schooling, or other removal of children with disabilities from the regular class occurs only if the nature or severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Educational placement decisions are made in accordance with A.R.M. 10.16.3340 and the requirements of 34 C.F.R. 300.114 – 300.120, and a continuum of alternate placements is available as required in 34 C.F.R. 300.551.

#### Children in Private Schools/Out-of District Placement

Children with a disability placed in or referred to a private school or facility by the District, or other appropriate agency, shall receive special education and related services in accordance with the requirements and procedures of 34 C.F.R. 300.145 through 300.147 and A.R.M. 10.16.3122.

As set forth under 34 C.F.R. 300.137, children with a disability placed in or referred to a private school or facility by parents do not have an individual right to special education and related services at the District’s expense. When services are provided to children with disabilities placed by parents in private schools, the services will be in accordance with the requirements and procedures of 34. C.F.R. 300.130 through 300.144, and 300.148.

#### Impartial Due Process Hearing

The District shall conduct the impartial hearing in compliance with the Montana Administrative Rules on matters pertaining to special education controversies.

Special Education Records and Confidentiality of Personally Identifiable Information

1. Confidentiality of Information

The District follows the provisions under the Family Educational Rights and Privacy Act and implements the procedures in 34 C.F.R. 300.610 – 300.627, § 20-1-213, MCA, and A.R.M. 10.16.3560.

1. Access Rights

Parents of disabled students and students eighteen (18) years or older, or their representative, may review any educational records which are designated as student records collected, maintained, and used by the District. Review shall normally occur within five (5) school days and in no case longer than forty-five (45) days. Parents shall have the right to an explanation or interpretation of information contained in the record. Non-custodial parents shall have the same right of access as custodial parents, unless there is a legally binding document specifically removing that right.

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1. List of Types and Locations of Information.

A list of the records maintained on disabled students shall be available in the District office. Disabled student records shall be located in the East Glacier Park Grade School SPED Office, where they are available for review by authorized District personnel, parents, and adult students. Special education teachers will maintain an IEP file in their classrooms. These records will be maintained under the direct supervision of the teacher and will be located in a locked file cabinet. A record-of-access sheet in each special education file will specify the District personnel who have a legitimate interest in viewing these records.

1. Safeguards

The District will identify in writing the employees who have access to personally identifiable information, and provide training on an annual basis to those staff members.

1. Destruction of Information

The District will inform parents five (5) years after the termination of special education services that personally identifiable information is no longer needed for program purposes. Medicad reimbursement records must be retained for a period of at least six years and three months from the date on which the service was rendered or until any dispute or litigation concerning the services is resolved, whichever is later. The parent will be advised that such information may be important to establish eligibility for certain adult benefits. At the parent’s request, the record information shall either be destroyed or made available to the parent or to the student if eighteen (18) years or older. Reasonable effort shall be made to provide the parent with notification sixty (60) days prior to taking any action on destruction of records. Unless consent has been received from the parent to destroy the record, confidential information will be retained for five (5) years beyond legal school age.

Privacy rights shall be transferred from the parent to an adult student at the time the student attains eighteen (18) years of age, unless some form of legal guardianship has been designated due to the severity of the disabling condition.

#### Discipline

Students with disabilities may be suspended from school the same as students without disabilities for the same infractions or violations for up to ten (10) consecutive school days. Students with disabilities may be suspended for additional periods of not longer than ten (10) consecutive school days for separate, unrelated incidents, so long as such removals do not constitute a change in the student’s educational placement. However, for any additional days of removal over and above ten (10) school days in the same school year, the District will provide educational services to a disabled student, which will be determined in consultation with at least one (1) of the child’s teachers, determining the location in which services will be provided. The District will implement the disciplinary procedures in accord with the requirements of CFR 300.530-300.537.

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| --- | --- | --- |
|  | Legal Reference: | 34 CFR 300.1, et seq. Individuals with Disabilities Act (IDEA) |
|  |
|  |  | 34 CFR 300.502 | Independent educational evaluation |
|  |  | § 20-1-213, MCA | Transfer of school records |
|  |  | 10.16.3122 ARM | Local Educational Agency Responsibility for Students |
|  |  |  | with Disabilities |
|  |  | 10.16.3129 ARM | Parental Involvement |
|  |  | 10.16.3220 ARM | Program Narrative |
|  |  | 10.16.3321 ARM | Comprehensive Educational Evaluation Process |
|  |  | 10.16.3322 ARM | Composition of a Child Study Team |
|  | 10.16.3340 ARM | Individualized Education Program and Placement Decisions |
|  | 10.16.3342 ARM | Transfer Students: Intrastate and Interstate |
|  | 10.16.3560 ARM | Special Education Records |
|  | 10.60.103 ARM | Identification of Children with Disabilities |
|  | 37.85.414 ARM | Maintenance of Records and Auditing (Medicaid) |

Procedure History:

Promulgated on: April 25, 1999

Revised on: June 11, 2001

Revised on: April 24, 2006

Revised on: February 22, 2010

Revised on: November 25, 2019

Revised on: April 26, 2022

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 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.

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|  |  |  |  |
| Legal Reference: | Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794 |
|
|  | ADA Amendments Act of 2008 |
|  | 34 | C.F.R. §104.1 et seq. | Purpose |
|  | 34 | C.F.R. §104.35 | Evaluation and Placement |
|  | 34 | C.F.R. §104.36 | Procedural safeguards |
|  |  |  |  |

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2162P

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

#### Impartial Due Process Hearing. If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagrees with a decision of the District with respect to: (1) the identification of the child as qualifying for Section 504; (2) the District’s evaluation of the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards. The student shall remain in his/her current placement until the matter has been resolved through the process set forth herein.

1. The District shall provide written notice to the parent or legal guardian of a Section 504 student, prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;
2. Upon request, the parent or legal guardian of the student shall be allowed to examine all relevant records relating to the child’s education and the District’s identification, evaluation, and/or placement decision;
3. The parent or legal guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due hearing shall identify with specificity the areas in which the parent or legal guardian is in disagreement with the District;
4. Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three (3) business days;
5. Within ten (10) days of receipt of a written request for an impartial due process hearing, the District shall select and appoint an impartial hearing officer who has no professional or personal interest in the matter. In that regard, the District may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the County Superintendent, or any other person who would conduct the hearing in an impartial and fair manner
6. Once the District has selected an impartial hearing officer, the District shall provide the parent or legal guardian and all other interested parties with notice of the person selected;
7. Within five (5) days of the District’s selection of a hearing officer, a prehearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard, and stipulate to undisputed facts to narrow the contested factual issues;
8. The hearing officer shall, in writing, notify all parties of the date, time, and location of the due process hearing;

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1. Anytime prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction’s list of trained mediators;
2. At the hearing, the District and the parent or legal guardian may be represented by counsel;
3. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriate equipment or a court reporter. The District shall be allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present its case. Witnesses may be called to testify, and documentary evidence may be admitted; however, witnesses will not be subject to cross-examination, and the Montana Rules of Evidence will not apply. The hearing officer shall make all decisions relating to the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received, the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions, and decision;
4. Within twenty (20) days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties;
5. Appeals may be taken as provided by law. The parent or legal guardian may contact the Office of Civil Rights, 912 2nd Avenue, Seattle, WA 98714-1099; (206) 220-7900.
6. Uniform Complaint Procedure. If a parent or legal guardian of the student alleges that the District and/or any employee of the District has engaged in discrimination or harassment of the student, the parent or legal guardian will be required to proceed through the District’s Uniform Complaint Procedure.

Legal Reference: 34 C.F.R. 104.36 Procedural safeguards

Procedure History:

Promulgated on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION 2162P2

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Procedure For Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

1. **Free Appropriate Public Education**: The district will provide a free appropriate public education to school-age children with disabilities in the district's jurisdiction regardless of the nature or severity of the person’s disability.

1. **Child Find**: The district will annually undertake to identify and locate every qualified disabled students residing in the district's jurisdiction who is not receiving a public education and take appropriate steps to notify disabled children and their parents or guardians of the district's responsibilities under Section 504.

1. **Equal Educational Opportunity**: The district will provide students with disabilities an equal opportunity to participate in and benefit from the educational services it provides to non-disabled students. The teachers of disabled students will meet comparable standards for certification that teachers of non-disabled students meet. Facilities will be of comparable quality and appropriate materials and equipment will be available.

1. **Confidentiality of Information**: The confidentiality of student records will be maintained throughout the period of time when such records are collected, stored, disclosed or destroyed by the district.
2. **Parent Involvement**:

* 1. Initial Evaluation. The district will obtain the consent of parents or guardians before conducting an initial evaluation of a student. The district will notify parents or guardians of the evaluation results.

* 1. Initial Placement. The district will notify parents or guardians before initially placing a disabled student or any decision to not place a student and the reasons for the decision.

* 1. Significant Change in Placement. The District will notify parents or guardians before implementing a significant change in the student's placement.

* 1. Right to Challenge. The district will notify parents or guardians of their right to review and challenge the district's program and placement decisions if they disagree with them.

* 1. Meetings. Parents shall be provided the opportunity to participate in Section 504 Team meetings during which their child's program is designed and placement is determined.

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 6. **Participation in the Least Restrictive Environment**:

1. Academic setting. To the maximum extent appropriate, the district will educate disabled students with non-disabled students. In order to remove a child from the regular educational environment, the district must demonstrate that education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily for the disabled student. Whenever the district places a student in a setting other than the regular education environment, it will take into account the proximity of the alternate setting to the student's home.

1. Non-academic setting. In providing or arranging for the provision of non-academic and extra-curricular services and activities, including meals, recess periods and the services and activities, the district will ensure that disabled students participate with non-disabled students in such activities and services to the maximum extent appropriate.

 7. **Referral and Screening**:

1. **Referral**: If a parent or guardian, teacher, counselor or administrator believe they are observing in a student substantially limited performance in one or more major life activities that is believed to be caused by a physical or mental impairment, the concerned individual should complete a referral form from the counselor or request assistance from Section 504 Coordinator to serve the student.

1. **Screening**: A designated building team will review referrals to determine if an evaluation is appropriate. If an evaluation appears to be necessary because of the student’s needs or is believed to need special education or related services, the district will obtain written consent from parents or guardians to perform an evaluation and/or gather additional information and will provide parents with a written statement of their rights under Section 504. If the building team determines that an evaluation is not necessary, it will provide written notice to parents/guardians, and forward the results of the screening to the source of the referral.

 8. **Evaluations**:

1. **Significant Change in Placement**: If a student is believed to be disabled and needs, or is believed to need, special education or related services, the district shall evaluate the student prior to placement and before any subsequent "significant change in that placement." An evaluation need not include formal or written assessments but may involve, in appropriate circumstances, a review and consideration of existing information. Examples of significant changes in placement include:

1. Expulsion;
2. Suspensions which exceed ten consecutive days in a school year;
3. Cumulative short-term suspensions which create a pattern of exclusion; (iv) Transferring a student to home instruction; and/or (v) Graduation from high school.

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1. **Tests and Evaluation Materials**:The district will establish procedures for evaluation and placement which assure that tests and other evaluation materials:

1. Have been validated for the specific purpose for which they are used and are administered by trained personnel in the specific areas of educational need’
2. Are tailored to assess educational need and are not merely used to measure IQ and
3. Reflect aptitude or achievement or whatever else the tests purport to measure and do not reflect the student's impaired sensory, manual or speaking skills (unless the test is designed to measure these particular deficits).

1. **­­­Mitigating Measures**:The determination of whether a student is substantially limited in one or more major life activities will be made without regard to any ameliorative effects of mitigating measures which include, but are not limited to: medication, medical supplies, equipment, appliances, low-vision devices, prosthetics, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies, assistive technology, reasonable accommodations, auxiliary aids or services; or learned behavioral or adaptive neurological modifications. However, ameliorative effects of mitigating measures may be relevant as to whether a student needs any specific accommodation or a 504 accommodation plan.

Low vision devices do not include ordinary eyeglasses or contact lenses. The ameliorative effects of ordinary eyeglasses or contact lenses shall be considered in determining whether the impairment substantially limits a major life activity.

1. **Temporary Impairments**:A student with a temporary impairment falls within the scope of Section 504 if the temporary impairment substantially limits one or more of the student's major life activities. A temporary impairment is one with an actual or expected duration of six months or less.

1. **Placement Procedures**: The Section 504 team will convene to review all evaluation results, determine eligibility as a student with a disability under Section 504 and document the meeting in writing. The team composition may vary according to the needs of the student.

In interpreting evaluation data and in making placement decisions, the district will:

1. draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior;

1. establish procedures to ensure that information obtained from all such sources is documented and carefully considered;

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1. ensure that the placement decision is made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and the placements options; and

1. ensure that the student is educated with the student’s non-disabled peers to the maximum extent appropriate.

Parents and guardians of students who have a plan developed under Section 504 will be provided a copy of the district policy *(see Policy 3305)* on the use of seclusion and restraint at the time that the plan is created.

If the district affords a free appropriate education to a student but the parent chooses to place the child elsewhere, the district is not responsible to pay for the out-of-district placement.

1. **Reevaluations**: The district will provide for periodic reevaluation of disabled students. A reevaluation is also required before any "significant change of placement," as defined above in Part 8.

1. **Programming to Meet Individual Needs**: The district recognizes that to be appropriate, educational programs for students with disabilities must be designed to meet their individual needs to the same extent that the needs of non-disabled students are met. A documented procedure, such as the development of an individualized accommodation plan by a knowledgeable team of educational professionals, may be appropriate.

1. **Non-Academic Services**: The district will provide nonacademic and extracurricular services and activities in such a manner as is necessary to afford disabled students an equal opportunity for participation in such services and activities. Nonacademic and extracurricular services and activities may include counseling services, physical recreation athletics, transportation, health services, recreational activities, interest groups or clubs sponsored by the district, referrals to agencies which provide assistance to disabled persons and employment of students, including both employment by the district and assistance in making available outside employment. The district will observe reasonable health and safety standards for all students.

1. **Counseling Services:** In providing personal, academic or vocational counseling, guidance or placement services to its students, the district will provide these services without discrimination on the basis of disability. The district will ensure that qualified students with disabilities are not counseled toward more restrictive career objectives than are non- disabled students with similar interests and abilities.

1. **Physical Education and Athletics**: In providing physical education courses and athletics and similar programs and activities to any of its students, the district will not discriminate on the basis of disability. If the district offers physical education courses and operates or supports interscholastic, club or intramural athletics, it will provide an

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equal opportunity for qualified students with disabilities to participate in these activities.

1. **Preschool and Adult Education Programs:** In the operation of preschool education, or day care program or activity, or an adult education program or activity, the district will not, on the basis of disability, exclude qualified students with disabilities from the program or activity and will take into account the needs of such persons in determining the aid, benefits or services to be provided under the program or activity.

1. **Disciplinary Exclusion:**

1. **Exclusions:** Students with disabilities are protected from being improperly excluded from school for disciplinary reasons. Certain disciplinary exclusions of disabled students from school constitute a significant change in the student's educational placement. A disciplinary change in the student's educational placement occurs if the student has been suspended for more than ten consecutive days or if the disciplinary exclusions constitute a "pattern of exclusion" (defined below). Such disciplinary exclusions, which are change of placement, cannot be implemented unless the district first determines that the student's misconduct which led to the disciplinary exclusion was not a manifestation of the student's disability.

1. **Manifestation Determinations:** If a disciplinary exclusion (suspension or expulsion) which constitutes a change in placement is implemented, the school principal or educational staff person responsible for the imposition of discipline must ensure that a group of qualified professionals (the student's Section 504 team) determine whether or not the misconduct is a manifestation of the student's disability.

The misconduct is considered a manifestation of the disability if the conduct was caused by, or had a direct and substantial relationship to the student's disability. This manifestation determination will take into account the student's current evaluation and individualized accommodation plan under Section 504.

Under Section 504, there is no obligation to provide educational services during periods of longterm suspension or expulsion when the student's misconduct has been properly determined not to

be disability-related. However, state law requires the district to provide educational services to all students during a period of suspension or expulsion (See Policy/Procedure 3241).

If a student's misconduct is determined to be a manifestation of the student’s disability, procedures in to address the disability be instituted in lieu of either long-term suspension or expulsion.

1. **Conduct That Is a Manifestation of a Disability.** When a student has engaged in misconduct which is a manifestation of to his or her disability, expulsion and/or long

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term suspension should not be imposed if it would result in a change in educational placement (a disciplinary exclusion from school of over ten consecutive days or exclusions which constitutes a pattern of exclusion). Days will be measured cumulatively over the period of the entire school year, with any short-term suspensions as counting toward the cumulative total.

When a student's misconduct is related to a disability, additional evaluations and/or a change of placement should be considered. In this circumstance, the Section 504 team will meet to determine if there is a need for further evaluation or a change of program. If further evaluation is recommended, it will be conducted as soon as reasonably possible.

1. **Pattern of Exclusion.** Suspension or emergency expulsion of a disabled student may occur, without the need to determine if there is a causal connection with the disability, if the suspension or emergency expulsion is ten consecutive days or less, or if more than ten cumulative days is not a pattern of exclusion. A pattern of exclusion occurs if:

1. The removal is for more than ten school days in a year; and
2. The student's behavior is substantially similar to the behavior that he/she was previously removed for.

Additional factors to consider are the length of each removal (the total amount of time the student has been removed, and the proximity of the removals to one another), and the school must determine on a case-by-case basis whether a pattern of removals is significant enough to constitute a change in placement.

1. **Right to Challenge.** Students and their parent/guardian will be notified of the results of the manifestation decision and of their right under the law to challenge this decision.

1. **Drugs or Alcohol.** Students who are considered disabled under Section 504 are subject to the same disciplinary processes and results as non-disabled students for misconduct regarding the use, sale or possession of drugs or alcohol at school.

1. **Restraint or Isolation.** Restraint or seclusion of students who have a Section 504 plan will be authorized only under the limited circumstances specified in Policy 3305 and each incident will require reporting and parent/guardian notification as specified in that policy and procedure.
2. **Transportation:** If the district places a student in a program not operated by the district, the district will assure that adequate transportation to and from the program is provided at no cost to the parent.

Because the district provides transportation to all its students within a certain geographic area, it will not discriminate in its provision of transportation to students with disabilities.

If the district proposes to terminate a qualified disabled student's bus transportation for inappropriate bus behavior, the district will first determine the relationship between the student's behavior and his or her disabling condition. The parent or guardian will be

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provided with notice of the results of such determinations and of their right to challenge such determinations.

1. **Procedural Requirements:** The district will ensure compliance with the requirements of Section 504 by doing the following:

1. **Assurance.** Provide written assurance of non-discrimination whenever the district receives federal money;

1. **Designation of Employee.** Designate an employee to coordinate the district's Section 504 compliance activities.
2. **Grievance Procedures.** Provide grievance procedures to resolve complaints of discrimination. Students, parents or employees are entitled to file grievances. The grievance procedures for the district are set out in Policy 1700;

1. **Notice.** Provide notice to students, parents/guardians, employees, unions and professional organizations of the district's nondiscrimination policy in admission and access to programs and activities, and in treatment and employment. Notice will also specify the Section 504 coordinator for the district;

1. **Locate.** Annually undertake to identify and locate all Section 504 qualified disabled children in the district's jurisdiction who are not receiving a public education;

1. **Annual Notification.** Annually take appropriate steps to notify disabled persons and their parents/guardians of the district's responsibilities under Section 504; and

1. **Procedural Safeguards.** Establish and implement procedural safeguards to be provided to parents/guardians with respect to actions regarding the identification, evaluation or educational placement of persons who, because of disability, need, or are believed to need, special instruction or related services. Procedural safeguards will include:

* + 1. Notice of rights;
		2. An opportunity for parents/guardians to examine relevant records;
		3. An impartial hearing, initiated by either the parents/guardian or the district, with opportunity for participation by the student's parents/guardians and representation by legal counsel; and (iv)
		4. A review procedure.

1. **Appropriate Funding:** The District recognizes that the 504 process is an unfunded mandate, yet the regular education funding of the district could be the funding source for serving students who are qualified as disabled under Section 504 only. However, if students are dual identified as Section 504 and IDEA eligible, state and federal special education funds can be used. The district will not use money appropriated by the IDEA to serve students found disabled under Section 504 but not the IDEA. The district may use the IDEA money to evaluate a student if the district believes that the student may also be eligible under the IDEA.

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1. **Special Considerations for ADD/ ADHD Students:** Section 504 obligations apply to all students with disabilities, including students with attention deficit disorder (ADD) or attention-deficit/hyperactivity disorder (ADHD). Under federal guidance, there are three different types of ADHD, which are categorized depending upon which symptoms are the strongest: (1) predominately inattentive type; (2) predominately hyperactive-impulsive type; and (3) combined type (where symptoms of the first two types are equally present).

1. **Due Process Hearing or Mediation Requests**

1. Impartial Due Process Hearing. If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagrees with a decision of the District with respect to: (1) the identification of the child as qualifying for Section 504; (2) the District’s evaluation of the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards. The student shall remain in the student’s current placement until the matter has been resolved through the process set forth herein.

* + 1. The District shall provide written notice to the parent or legal guardian of a Section 504 student, prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;
		2. Upon request, the parent or legal guardian of the student shall be allowed to examine all relevant records relating to the child’s education and the District’s identification, evaluation, and/or placement decision;
		3. The parent or legal guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian is in disagreement with the District;
		4. Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three (3) business days;
		5. Within ten (10) days of receipt of a written request for an impartial due process hearing, the District shall select and appoint an impartial hearing officer who has no professional or personal interest in the matter. In that regard, the District may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent or any other person who would conduct the hearing in an impartial and fair manner;
		6. Once the District has selected an impartial hearing officer, the District shall provide the parent or legal guardian and all other interested parties with notice of the person selected;

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* + 1. Within five (5) days of the District’s selection of a hearing officer, a pre-hearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard, and stipulate to undisputed facts to narrow the contested factual issues.
		2. The hearing officer shall, in writing, notify all parties of the date, time, and location of the due process hearing;
		3. The parties may enter into mediation at any time. A mediator may be selected from the Office of Public Instruction’s list of trained mediators;
		4. At the hearing, the District and the parent or legal guardian may be represented by counsel;
		5. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriate equipment or a court reporter. The District shall be allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present its case. Witnesses may be called to testify, and documentary evidence may be admitted; however, witnesses will not be subject to cross-examination, and the Montana Rules of Evidence will not apply. The hearing officer shall make all decisions relating to the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received, the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions, and decision;
		6. Within twenty (20) days of the hearing, the hearing examiner should issue a written report of the student’s decision to the parties;
		7. Appeals may be taken as provided by law.

 23. **Uniform Complaint Procedure**. If a parent or legal guardian of the student alleges that the District and/or any employee of the District has engaged in discrimination or harassment of the student, the parent or legal guardian will be required to proceed through the District’s Uniform Complaint Procedure.

Legal Reference: 34 C.F.R. 104.36 Procedural safeguards

Policy History:

Adopted on: August 12, 2024

Reviewed on:

Revised on:

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION 2165

page 1 of 4

#### Early Targeted Interventions

Purpose and Goals

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

* 1. provide parents with voluntary early interventions for their children;

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

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

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

Compliance

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

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

###  2165

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Child Evaluation

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

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

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

#### OPTIONAL Classroom Based Programming

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

#### OPTIONAL Home-Based Programming

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

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Page 3 of 4

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

#### OPTIONAL Jumpstart Programming

The Board of Trustees has established a jumpstart early targeted intervention program.

The Board of Trustees authorizes the District staff to admit, enroll, and serve an eligible child

who is 5 years of age or older on or before September 10 of the year in which the child is to participate in the program and who has not yet completed 3rd grade.

An eligible child participating in a jumpstart program provided by a district other than the child's

resident school district does not require an out-of-district attendance agreement and is not subject

to the tuition laws under 20-5-320 through 20-5-324

The District’s jumpstart program shall take place during the time between the end of one school calendar year and the start of the next school calendar year, as set by the Board of Trustees in

accordance with Policy 2100, preceding a child's entry into kindergarten, 1st grade, 2nd grade, or 3rd grade. The jumpstart program shall be at least 4 weeks in duration and provide at least 120 instructional hours. The jumpstart program shall be designed in a manner to increase the likelihood

of a child being evaluated at the end of the ensuing school year to be at or above a trajectory leading to reading and math proficiency at the end of 3rd grade.

#### Reporting and Funding (SELECT PROVISIONS CONSISTENT WITH ABOVE SECTION)

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

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

2165

Page 4 of 4

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

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

Cross Reference: Policy 2100 – School Calendar

 Policy 3121- Enrollment and Attendance Calculation

 Policy 5120- Hiring Practices

 Policy 5121 –Professional Development

 Policy 5122 -Fingerprint Background Checks

 Policy 6110- Superintendent Responsibilities

Legal Reference: Article X, section 1(1), of the Montana Constitution

 Title 20, Chapter 7, Part 18 – Early Targeted Interventions

 Title 10 Chapter 63 ARM – Early Childhood Standards

 Section 20-9-311, MCA – Calculation of ANB

Policy History:

Adopted on:  August 12, 2024

Reviewed on:

Revised on: June 30, 2025

# Policy 2165F – Early Targeted Intervention Consent

Dear Parent/Guardian,

The School District is providing notice required under the provisions of District Policies 2132, 2158, and 2165; Title 20, Chapter 7, Part 18, MCA; and Title 40, Chapter 6, Part 7, MCA. Copies of these provisions are available upon request. This notice is being provided to inform you of the opportunity to have your child evaluated for early targeted intervention programs and services which will be provided to children as described in Policy 2165 whose parents who provide written consent.

**Notice of Your Rights**

This notice is intended to inform parents that the following early targeted intervention evaluation will be provided at the school: \_\_\_\_\_\_\_\_\_ . This evaluation will be provided on \_\_\_\_\_\_ at \_\_\_\_\_\_ in\_\_\_\_\_\_\_\_.

As a parent/guardian of a student, you have the right to authorize your child to attend or receive the evaluation in accordance with Montana law and District policy by completing, signing, and submitting the attached form prior to the date identified in the above notice.

**Early Targeted Evaluation Consent Form**

A family who wants their student to receive an evaluation offered at the school may provide consent to such evaluation by completing this form.

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_, Parent or Guardian of, \_\_\_\_\_\_\_\_\_\_\_, request my child receive an early targeted intervention evaluation for \_\_\_\_\_\_\_\_\_ to be held at the above noted date and time. This request will be handled in a manner consistent with the methods identified by the School District as specified in of District Policies 2132, 2158, and 2165; Title 20, Chapter 7, Part 18, MCA; and Title 40, Chapter 6, Part 7, MCA. The results of the evaluation will be provided to the parent.

I understand my student will receive the early targeted intervention evaluation. I also understand my student may be eligible receive any services from school district staff based on the results of the evaluation. I understand I will be provided information about those services prior to my child receiving services. I agree to accept responsibility for my student’s participation in the evaluation and services. Participation is strictly voluntary.

A student seeking such services whose parents have not completed this form will not receive the evaluation.

I acknowledge I have received notification of my rights in this area under District Policies 2132, 2158, and 2165; Title 20, Chapter 7, Part 18, MCA; and Title 40, Chapter 6, Part 7, MCA and have been provided an opportunity to review related information and materials on this topic.

I provide consent for my student to receive the evaluation described above at the SchoolDistrict.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Date

**Received by:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Official Date

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION 2166

#### Gifted Program

To the extent possible with available resources, all gifted and talented students will have the opportunity to participate in appropriate educational programs. “Gifted and talented students” are students of outstanding abilities, who are capable of high performance and who require differentiated educational programs beyond those normally offered in public schools, in order to fully achieve their potential contribution to self and society.

The District shall:

* Provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image.
* Comply with all federal and state laws and regulations regarding addressing gifted education.
* Provide structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students, and shall provide a framework for considering a full range of alternatives for addressing student needs.

The Superintendent will 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 |
|  |  |  |

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2168

page 1 of 2

Distance, Online, and Technology-Delivered Learning

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

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

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

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

Credit for distance learning courses may be granted, provided the following requirements are met:

1. Prior permission has been granted by the Principal;
2. The program fits the education plan submitted by the regularly enrolled student;
3. The course does not replace a required course offered by the District;
4. The course is needed as credit retrieval and cannot fit into the student’s schedule; and
5. Credit is granted for schools and institutions approved by the District after evaluation for a particular course offering.

###  R 2168

page 2 of 2

The District will not be obligated to pay for a student’s distance learning courses. Any courses the District does not pay for will not be included in the ANB calculation in accordance with Policy 3121.

The minimum aggregate hours are not required for any pupil demonstrating proficiency pursuant to 20-9-311(4)(d), MCA.

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|  |  |  |  |
| Cross Reference: | 2410 and 2410P | High School Graduation Requirements |
|
|  | 2100 | School Calendar and Year |
|  | 3121 | Enrollment and Attendance |
| Legal Reference: | § 20-9-311(4)(d), MCA | Calculation of Average Number Belonging |
|
|  | ARM 10.55.705 | Administrative Personnel; Assignment of School |
|  |  | Administrators/Principals |
|  | ARM 10.55.906 | High School Credit |
|  | ARM 10.55.907 | Distance, Online, and Technology Delivered Learning |
|  |  |  |

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

Revised on: April 26, 2022

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION 2221

page 1 of 2

School Emergencies and Closures

The Superintendent may order closure of schools in the event of extreme weather or other emergency, in compliance with established procedures for notifying parents, students, and staff.

The Board of Trustees is authorized to declare that a state of emergency exists within the community. A declaration issued by the Board of Trustees is distinct from any declaration in effect or previously issued by local, state or federal authorities. An emergency declaration issued by the Board of Trustees authorizes the School District to take extraordinary measures to protect students and staff while delivering education services in a manner authorized by law. The method and location of instruction and related educational services shall be implemented in a manner that serves the needs of students, their families, and staff and preserves the School District’s full entitlement of funding

The trustees may order the emergency closure of schools for one (1) school day each year, without the need to reschedule the lost pupil instruction time when the closure is the result of an emergency. The 1-school-day closure under this subsection is not subject to the reduction in BASE aid pursuant to Section 20-9-805, MCA.

In the event of a declared emergency, the School District shall avail itself of all flexibilities allowed by law, rule, or regulation and shall be otherwise governed by the school finance laws and rules of the state of Montana. The School District shall comply with auditing requirements and reserves the authority to assert its rights to manage school district funds or seek state and federal funds in a manner consistent with the full flexibility available under all applicable laws.

If a declaration of emergency is declared by the Board of Trustees, it may later adopt a resolution that a reasonable effort has been made to reschedule the pupil-instruction time lost because of the unforeseen emergency. If the trustees adopt the resolution, the pupil-instruction time lost during the closure need not be rescheduled to meet the minimum requirement for aggregate hours that a school district must conduct during the school year in order to be entitled to full BASE aid. At least 75% of the pupil-instruction time lost due to the unforeseen emergency must have been made up before the trustees can declare that a reasonable effort has been made.

For the purposes of this and related policies, "reasonable effort" means the rescheduling or extension of the school district's instructional calendar to make up at least 75% of the hours of pupil instruction lost due to an unforeseen emergency through any combination of the followingas outlined in accordance with Policies 2050 and 2100:

1. extending the school year beyond the last scheduled day;
2. the use of scheduled vacation days in the district's adopted school calendar
3. the conduct of pupil instruction on Saturdays;
4. extending instructional hours during the school day.

###  2221

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|  |  |
| --- | --- |
| Cross Reference: | 2100 School Calendar and Day |
|
|  | 2050 Student Instruction |  |
|  | 8110 Bus Routes and Schedules |  |
| Legal Reference: | §§ 20-9-801 – 802, MCA | Emergency School Closure |
|
|  | § 20-9-806, MCA | School closure by declaration of emergency |
|  | § 20-9-805, MCA | Rate of reduction in annual apportionment  |
|  |  | Entitlement. |

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: April 24, 2006

Revised on: November 25, 2019

Revised on: May 24, 2021

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION 2221P

page 1 of 2

School Closure

*Note: this is an optional procedure that should be customized to meet a districts’ specific needs, structure, and operations. These changes reflect updates to the MTBSA model document.*

All students, parents, and school employees should assume that school will be in session and buses running as scheduled, unless there is official notification from the Superintendent to the contrary. Such notice will be given via public media.

In the event extremely cold temperatures, wind chill factors, snow, wind, community disaster, public health emergency, or other circumstances require a modification of the normal routine, the Superintendent will make the modification decision prior to 6:00 a.m. and contact the public radio stations for broadcast to the community and will initiate the emergency fan-out communication procedure to all administrators.

The provisions of this procedure may be terminated, amended, or adjusted, by the Board of Trustees in the event of circumstances requiring extended school closure due to a declaration of emergency.

Work Schedules and Responsibilities for School Closures

Superintendent

The Superintendent or Board of Trustees has authority to close schools. The Superintendent will be on duty throughout any existing or potential emergency situation, day or night. All orders of doubtful origin should be confirmed with the Superintendent.

Central Administrative Personnel

Central administrative personnel will be expected to report for duty on their assigned shifts in the event of any school closure, insofar as is safely possible, unless otherwise directed by the Superintendent or designee. Additional hours may be required, especially of the maintenance supervisor, business manager, and personnel director, depending on the nature of the emergency.

Building-Level Administrators, Non-Teaching “Exempt” Personnel, and Key Support Staff

All building-level Administrators and non-teaching “exempt” personnel will report for duty per their normal shifts or as otherwise directed each day during the school closure, together with the head custodian and at least one (1) secretary, insofar as is safely possible. The building Administrator will ascertain that the building has been adequately secured and that any child who mistakenly reports to school is properly and safely cared for and returned home per District policy. The Administrator and this minimal support staff shall notify other staff and/or other support employees of the situation and will respond to telephone questions. Staff will be advised of the schedule for the day by his or her immediate supervisor.

###  2221P

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12-Month Classified Employees

In the event of school closure, 12-month classified personnel may report for duty or not report for duty, as directed by their immediate supervisor. Building secretaries and secretaries to key central administrative personnel who are required to be on duty are expected to report for duty. If a 12-month classified employee is unable to or does not report for duty, the employee will complete a leave request form to declare the day as personal leave, vacation, or leave without pay.

10- and 11-Month Classified Employees

Ten- and 11-month employees may report for duty or not report for duty as directed by their immediate supervisor. If such employees do not report for duty, they will complete a District leave request form to declare the day as personal leave, vacation, or leave without pay.

Aides, Food Service Workers, and Other 9¼-Month Classified Employees

These employees work only those days school is in session and are not expected to work when school is not in session. If school has been closed, 9¼-month employees should not report for duty unless otherwise directed by their immediate supervisor. 9¼-month employees will complete a leave request form to declare the day as personal leave, vacation, or leave without pay.

Teachers (Teachers, Librarians, Psychologists, Counselors)

If schools are closed for weather or other emergency conditions, teachers are not expected to report for duty unless directed otherwise. Teachers do not need to submit an absence form. In cases of school closures, it is customary for the days to be made up at another time; thus teachers will typically still fulfill their contract days.

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

Revised on: May 24, 2021

Revised on: January 24, 2022

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2250

#### 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 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

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School

###  2250F

## EAST GLACIER PARK GRADE SCHOOL:ADULT/CONTINUING EDUCATION

## AUTHORIZATION FOR EMERGENCY CARE AND ACKNOWLEDGMENT OF RISK

As a condition to participate in the East Glacier Park Grade School Adult Education Programs for the\_\_\_\_\_\_school year, you, as the class participant are required to complete the enclosed form. It is the policy of the School District to require an acknowledgement of risk and emergency medical treatment release as a condition of participating in this program. If you would like to participate, please carefully read and sign this document.

This program may include physical activity. There is an inherent risk of injury in these type of activites. By signing this agreement I acknowledge that the school district staff and volunteers try to prevent accidents. I, the undersigned, hereby acknowledge and understand that, regardless of all feasible safety measures that may be taken by the district, participation in this event entails certain inherent risks. I certify that I am physically fit and medically able to participate or have noted an applicable physical or medical diagnosis at the bottom of this form. I further certify that I will honor all instructions of district staff and volunteers and failure to honor instructions may result on dismissal from the course.

I agree to accept responsibility for my participation in the course. I acknowledge there are no assurances these measures taken by the School District to prevent injuries or prevent the spread of illnesses in this course. These inherent risks that participants specifically acknowledge include but are not limited to injury; illness; hospitalization, chronic health issues, quarantines of an unknown duration to be determined by governing authorities and death. By voluntarily enrolling in this course, I am specifically acknowledging awareness and knowledge of these inherent risks. All School District Policies are in effect during this course. Any negligence arising out of my participation in the course shall be attributed to the class participant as comparative negligence within the meaning of Section 27-1-702, MCA.

I, the undersigned, authorize qualified emergency medical professionals to examine and, in the event of injury or serious illness, administer emergency care to me if required under the circumstances based on, and in accordance with, their medical training. I understand every effort will be made to contact the family or contact person noted below to explain the nature of the problem prior to any involved treatment. I understand emergencies may require immediate treatment in the opinion of medical professionals. In the event it becomes necessary for the district staff in charge to obtain emergency care for me, I understand that neither the district employee in charge of the activity nor the school district assumes financial liability for expenses incurred because of an accident, injury, illness and/or unforeseen circumstances.

I have been informed the activity will associated with the Adult Education program is \_\_\_\_\_\_\_\_\_\_\_ and will occur at the following location \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at approximately \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Class Participant Signature

Printed Name:

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Emergency contact information (if different than the above-listed phone number): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have a medical condition which the school should be aware of before allowing you to participate in the activity? Yes \_\_\_\_\_ No \_\_\_\_\_. If yes, please state the nature of the medical condition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Class Participant

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2309

#### Library Materials

School library and classroom library books are primarily for use by District students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The building Principal may assess fines for damaged or unreturned books.

District residents and parents or guardians of non-resident students attending the District may be allowed use of library books, at the discretion of the building Principal. However, such access shall not interfere with regular school use of those books. Use of library books outside of the District is prohibited except for inter-library loan agreements with other libraries.

Any individual may challenge the selection of materials for the library/media center. The Uniform Complaint Procedure will be utilized to determine if challenged material is properly located in the library.

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|  |  |  |  |
|  |  |  |  |
| Cross Reference: | 1700 | Uniform Complaint Procedure |
|
|  | 2314 | Learning Materials Review |
| Legal Reference: | § 20-4-402(5), MCA | Duties of district superintendent or county high |
|
|  |  |  | school principal |
|  | § 20-7-203, MCA | Trustees’ policies for school library |
|  | § 20-7-204, MCA | School library book selection |
|  |  |  |  |

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: April 25, 2005

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2310

#### Selection of Library Materials

The District has a library in the school, with the primary objective of implementing and supporting the educational program in the schools. It is the objective of this library 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.

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 guided by the principles set forth in the American Library Association’s Library Bill of Rights and its interpretation for school libraries.

Although the Superintendent is responsible for selection of library materials, ultimate responsibility rests with the Board.

The Board, acting through the Superintendent, thereby delegates authority for selection of library materials to the Principal in each of the schools. The Principal further delegates that authority to the librarian in the school.

(NOTE: BY STATUTE, THE SUPERINTENDENT**, or a principal if there is no district** **superintendent,** HAS AUTHORITY AND IS RESPONSIBLE FOR SELECTION OF LIBRARY MATERIALS, SUBJECT TO BOARD APPROVAL. THE SUPERINTENDENT AND BOARD MAY NOT WANT TO DELEGATE THIS RESPONSIBILITY.)

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

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2310P

#### Selection of Library Materials

Selection of library materials is a professional task conducted by library staff. 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 criteria for selection, they will 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 EAST GLACIER PARK PUBLIC SCHOOL LIBRARY”

Materials will be discarded in compliance with § 20-6-604, MCA. When the decision to sell or dispose of library materials is made, the Board will adopt a resolution to sell or otherwise dispose of the material because it is or is about to become abandoned, obsolete, undesirable, or unsuitable for the school purposes of the District. The Board will publish a notice of the resolution in the newspaper of general circulation in East Glacier Park, Montana. The resolution may not become effective for fourteen (14) days after notice is published.

Gifts

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

Procedure History:

Promulgated on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 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, or consistent with the state’s standards revision schedule that are consistent with the goals of the continuous school improvement plan. 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.

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|  |  |  |
|  |  |  |
| 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 |
|  | 10.55.603(4)(b), ARM | Curriculum and Assessment |
|  |  |  |

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2311P

#### Selection, Adoption, and Removal of Textbooks and Instructional Materials

Curriculum committees will generally be responsible to recommend textbooks and major instructional materials purchases. Recommendations will be made to the Superintendent. The function of the committee is to ensure that materials are selected in conformance with stated criteria and established District goals and objectives. A curriculum committee may consist of only those members in a particular department. The same basic selection procedures should be followed as with District-wide committees.

Selection and Adoption

Textbooks shall be selected by a curriculum committee representing the various staff who will likely be using the text. In most, but not all, cases an Administrator will chair the committee. Each committee should develop, prior to selection, a set of selection criteria against which textbooks will be evaluated. The criteria should include the following, along with other appropriate criteria. Textbooks shall:

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

Removal

Textbooks 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.

Procedure History:

Promulgated on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2312

 Page 1 of 2

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 use of audio, visual, digital, or printed materials and computer software, unless the copying or use 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.

Under the fair use doctrine, each of the following four standards must be met in order to use the copyrighted document:

* Purpose and Character of the Use – The use must be for such purposes as teaching or scholarship.
* Nature of the Copyrighted Work – The type of work to be copied.
* 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.
* 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 learning programs by making proper use of supplementary materials, it is the responsibility of staff to abide by District copying procedures and obey requirements of law. Under no circumstances will it be necessary for staff to violate copyright requirements in order to properly perform their duties. The District cannot be responsible for any violations of the copyright law by its staff.

The display of dramatic performances, musical works, motion pictures or television programing to students may only occur for educational purposes under the following standards:

* During onsite instruction
* When viewed in a classroom or designated place of instruction
* With a lawfully made copy or via an authorized account
* As a regular part of instruction and directly related to the curriculum

Employees should contact the administration with inquiries about accessing lawful copies of materials or accounts to access materials available via online platforms to ensure compliance with copyright laws

###  R 2312

 Page 2 of 2

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with District procedures or is permissible under the law should consult 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 – 1332 Federal Copyright Law of 1976

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

Revised on: April 26, 2022

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2314

#### Learning Materials Review

Citizens objecting to specific materials used in the District are encouraged to submit a complaint in writing using the Uniform Complaint Procedure (Policy 1700) and discuss the complaint with the building Principal prior to pursuing a formal complaint.

Learning materials, for the purposes of this policy, are 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.

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION 2320

#### Field Trips, Excursions, and Outdoor Education

The Board recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The Board also recognizes that field trips may result in lost learning opportunities in missed classes. Therefore, the Board endorses the use of field trips, when educational objectives achieved by the trip outweigh any lost in-class learning opportunities.

Field trips that will take students out of state must be approved in advance by the Board; building Principals may approve all other field trips.

Building Principals will develop procedures with respect to field trips, excursions, and outdoor education.

Staff members may not solicit students during instructional time for any privately arranged field trip or excursion without Board permission.

Transportation and lodging for trips or events under this policy shall be in accordance with Policy 8132. 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. Parental permission shall be documented for all school sponsored trips.

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| Cross Reference: | Policy 2158 | Parental and Family Engagement |
|  | Policy 8132 | Activity Trips |
| Legal Reference: | ARM 37.111.825 | Health Supervision and Maintenance |
|
|  | Title 40, Chapter 6, Part  | 7 Rights of Parents |

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: April 25, 2005

Revised on: April 24, 2006

Revised on: November 25, 2019

Revised on: March 25, 2024

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION 2322

#### Contests for Students

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

The schools shall confine their participation to those national contests which are currently placed on the approved list published annually by the Committee on National Contests and activities of the National Association of Secondary School Principals.

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 require 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: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2330

#### Controversial Issues and Academic Freedom

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

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

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 to the free exchange of ideas and information.

In a study or discussion of controversial issues or materials, however, the Board directs 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 administrative counsel and guidance in such matters.

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

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION 2332

page 1 of 3

Religion and Religious Activities

In keeping with the United States and Montana Constitutions and judicial decisions, the District may not support any religion or endorse religious activity. At the same time, the District may not prohibit private religious expression by students. This policy provides 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 may discuss their religious views with other students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer does not include the right to have a captive audience listen, to harass other students, or to force them to participate. Students may pray silently in the classroom, except when they are expected to be involved in classroom instruction or activities.

Staff Members

Staff members may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious content when in the course of completing official duties.

Graduation Ceremonies

Graduation is an important event for students and their families. In order to assure the appropriateness and dignity of the occasion, the District sponsors and pays for graduation ceremonies and retains ultimate control over their structure and content.

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

Assemblies, Extracurricular and Athletic Events

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

###  2332

page 2 of 3

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.

#### Religion in the Curriculum

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

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

#### Student Religious Groups

Students may gather as non-curricular groups to discuss or promote religion in accordance with District Policy 3233.

#### Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions the District imposes on distribution of other non-school literature. Outsiders may not distribute religious or other literature to students on school property, consistent with and pursuant to the District policy on solicitations (Policy 4321).

#### Religious Holidays

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

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| Cross Reference: | Policy 3550 – Student Clubs |
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|  | Policy 3233 – Student Use of Buildings |  |
| Legal Reference: | Policy 3510 – School Sponsored Activities

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| 20-7-112 Sectarian publications prohibited and –  religious materials allowed – prayer  |
| *Kennedy v. Bremerton* 597 U.S. \_\_\_ (2022)  |
| Chapter 280 (2023) Religious materials and prayer in schools  |
| Chapter 281 (2023) Religious expression for students and teachers  |

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Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

Revised on: January 24, 2022

Revised on: August 14, 2023

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2333

#### Participation in Eighth Grade Promotion Exercises

#### Statement of Policy

A student’s right to participate in the promotion exercise is an honor. As such, participation in this exercise is reserved for those members who have completed all state and local requirements for promotion before the date of the ceremony.

#### Organization and Content of Commencement Exercises

The School District will permit students to honor their American Indian heritage through the display of culturally significant tribal regalia at commencement ceremonies. Any item that promotes drug use, weapon use, threats of violence, sexual harassment, bullying, or other intimidation, or violates another district policy, state, or federal law may not be worn during graduation.

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

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

*Any presentation by participants of graduation exercises is the private expression of an individual participant and does not necessarily reflect any official position of the District, its Board, administration, or employees, nor does it necessarily indicate the views of any other graduates. The Board recognizes that at graduation time and throughout the course of the educational process, there will be instances when religious values, religious practices, and religious persons will have some interaction with the public schools and students.*

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

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| Legal Reference: | Art. II, Sec. 5, Montana Constitution – Freedom of religion |
|
|  | Art. X, Sec. 1(2), Montana Constitution – Educational Goals and Duties |
|  | Art. X, Sec. 7, Montana Constitution – Nondiscrimination in education |
|  | § 20-5-201(3), MCA | Duties and Sanctions |
|  | § 20-1-308, MCA | Religious instruction released time program |
|  | § 20-7-112, MCA | Sectarian publications prohibited and prayer permitted |

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION 2334

#### Release Time for Religious Instruction

Upon written request of a student’s parent or guardian, renewed at least annually, a student

must be released from regular school attendance for the purpose of receiving off campus

religious instruction for a period of One (1) hours per week.

Early release of a student for the purposes of religious instruction will not adversely affect the

student’s enrollment status or attendance record.

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| Legal Reference: | Art. II, Sec. 5, Montana Constitution – Freedom of religion |
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|  | § 20-1-308, MCA | Religious instruction released time program |
|  | § 20-7-112, MCA | Sectarian Publications prohibited and prayer permitted |
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Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

Revised on: June 30, 2025

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2335

Definitions:

The following definitions apply for the purposes of this policy:

(a) “Human sexuality instruction" means instruction that has the goal or purpose of

studying, exploring, or informing students about any of the following human sexuality topics:

intimate relationships, sexual anatomy, sexual reproduction, sexually transmitted infections,

sexual acts, sexual orientation, gender identity, abstinence, contraception, or reproductive

rights and responsibilities.

(b) "Identity instruction" means instruction that has the goal or purpose of studying,

exploring, or informing students about gender identity or gender expression, or sexual

orientation.

(c) "Instruction" means the conduct of organized learning activities, including the

provision of materials, for students in a public school, whether conducted by a teacher or

other school staff or guests invited at the request of the school or district and regardless of

the duration, venue, or method of delivery.

Neither "human sexuality instruction" nor "identity instruction" includes or applies to a

teacher's response to an unexpected student-initiated inquiry related to the topics under

each term to the extent necessary to resolve the inquiry or to maintain civility and decorum in

the classroom.

Annual Notice to Parents:

1. Using contact information most recently provided by the parent or guardian, the District

shall annually notify in advance the parent or guardian of each student scheduled to be

enrolled in a course that includes units or lessons on human sexuality instruction or identity

instruction of:

(a) the basic content of the district's or school's human sexuality instruction or identity

instruction intended to be taught to the student and the option to review all curriculum

materials related to human sexuality instruction or identity instruction; and

(b) the parent's or guardian's right to withdraw the student from the District’s human

sexuality instruction; and

(c) the requirement that the parent or guardian provide written permission to allow the

child to attend identity instruction.

The annual notice shall include an electronic link to materials or summaries of materials

consistent with copyright laws for the District’s health enhancement curriculum including

lesson plans or other materials used for human sexuality instruction or identity instruction

and a calendar of events or assemblies at which human sexuality instruction or identity

instruction will be provided.

Additional Notice to Parents:

In addition to the annual notice required above, the District will provide notice to parents no

fewer than 5 school days or more than 14 school days prior to holding an event or assembly

or first introducing materials for instructional use.

Parental Permission

The District will not require or permit a student to attend or participate in identity instruction

without the prior written permission of the parent or guardian. Written permission may be

provided by the parent following the annual notice to parents, but parents or guardians shall

have the right to cancel or rescind permission by providing written notice to the

Superintendent at any time.

Excused Absence

Any student whose parent or guardian has withdrawn the student from human sexuality

instruction or has not provided prior written permission for participation in identity instruction

will be excused from attending such instruction, and the absence will be an excused

absence in accordance with § 20-5-103, MCA.

Summary of Curriculum

The District shall prepare a summary of the district's health enhancement curriculum and

shall review and prepare any updates to the summary each year. The summary is public

information and is subject to the public's right to access information pursuant to § 2-6-1003,

MCA

Cross Reference: Policy 3120 – Compulsory Attendance

 Policy 2332 – Student and Family Privacy Rights

 Policy 2158 – Family Engagement

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|  | 43 § 20-7-120, MCA | Excused Absences from Curriculum Requirements |
| Legal Reference: |  |  |
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Policy History:

Adopted on: April 26, 1999 Revised on: November 25, 2019

Reviewed on: Revised on: September 26, 2022 Revised on: June 30, 2025

Revised on: April 24, 2006

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2413

#### Credit Transfer and Assessment for Placement

Grades 1-8

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

1. A school principal;
2. One (1) teacher of the grade in which the student is being considered for enrollment; and
3. One (1) counselor (grades 6-8 only) (OPTIONAL).

The assessment-for-placement team will cause the District-adopted norm-referenced test and/or the end-of-the-year subject-matter test to be administered and scored. The assessment-for- placement team will take into account the following in its recommendation for grade placement:

1. Documentation that the non-accredited, nonpublic school has provided a comparable number of hours as the child would have attended in a public or private school;
2. That the child followed a similar curriculum as would have been provided in an accredited public or private school;
3. That the result of the end-of-the-year test indicates the student has mastered most prerequisite skills; and
4. That the child achieved an NCE score of forty (40) or above on the Standard Achievement Test.

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

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

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

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

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION 2420

#### Grading and Progress Reports

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

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

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

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION 2421

Promotion and Retention

Student placement, promotion, or retention will be determined after a careful evaluation of the advantages and disadvantages of alternatives.

All factors must be considered when an alteration to a student’s normal progression through school is contemplated. Quantitative measures, such as age, physical size, ability, and level of academic achievement, shall be supplemented by a qualitative assessment of student motivation, self-image, and social adjustment.

It is the philosophy of the District that students thrive best when placed in or promoted to grade levels with other students of compatible age, physical, social, and emotional status. It is the District’s philosophy to promote students who demonstrate effort within those compatibilities. It is equally the District’s philosophy and practice to retain students who do not make a reasonable effort to meet grade-level expectations, as long as those expectations are commensurate with the individual student’s ability and rate of learning.

Teaching staff and building Principals will make final decisions respecting promotion or retention.

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: October 28, 2002

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION 2430

#### Homework

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 students’ educational development. Homework should be an application or adaption of a classroom experience, and should not be assigned for disciplinary purposes.

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2450

#### Recognition of Native American Cultural Heritage

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

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

* Working in consultation with Montana Tribes in close proximity to the District, when developing courses of study, when providing instruction, when implementing educational goals or adopting rules relating to education of students in the District;
* Periodically reviewing its curriculum to ensure the inclusion of cultural heritage of Native Americans, which will include but not necessarily be limited to:
	+ Considering methods by which to provide books and materials reflecting authentic historical and contemporary portrayals of Native Americans;
	+ Taking into account individual and cultural diversity and differences among students;
* Providing necessary training for school personnel, with the objective of gaining an understanding and awareness of Native American culture, which will assist the District’s staff in its relations with Native American students and parents.

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

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| Legal Reference: | Art. X, Sec. 1(2), Montana Constitution |
|
|  | §§ 20-1-501, et seq., MCA | Indian Education for All |
|  | 10.55.603 ARM | Curriculum and Assessment |
|  | 10.55.701 ARM | Board of Trustees |
|  | 10.55.803 ARM | Learner Access |
|  | Chapter 718 (2023) | Indian Education for All |

Policy History:

Adopted on: April 26, 1999

Reviewed on:

Revised on: November 25, 2019

Revised on: August 14, 2023

# School District 50, County of Glacier

## East Glacier Park Grade School

### INSTRUCTION 2500

page 1 of 2

Limited English Proficiency Program

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

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

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

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

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

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

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

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

###  2500

page 2 of 2

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

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

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

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

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| Legal Reference: | Title VI, Civil Rights Act of 1964 |
|
|  | Equal Education Opportunities Act as an amendment to the Education |
|  | Amendments of 1974 Bilingual Education Act |
|  | 20 U.S.C. §§ 7401, et seq., as amended by the English Language |
|  | Acquisition, Language Enhancement, and Academic Achievement Act10.55.806, ARM English Learners |
|  |  |

Policy History:

Adopted on: April 26, 1999

Reviewed on: March 25, 2024

Revised on: November 25, 2019

# School District 50, County of Glacier

## East Glacier Park Grade School R

### INSTRUCTION 2510

page 1 of 2

School Wellness

The East Glacier Park Grade School, School District #50 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 East Glacier Park Grade School, School District #50 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. *Goals for nutrition education, nutrition promotion, physical activity, and other school-based activities* that are designed to promote student wellness in a manner that the local education agency determines appropriate.
3. *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.
1. *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.
2. *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.
3. A *plan for measuring implementation* of the local wellness policy, including designation of one or more persons within the 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 and Nutrition Promotion

All students K-8 shall receive nutrition education that teaches the knowledge and skills needed to adopt healthy eating behaviors and is aligned with *Montana Health Enhancement Standards*. 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 provides nutrition education shall have the appropriate training, such as in health enhancement or family and consumer sciences.

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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-8 certified health enhancement specialist, if permitted by staffing levels. Health enhancement shall equip students with the knowledge, skills, and values necessary for lifelong physical activity. Health enhancement instruction shall be aligned with *Montana Health Enhancement Standards*.

All K-8 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 Administrator 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 Administrator 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 Administrator shall measure how well this policy is being implemented, managed, and enforced. The Administrator 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

 PL 111-296 The Healthy, Hunger-Free Kids Act of 2010

Policy History:

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