

2000 Series Instruction



**2000 Series
“Instruction”
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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 at the regular June Board meeting. The Superintendent should prepare an annual report that includes:

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

Legal Reference 10.55.701, ARM Board of Trustees

Policy History:

Adopted on: February 2007

Revised on: February 15, 2011

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 and 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 720 aggregate instructional hours for students in kindergarten through third grade; 1,080 hours for students in fourth through eleventh grade; and 1,050 for students in twelfth grade.

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 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 student's 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 and 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 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.

Offsite Instruction

The Board of Trustees authorizes offsite instruction of students in a manner that satisfies the aggregate number of instructional hours outlined in the School District's adopted or revised calendar for a school year. Offsite delivery methods 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 an offsite instructional setting shall be treated in and have their hours of instruction calculated in the same manner as students attending an onsite institutional setting.

Offsite instruction is available to students:

1. Meeting the residency requirements for that district as provided in 1-1-215;
2. Living in the district and eligible for educational services under the Individuals With Disabilities Education Act or under 29 U.S.C. 794;
3. Attending school in the district under a mandatory attendance agreement as provided in 20-5-321; or
4. Attending school in the nearest district offering offsite instruction that agrees to enroll the student when the student's district of residence does not provide offsite instruction in an equivalent course in which the student is enrolled. 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. Attendance under this provision is subject to approval of the Trustees.

The Board of Trustees authorizes the supervising teacher or district administrator to permit students to utilize an offsite or online instructional setting when circumstances require.

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 on 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.

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

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

Policy History:

Adopted on: June 2021

Revised on:

Revision Note:

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School Year Calendar and DaySchool 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

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

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.

Friday 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 Friday when it is approved by the Trustees.

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

School Fiscal Year

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

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

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

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

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

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

Extended School Year

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

Legal References:	§ 20-1-301, MCA	School fiscal year
	§ 20-1-302, MCA	School day and week
	§ 20-1-303, MCA	Conduct of School on Saturday or Sunday prohibited - exceptions
	§ 20-1-304, 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

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ARM 10.55.906 High School Credit

Policy History:

Adopted on: February 2007

Reviewed on:

Revised on: April 15, 2008, November 15, 2011, January 2016, March 2020, June 2021

Note: Revisions included lines 12-16, lines 27-30(change from days to aggregate hours), and a better

clarification of lines 34-37.

Note: Revisions included the addition of “Saturday School” and the legal reference of 20—303, MCA.

*January 2016 revision note: Added paragraph with option to establish an advisory committee
Added Friday school.*

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Grade Organization

The District maintains instructional levels for grades nine (9) through twelve (12). The grouping and housing of instructional levels in school facilities will be according to plans developed by the Superintendent and approved by the Board.

Instructional programs will be coordinated between each grade.

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: February 2007

Revised on:

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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, at the regular June Board meeting, will provide the Board with the necessary information to make future program improvement decisions.

Policy History:

Adopted on: February 2007

Revised on: February 15, 2011, January 2016

January 2016 revision note: Removed section on Accreditation Standards

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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 to examine the education 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 students no longer in attendance.

Cross Reference: 2000 Goals
 2110 Objectives

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

Policy History:

Adopted on: February 2007

Revised on: January 2016

January 2016 revision notes: Big rewrite of policy to match language to current law and accreditation standards.

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Lesson Plan

To insure 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 at least one (1) week in advance and are due for review at the end of each week, before the teacher leaves for the weekend. The building principal may allow teachers an extension through the weekend. The format for the lesson plan will be specified by the building principal 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: February 2007

Revised on:

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2130

Program Evaluation and Diagnostic Tests

The Board strives for efficiency and effectiveness in all facets of its operations. To achieve this goal, at the regular October Board meeting 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.

The District will utilize a variety of assessment processes to:

1. Determine the effectiveness of the instructional programs;
2. Assess the progress of individual students in attaining student learning objectives; and
3. Diagnose the needs of individual students who are not progressing at their expected rates.

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.

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

Policy History:

Adopted on:	February 2007
Revised on:	February 15, 2011

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Student and Family Privacy RightsSurveys - General

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

Surveys Created by a Third Party

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

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

Surveys Requesting Personal Information

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

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

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

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

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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.

Notification of Rights and Procedures

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;

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- 1 3. The approximate dates during the school year when a survey requesting personal
2 information, as described above, is scheduled or expected to be scheduled;
3 4. How to request access to any survey or other material described in this policy.
4

5 This notification shall be given parents/guardians at least annually at the beginning of the school
6 year and within a reasonable period after any substantive change in this policy.
7

8 The rights provided to parents/guardians in this policy transfer to the student, when the student
9 turns eighteen (18) years of age or is an emancipated minor.
10
11
12

13 Cross Reference: 3410 Student Health/Physical Screenings/Examinations
14 2311 Instructional Materials
15 3200 Student Rights and Responsibilities
16

17 Legal Reference: 20 U.S.C. 1232h Protection of Pupil Rights
18

19 Policy History:

20 Adopted on: July 13, 2003

21 Revised on: February 2007

INSTRUCTION

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 world of work.
7. Solicit feedback from students, staff, and parents, for purposes of program improvement.
8. Assist students in developing a sense of belonging and self-respect.
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 to 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.

Legal Reference	§ 49-3-203, MCA	Educational, counseling, and training programs
	10.55.710, ARM	Assignment of Guidance Staff
	10.55.802, ARM	Opportunity and Educational Equity

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2140

1 Policy History:

2 Adopted on: February 2007

3 Revised on: July 20, 2010

4

5 *Revision Note: added language regarding nicotine / tobacco programs*

STUDENTS

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Suicide Awareness and Prevention

Professional Development

The Administration shall develop and implement a youth suicide prevention program meeting minimum requirements set forth in 10.55.719, ARM.

The District will provide 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. The training materials will be approved by the Office of Public Instruction (OPI).

The District will provide at least two (2) hours of youth suicide and prevention training beginning the 2017-18 school year. The District will provide, at a minimum, two (2) hours of youth suicide awareness and prevention training every five (5) years thereafter. All new employees who work directly with any student enrolled in the school district will be provided training the first year of employment.

Youth suicide and prevention training may include:

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

Prevention and Response

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

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

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

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

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

Policy History:

Adopted on: August 2018

Revised on: March 2020

Revision Note:

Interscholastic Activities/Athletics

The District recognizes the value of a program of interscholastic activities/athletics as an integral part of the total school experience. The program of interscholastic activities/athletics includes all activities/athletics 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.

Interscholastic activities/athletics enhance the quality of education through teaching character education, sportsmanship, and ethical and socially responsible behavior. It is the responsibility of our administration and activities/athletic staff to prove the educational worth of high school interscholastic activities/athletics and to show that the lessons learned by participants in these activities/athletics will reinforce and supplement the same goals as those of classroom teachers.

All activity/athletic programs will operate in compliance with District policy. All manuals, handbooks, procedures, rules, or regulations, including subsequent changes, intended for use within any activity/sport must be submitted to administration for review of compliance with District policy prior to use. It is the responsibility of administration and activity/athletic advisors/coaches to develop any such materials far enough in advance of the intended date of use to allow for administrative review.

All facilities and equipment utilized in the interscholastic activity/athletic 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/athletic advisor/coach must be properly trained and qualified for an assignment as described in the advisor/coach's job description. A manual which outlines the skills, techniques, and safety measures associated with an advising/coaching assignment will be developed and maintained by administration and distributed to each activity/athletic advisor/coach. All advisors/coaches will hold a current valid first aid certificate.

The Board recognizes that certain risks are associated with participation in interscholastic activities/athletics. 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. This form is attached as **2151F1**. Each participant will be required to furnish evidence of physical fitness (physical form) prior to becoming a member of an athletic team sanctioned by the Montana

High School Association (MHSA). A participant will be free of injury and will have fully recovered from illness before participating in any event.

Advisors/Coaches and/or trainers may not issue medicine of any type to students. This provision does not preclude the advisor/coach and/or trainer from using approved first aid items.

Program Review

Administration and activities/athletics advisors/coaches must periodically, but not less than every three years, fully review the activities/athletics program in alignment with the set of standards listed below, utilizing the form attached as **2151F2**. Every interscholastic activity/athletic program for which the school hires an advisor/coach and pays a stipend must be included in this review. The full review must be presented to the Board at least every three years at the regularly scheduled June Board meeting in the review year. Interim progress and plan presentations must be made to the Board annually in non-review years at the regularly scheduled June meeting. The full review and the interim presentations must include annual and cumulative demographic and survey response data.

Surveys

Administration is required to survey participants, parents, and advisors/coaches to solicit feedback on the quality of each program at the close of each activity/athletic season. Administration must ensure that surveys are conducted in a manner that provides anonymity to the respondents.

Survey participation is required. Parents and participants must acknowledge and accept this responsibility prior to the student participating in any JHS interscholastic activity/athletic program or sport. An acknowledgement form is attached as **2151F3**. Administration will incorporate this acknowledgement/acceptance form in pre-season materials. Administration will track survey participation.

Survey templates are attached as **2151F4-5-6**. Survey items may not be removed except by approval of the Board. Survey items may be added at the discretion of administration in order to obtain more or better information relating to program standards and goals and improvement initiatives. Essay or free-form text survey questions may be used at the discretion of the administration. Questions that would require a survey participant to give identifiable information must not be used.

These review and survey processes are intended to be an evaluation of the activities/athletics program and are not to be used as the sole evaluation of an advisor/coach. The Board recognizes that supervision and evaluation of activity/athletic advisors/coaches rests with school administration. Data from the surveys associated with these policies may be used as a part of, but not as a substitute for, the regular advisor/coach evaluation process. In addition, the Districts recognizes that complaints about an advisor/coach should follow the Uniform Complaint Procedure in Policy 1700.

ACTIVITY/ATHLETIC PROGRAM STANDARDS

STANDARD I: Guiding Principles. Activity/athletic programs and competition are an integral part of students' academic, social, emotional and physical development. The JHS

Activity/athletic Program promotes the academic mission of our school and honorable competition. Administration clearly defines and communicates what JHS is seeking to achieve and delineate the expectations of each activity/athletic program for participants, advisors/coaches, school administration, parents/guardians, and the community. As part of this, each coach, player and parent/guardian is required to acknowledge and abide by our Codes of Conduct which are attached as Forms **2151F7-8-9**.

STANDARD II: Activity/athletic Program Expectations. Activity/athletic programs are developed by administration that enable the school to achieve these expectations: high level of student participation in activities/athletics, activity-specific skill development, promotion of academic achievement, the teaching and endorsement of sportsmanship, character development, ethics, values, living a healthy and drug free lifestyle and appropriate behavior for all participants, advisor/coaches, parents, and spectators in connection with the activity/athletic program.

STANDARD III: Program Resources and Equity. Sufficient support and resources are provided to assure the achievement of the program expectations. Equitable and appropriate resources, facilities, and opportunities are afforded to all activity/athletic programs.

STANDARD IV: Program Administration. Structure, policies, procedures, and personnel to allow for the attainment of the athletic program expectations are provided by administration. Administration incorporates and encourages the active involvement of advisors/coaches, participants, parents, booster clubs, and the community in decision-making to promote an atmosphere of participation and ownership. The accomplishments of the program, the participants and the advisors/coaches are regularly acknowledged and celebrated.

STANDARD V: Program Evaluation. Ongoing evaluation procedures are in place to measure the department's success in achieving its standards and expectations and the developmental skill growth of each participant. The program has a clearly defined evaluation plan in place which is designed to enhance the professional growth of all advisors/coaches and participants. Skill growth goals and plans for the team are co-developed by the participants and advisor/coach at the beginning of each season and formally assessed at the end of each season. A form for use in goals/plan/assessment is attached as **2151F7**. Each activity/athletic advisor/coach reports their progress in meeting skill growth goals to administration.

Cross Reference: 3416 administering Medicines to Students
1700 Uniform Complaint Procedure

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

Policy History: Edited April 2022

Adopted on: February 2007

Revised on: May 2016

Revision notes: Substantially revised to include broadened description of program description, goals and expectations, five activity/athletic program standards, processes for review and survey of activity/athletic program and accompanying forms:

2151F1 - INTERSCHOLASTIC ACTIVITY/ATHLETICS PROGRAM ASSUMPTION OF RISK FORM

2151F2 - THREE YEAR INTERSCHOLASTIC ACTIVITY/ATHLETICS PROGRAM EVALUATION FORM

2151F3 - PLAN/GOAL/ASSESS AND SURVEY REQUIREMENT ACKNOWLEDGEMENT

2151F4 - JHS Activities/Athletics Participant Survey

2151F5 - JHS Activities/Athletics Advisor/Coach Survey

2151F6 - JHS Activities/Athletics Parent Survey

2151F7 – JHS Activities/Athletics Player’s Code of Conduct

2151F8 – JHS Activities/Athletics Coach’s Code of Conduct

2151F9 – JHS Activities/Athletics Parent’s Code of Conduct

**INTERSCHOLASTIC ACTIVITY/ATHLETICS PROGRAM ASSUMPTION OF RISK
FORM**

Extracurricular activities may include physical contact and physical exertion. There is an inherent risk of injury in the activity. By signing this agreement, I acknowledge that the School District staff try to prevent accidents. I agree to accept responsibility for my student's participation in the school activities. The activity is strictly voluntary.

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. My signature below gives my child permission to participate in a School Activity.

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:

INSTRUCTION

2151F1

Page 2 of 2

1 Student Athlete _____
2 (Please Print)

3
4
5 Parent/Guardian _____
6 (Signature)

7
8 Date: _____

9
10 Legal Reference:

11
12 Policy History:

13 Adopted on: May 2016

14 Revised on: March 2020

15
16 *Revision Note:*

THREE YEAR INTERSCHOLASTIC ACTIVITY/ATHLETICS PROGRAM EVALUATION FORM

Program Evaluation Compiled by:	
Title:	
Time Period Covered:	
Programs Offered During the Period:	

STANDARD I: Guiding Principles. Activity/athletic programs and competition are an integral part of students' academic, social, emotional and physical development. The JHS Activity/Athletic Program promotes the academic mission of our school and honorable competition. Administration clearly defines and communicates what JHS is seeking to achieve and delineate the expectations of each activity/athletic program for participants, advisors/coaches, school administration, parents, and the community.

1. List those involved in preparing this review. What efforts were made to involve leaders/coaches, student, parents and the community? How could participation be improved?
2. Describe the process used to communicate expectations for advisors/coaches, participants, school administration, parents, and the community. Are the expectations clearly articulated, understood and accepted by each group? Attach examples of written materials.
3. Discuss how advisors/coaches model the beliefs and values expressed in the activity/athletic guiding principles.
4. What do advisors/coaches do to ensure that participants understand the importance of the values and beliefs expressed in the guiding principles?
5. Discuss the steps the activity/athletic department has taken to assure that the guiding principles are widely disseminated and understood by the entire school and community.
6. Discuss the strength of the link between the activity/athletic and academic programs of the school. What, if anything, needs to be enhanced in this area to achieve the mission?
7. Discuss how the activity/athletic guiding principles complement and are compatible with the academic mission of the school.

8. Do the activity/athletic guiding principles serve as the basis for all decisions relative to the program? Cite an example.

9. List those attributes the activity/athletic department does well regarding the guiding principles.

10. List those aspects of the guiding principles in need of intervention by order of importance.

11. Describe the plan to address areas in need of intervention.

STANDARD II: Activity/Athletic Program Expectations. *Activity/athletic programs are developed by administration that enable the school to achieve these expectations: high achievement levels in the areas of student participation in activities, activity/athletic-specific skill development, promotion of academic achievement, the teaching and endorsement of sportsmanship, character development, ethics, values, living a healthy and drug free lifestyle and appropriate behavior for all participants ,advisors/ coaches, parents, and spectators.*

1) Describe the process the activity/athletic department has instituted to facilitate the writing or revision of curricula, program guides or documents for activity/athletic specific training, conditioning and skill development.

2) List all activities/sports and describe for each what has been developed to achieve the program expectations in these areas, the measurable results and the plan for continued improvement (include samples of materials, information disseminated):

A- High level of participation

B- Activity/athletic-specific skill development

C- Promotion of academic achievement

D- Sportsmanship

E- Ethics, Value, Character Development

F- Development of Healthy Lifestyles

G- Appropriate behavior

3) Explain how varsity or head advisors/coaches instruct and support sub-varsity advisors/coaches on the developmental skills of the sport.

4) Describe how the activity/athletic department promotes and recognizes the academic achievement of participants.

- 5) List those attributes the activity/athletic department does well regarding the activity/athletic program expectations.
- 6) List those aspects of the activity/athletic program expectations in need of intervention by order of importance.
- 7) Describe the plan to address areas in need of intervention.

STANDARD III: Program Resources and Equity. *Sufficient support and resources are provided to assure the achievement of the program expectations. Equitable and appropriate resources, facilities, and opportunities are afforded to all activity/athletic programs.*

- 1) Provide details of the budgeting process used to develop and adjust the activity/athletic department budget.
- 2) List all sources of revenue used to fund the activity/athletic program. Are all resources equitably distributed?
- 3) Discuss how resources are allocated to each sport and how allocations are determined. Does the activity/athletic department believe there is equity in the process?
- 4) Provide details of the activity/athletic budget for the past two years – excluding salaries and transportation. Provide a breakdown by activity/sport for the following:
 - A- Supplies
 - B- Uniforms
 - C- New/replacement equipmentAre these allocations equitable and sufficient?
- 5) What areas of the budget need to be changed in order to meet the activity/athletic guiding principles and program expectations and why?
- 6) Do all male and female activity/athletic programs have equal opportunity to compete and equal access to all facilities?
- 7) Are all transportation, meal, lodging and end-of-season recognition events/banquets similar and equitable for all participants/athletes? If not, please explain.
- 8) List those attributes the activity/athletic department does well regarding program resources and equity.

9) List those aspects of program resources and equity in need of intervention by order of importance.

10) Describe the plan to address areas in need of intervention.

STANDARD IV: Program Administration. *Structure, policies, procedures, and personnel to allow for the attainment of these five activity/athletic program standards are provided by administration. Administration incorporates and encourages the active involvement of advisors/coaches, participants, parents, booster clubs, and the community in decision-making to promote an atmosphere of participation and ownership. The accomplishments of the program, the participants and the coaches are regularly acknowledged and celebrated. The program has a clearly defined evaluation plan in place which is designed to enhance the professional growth of all advisors/coaches and participants.*

1. Describe and discuss the adequacy of the personnel, time and resources provided the activity/athletic department to effectively administer and lead the activity/athletic program. Specifically detail any guideline or expectation of the program not being met as a result of insufficient personnel, resources or time, suggest changes.
2. Are the policies and procedures and associated handbooks or manuals of the activity/athletic department clearly written and articulated to all involved? If yes, are copies given to advisors/coaches and school administrators? When was the last time these policies and procedures were updated? Were advisors/coaches, participants, and parents involved in the writing or review of these policies and procedures? Please discuss how the department informs the school and community of its programs, policies, and procedures as well as MHSA rules and regulations. How often does the school review the handbook with advisors/coaches and how often is the handbook updated? Attach copies of or provide a link to all handbooks.
3. Are the present policies and procedures of the activity/athletic department sufficient for the effective operation of an exemplary activity/athletic program in line with the guiding principles and expectations? Please explain.
4. Does the activity/athletic department have written job descriptions for all advisor/coach positions?
5. Describe the procedures used by the school/activity/athletic department to evaluate advisors/coaches. Have the evaluation procedures improved the performance of advisors/coaches and enhanced learning for the participants?
6. Does the school activity/athletic department offer staff development or in-service programs to enhance the skills and ability of advisors/coaches based upon data from the

annual evaluation of advisors/coaches? Provide a listing of any programs offered by the school or attended by the advisor/coaching staff.

7. Describe how the school regularly acknowledges, celebrates, and displays the accomplishments of the participants and advisors/coaches. Do all programs receive the same recognition?

8. List those attributes the activity/athletic department does well regarding program administration.

9. List those aspects of program administration in need of intervention by order of importance.

10. Describe the plan to address areas in need of intervention.

STANDARD V: Program Evaluation. *Ongoing evaluation procedures are in place to measure the department's success in achieving the five activity/athletic program standards. Team growth goals and plans are co-developed by the participants and leader/coach at the beginning of each season and formally assessed at the end of each season. A form for use is attached as 2151F5. Each activity/athletic leader/coach reports their progress in meeting team growth goals to the school administration.*

1. Discuss the data collection procedures and what data the activity/athletic department uses to measure its success in meeting the five athletic/activity program standards.

2. Detail how team growth goals are evaluated by their advisors/coaches both pre-and post-season. Provide examples of team growth goals and plans and end-season assessments co-developed by advisors/coaches and players. Provide start and end of season team growth goal forms for each activity/sport.

3. Discuss how the team growth goals and plan and the end-season assessment are developed with and then shared with the participants and activity/athletic director and advisors/coaches.

4. List those attributes the activity/athletic department does well regarding program and player evaluation.

5. List those aspects of program and player evaluation in need of intervention by order of importance.

6. Describe the plan to address areas in need of intervention.

ACTIVITY/ATHLETIC PROGRAM STRENGTHS / NEEDS

Please list those attributes that the activity/athletic department does well:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Please list areas in need of improvement as a result of the self-study review in priority order:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

What are the major obstacles the activity/athletic department faces in meeting the five standards, if any? Please list in priority order:

- 1.
- 2.
- 3.
- 4.
- 5.

PROVIDE THIS DEMOGRAPHIC DATA AS A SPREADSHEET SHOWING A ROLLING FIVE YEARS OF DATA

INSTRUCTION

2151F2

Page 7 of 7

1. Number of participants (boys/girls)* in the JHS activity/athletic program.
2. Number of boys/girls per activity/sport.
3. Total instances of participants declared academically ineligible by activity/sport.
4. Number of students cut from activities/sports (boys/girls) per activity/sport by grade.
5. Number of students removed from activities/sports for reasons other than academic performance. List the activity/sport and reason.
6. Number of sportsmanship issues, e.g., game ejections, altercations, red cards, taunting, etc., by activity/sport. List data for participants and advisors/coaches separately.
7. Number of advisors/coaches who are certified teachers, the number of certified teachers from outside the district, the number of non-certified individuals who are advisors/coaches in the district.
8. Percentage of participants achieving academic honors by activity/sport.
9. The percentage of turnover of advisors/coaches over the past five years.

Legal Reference:

Policy History:

Adopted on: May 2016

Revised on:

Revision Note:

INTERSCHOLASTIC ACTIVITY/ATHLETICS PROGRAM

PLAN/GOAL/ASSESS AND SURVEY REQUIREMENT ACKNOWLEDGEMENT

ACTIVITY/SPORT: _____

SEASON START MONTH AND YEAR: _____

FOR THE PARTICIPANT:

As part of fulfilling the school's obligation to meeting its Five Standards in the Interscholastic Activity/Athletics Program, I understand and agree that I will:

- Acknowledge and abide by the Participant's Code of Conduct.
- Participate in completing a JHS Activities/Athletics Team Pre-Season Goals and Plan with my advisor/coach before I participate in any competitions or games for this activity/sport. (See District Policy Form 2151F7.)
- Participate in the Team Post-Season Assessment when the season ends. (See District Policy Form 2151F7.)
- Complete a post-season Participant Survey. This survey will be conducted in such a way that my survey is anonymous. I will not be required to include any essay or text responses. No questions will be asked that could identify me. (See District Policy Form 2151F4.)

Participant Name (Printed): _____

Participant Signature: _____ Date: _____

FOR THE PARENT/GUARDIAN:

As part of fulfilling the school's obligation to meeting its Five Standards in the Interscholastic Activity/Athletics Program, I understand and agree that I will:

- Acknowledge and abide by the Parent/Guardian's Code of Conduct.
- Complete a post-season Parent Survey. This survey will be conducted in such a way that my survey is anonymous. I will not be required to include any essay or text responses. No questions will be asked that could identify me. (See District Policy Form 2151F6.)

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Legal Reference:

Policy History:

Jefferson High School District #1

INSTRUCTION

2151F3

Page 2 of 2

- 1 Adopted on: May 2016
- 2 Revised on: April 2022
- 3
- 4 *Revision Note:*

Jefferson High School District #1

INSTRUCTION

2151F4

Page 1 of 2

JHS Activities/Athletics Participant Survey

Activity/sport for which I am completing this survey: _____ Season start month and year: _____

Gender: male female Grade: 9 10 11 12

Please circle your rating for each statement:

	1- Strongly Agree	2- Agree	3- Disagree	4- Strongly Disagree	5- Not Applicable
I am happy with this program	1	2	3	4	5

PARTICIPANT PERSONAL GROWTH AND DEVELOPMENT

My participation in this activity/athletic. . .

- Provided me growth in emotional control	1	2	3	4	5
- Helped my social-interpersonal skills	1	2	3	4	5
- Helped me in making decisions	1	2	3	4	5
My grades were better while participating	1	2	3	4	5
My sleeping or eating patterns did not suffer	1	2	3	4	5
I will be a better person after participating in this activity/athletic	1	2	3	4	5

PROGRAM ISSUES

I am familiar with the five Standards of the activity/athletics program	1	2	3	4	5
The five standards reflect the values of the school and community	1	2	3	4	5
Participation in this program is a positive experience	1	2	3	4	5
Expectations of participants is fair and equitable	1	2	3	4	5
Rules of conduct are effectively followed	1	2	3	4	5
Activity/athletic policies and procedures are clearly defined	1	2	3	4	5
Demands of meeting or practice schedules are reasonable	1	2	3	4	5
An appropriate balance exists between academics and athletics	1	2	3	4	5
The activities/athletics program is well-administered	1	2	3	4	5
Activity/athletic and sports offerings are sufficient to accommodate the interests of most students	1	2	3	4	5
I participated in developing Team growth goals with my advisor/coach pre-season and assessed our goals with my advisor/coach and team post-season	1	2	3	4	5

PROGRAM

My playing time was equal to my ability and attitude	1	2	3	4	5
Adequate Equipment was available	1	2	3	4	5

PERSONNEL

The advisor/coach encouraged me to maintain high academics	1	2	3	4	5
The advisor/coach required compliance with school and team rules	1	2	3	4	5
The advisor/coach stressed that safety was important					
The advisor/coach clearly explained their expectations of me	1	2	3	4	5
The advisor/coach stressed positives	1	2	3	4	5

COMMUNICATION

Communication was honest	1	2	3	4	5
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Jefferson High School District #1

INSTRUCTION

2151F4

Page 2 of 2

Communication was effective	1	2	3	4	5
Criticism or issues were addressed privately	1	2	3	4	5
Coaches are fair in choosing teams and playing athletes	1	2	3	4	5
Coaches teach positive values to athletes	1	2	3	4	5
Coaches demonstrate competence in teaching about their sport or activity/athletic	1	2	3	4	5
Coaches demonstrate competence in game strategies	1	2	3	4	5
Athletes can approach coaches freely to discuss personal issues	1	2	3	4	5

EQUITY

Activity/athletic programs in which I have participated have been treated fairly with all other sports/activities	1	2	3	4	5
Boys and girls athletic programs receive equitable treatment	1	2	3	4	5
Practice and game facilities are equitable for boys and girls sports	1	2	3	4	5
Uniform replacement is equitable for boys and girls teams	1	2	3	4	5
Facilities, equipment and uniforms are as good as our opponents	1	2	3	4	5

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Legal Reference:

Policy History:

Adopted on: May 2016

Revised on:

Revision Note:

Jefferson High School District #1

INSTRUCTION

2151F5

Page 1 of 2

JHS Activities/Athletics **Advisor/Coach** Survey

Program I am completing this survey for: _____ Season start month and year: _____

Please circle your rating for each statement:

	1- Strongly Agree	2- Agree	3- Disagree	4- Strongly Disagree	5- <i>Not Applicable</i>
PROGRAM ISSUES					
I am familiar with the five Standards of the activity/athletics program	1	2	3	4	5
The five standards reflect the values of the school and community	1	2	3	4	5
Participation in this program is a positive experience	1	2	3	4	5
Expectations of participants is fair and equitable	1	2	3	4	5
Rules of conduct are effectively followed	1	2	3	4	5
Activity/athletic policies and procedures are clearly defined	1	2	3	4	5
I was given adequate time for meetings or practices	1	2	3	4	5
An appropriate balance exists between academics and athletics	1	2	3	4	5
The activities/athletics program is well-administered	1	2	3	4	5
Activity/athletic and sports offerings are sufficient to accommodate the interests of most students	1	2	3	4	5
I developed pre-season Teamgrowth goals with the Team and assessed the goals with the team post season	1	2	3	4	5
PERSONNEL ISSUES					
The process of selecting advisors/coaches is fair and effective	1	2	3	4	5
Appropriate staff development opportunities exist for advisors/coaches					
Varsity advisors/coaches instruct and guide JV and freshman advisors/coaches	1	2	3	4	5
The system of evaluating advisors/coaches is fair and effective	1	2	3	4	5
A cooperative spirit exists between advisors/coaches of different activities/sports	1	2	3	4	5
Participants can approach advisors/coaches freely to discuss personal issues	1	2	3	4	5
Advisors/coaches provide guidance and assistance to participants intending to compete/play in college	1	2	3	4	5
COMMUNICATIONS					
Advisors/coaches input regarding activity/athletic programs is valued	1	2	3	4	5
The activity/athletic department clearly communicates its expectations concerning sportsmanship and fan behavior	1	2	3	4	5
Activity/athletic achievements are given appropriate exposure within the school	1	2	3	4	5
Parental input regarding advisors/coaches is fairly considered by administration	1	2	3	4	5

Jefferson High School District #1

INSTRUCTION

2151F5

Page 2 of 2

Advisors/coaches effectively communicate their expectations of participants to parents	1	2	3	4	5
EQUITY					
All students are given an equal opportunity to participate in activity/athletic programs	1	2	3	4	5
Boys and girls activity/athletic programs receive equitable treatment	1	2	3	4	5
Practice and game facilities are equitable for boys and girls sports	1	2	3	4	5
Uniform replacement is equitable for boys and girls teams	1	2	3	4	5
Facilities, equipment and uniforms are as good as our opponents	1	2	3	4	5
Activity/athletic teams are financially as well supported as those of our opponents	1	2	3	4	5
Advisor/coach stipends are fair relative to surrounding communities	1	2	3	4	5

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Legal Reference:

Policy History:

Adopted on: May 2016

Revised on:

Revision Note:

Jefferson High School District #1

INSTRUCTION

2151F6

Page 1 of 2

JHS Activities/Athletics Parent Survey

Activity/athletic program I am completing this survey for: _____ Season start month and year: _____

For the student and activity/sport I am completing this survey for: Gender: male female Grade: 9 10 11 12

Please circle your rating for each statement:

	1- Strongly Agree	2- Agree	3- Disagree	4- Strongly Disagree	5- Not Applicable
PROGRAM ISSUES					
I am familiar with the five Standards of the activity/athletics program	1	2	3	4	5
The five standards reflect the values of the school and community	1	2	3	4	5
Participation in this program is a positive experience	1	2	3	4	5
Expectations of participants is fair and equitable	1	2	3	4	5
Rules of conduct are effectively followed	1	2	3	4	5
Activity/athletic policies and procedures are clearly defined	1	2	3	4	5
Demands of meeting or practice schedules are reasonable	1	2	3	4	5
An appropriate balance exists between academics and athletics	1	2	3	4	5
The activities/athletics program is well-administered	1	2	3	4	5
Activity/athletic and sports offerings are sufficient to accommodate the interests of most students	1	2	3	4	5
PERSONNEL ISSUES					
Advisors/coaches are fair in choosing teams and playing participants	1	2	3	4	5
Advisors/coaches teach positive values to participants					
Advisors/coaches demonstrate competence in teaching about this activity/sport	1	2	3	4	5
Advisors/coaches demonstrate competence in competition/game strategies	1	2	3	4	5
Participants can approach advisors/coaches freely to discuss personal issues	1	2	3	4	5
Advisors/coaches provide guidance and assistance to participants intending to compete/play in college	1	2	3	4	5
COMMUNICATIONS					
Parent input regarding activity/athletic programs is valued	1	2	3	4	5
The activity/athletic department clearly communicates its expectations concerning sportsmanship and fan behavior	1	2	3	4	5
Activity/athletic achievements are given appropriate exposure within the school	1	2	3	4	5
Parental input regarding advisors/coaches is fairly considered by administration	1	2	3	4	5

Advisors/coaches effectively communicate their expectations of participants to parents	1	2	3	4	5
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EQUITY

All students are given an equal opportunity to participate in activity/athletic programs	1	2	3	4	5
Boys and girls activity/athletic programs receive equitable treatment	1	2	3	4	5
Practice and game facilities are equitable for boys and girls sports	1	2	3	4	5
Uniform replacement is equitable for boys and girls teams	1	2	3	4	5
Facilities, equipment and uniforms are as good as our opponents	1	2	3	4	5
Activity/athletic teams are financially as well supported as those of our opponents	1	2	3	4	5

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Legal Reference:

Policy History:

Adopted on: May 2016

Revised on:

Revision Note:

JHS Activities/Athletics Player's Code of Conduct

Participation in interscholastic competition is designed to enhance a student's education. The interscholastic program is designed to augment academic achievement and should never interfere with opportunities for academic success. Each student should be treated with the utmost respect, and his or her welfare should be considered in decisions by the coach at all times. Accordingly, the following guidelines for activity participants have been adopted by the JHS Board of Trustees.

The participant accepts responsibility for his/her behavior on and off the field and/or in and out of an activity or competition. The participant understands that behavior affects teammates, school, and other people either positively or negatively.

The participant leads courageously and lives with integrity by speaking up against injustice and on behalf of others even when it is hard or unpopular.

The participant acts with respect toward all people including parents, coaches, teammates, teachers, opponents, and spectators.

The participant does not make judgments or act according to the race, gender, religion, neighborhood, sexual orientation, or abilities of other individuals.

The participant acts with empathy and tries to understand what is going on in the hearts and minds of others and what is causing those feelings to be supportive and encouraging.

The participant always serves as a role model by talking politely and acting courteously toward coaches, teammates, opponents, officials, and spectators.

The participant gives 100% effort to practices, games, and events and understands that effort demonstrates commitment to the team and respect for coaches and teammates.

The participant displays good sportsmanship and acknowledges and applauds the efforts of others.

The participant encourages teammates with positive statements and refrains from boasting to teammates and 'trash-talking' to members of other teams.

The participant accepts defeat graciously by congratulating opponents on a game or activity well played.

The participant abides by the policies, rules, and guidelines of the district, school, team, and coaches.

INSTRUCTION

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Page 2 of 2

- 1
- 2 Student Participant/Athlete Signature: _____
- 3 Sport/Season: _____
- 4 Date: _____
- 5
- 6 Legal Reference:
- 7
- 8 Policy History:
- 9 Adopted on: May 2016
- 10 Revised on: September 2022
- 11
- 12 *Revision Note:*

JHS Activities/Athletics Coach's Code of Conduct

The function of a coach is to educate students through participation in interscholastic competition. An interscholastic program should be designed to enhance academic achievement and should never interfere with opportunities for academic success. Each student should be treated with the utmost respect, and his or her welfare should be considered in decisions by the coach at all times. Accordingly, the following guidelines for coaches have been adopted by the JHS Board of Trustees.

- The coach shall be aware that he or she has a tremendous influence, for either good or ill, on the education of the student and, thus, shall never place the value of winning above the value of instilling the highest ideals of character.
- The coach shall uphold the honor and dignity of the profession. In all personal contact with students, officials, athletic directors, school administrators, the state high school athletic association, the media, and the public, the coach shall strive to set an example of the highest ethical and moral conduct.
- The coach shall take an active role in the prevention of drug, alcohol, and tobacco abuse.
- The coach shall avoid the use of alcohol and tobacco products when in contact with players.
- The coach shall promote the entire interscholastic program of the school and direct his or her program in harmony with the total school program.
- The coach shall master the contest rules and shall teach them to his or her team members. The coach shall not seek an advantage by circumvention of the spirit or letter of the rules.
- The coach shall exert his or her influence to enhance sportsmanship by spectators, both directly and by working closely with cheerleaders, pep club sponsors, booster clubs, and administrators.
- The coach shall respect and support contest officials. The coach shall not indulge in conduct which would incite players or spectators against the officials. Public criticism of officials or players is unethical.
- The coach should meet and exchange cordial greetings with the opposing coach to set the correct tone for the event before and after the contest.
- The coach shall not exert pressure on faculty members to give student special consideration.
- The coach shall not scout opponents by any means other than those adopted by the league and/or state high school athletic association.

Coach Signature: _____

Sport/Season: _____

Date: _____

Legal Reference:

INSTRUCTION

2151F8

Page 2 of 2

- 1 Policy History:
- 2 Adopted on: May 2016
- 3 Revised on: May 2022
- 4
- 5 *Revision Note:*

JHS Activities/Athletics Parent's Code of Conduct

Participation in interscholastic competition is designed to enhance a student's education. The interscholastic program is designed to augment academic achievement and should never interfere with opportunities for academic success. Each student should be treated with the utmost respect, and his or her welfare should be considered in decisions by the coach at all times. Accordingly, the following guidelines for the parents of activity participants have been adopted by the JHS Board of Trustees.

The conscientious parent understands and endorses the purpose of our program: to help our students become citizens who will lead, be responsible, and change the world for good.

The conscientious parent supports the coaches by applauding behaviors in all participants that demonstrate characteristics of integrity, empathy, sacrifice, and responsibility.

The conscientious parent acknowledges and appreciates every participant's growth towards maturity and efforts toward establishing stronger relationships with teammates, coaches, and themselves.

The conscientious parent affirms all participants when good character, healthy sportsmanship, and other centered behaviors are displayed, not only affirming performance or a victory.

The conscientious parent serves as a role model for all participants, talking politely and acting courteously towards coaches, officials, other parents, visiting team parents, and spectators at practices, games, and meetings.

The conscientious parent models good sportsmanship, acknowledges and applauds the efforts of team members and opponents, and accepts defeat graciously by congratulating the members of the opposing team on a game well played.

The conscientious parent supports the team regardless of the outcome.

The conscientious parent encourages all participants with positive statements, even when they make mistakes.

The conscientious parent refrains from boasting about their child's accomplishments.

When problems or questions arise, the conscientious parent works to have their child present the problem to the coach to develop self-advocacy and communication skills. After meeting with their coach, if the issue requires more clarity, only then will the conscientious parent contact the coach.

INSTRUCTION

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Page 2 of 2

Because I am a parent with the power, position, and platform to make a positive difference in the lives of all players, I commit to this code of conduct. When failing to live up to these standards, I will allow for accountability and take responsibility for my actions.

Parent/Guardian Signature: _____

For Student Name: _____

Sport/Season: _____

Date: _____

Legal Reference:

Policy History:

Adopted on: May 2016

Revised on: September 2022

Revision Note:

INSTRUCTION

2158

Page 1 of 2

Family Engagement Policy

The Jefferson High 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.

Parent/Family Involvement Goals and Plan

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

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

The district's plan for meeting these goals will:

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, including:

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Page 2 of 2

- 1 • Keeping parents/families informed of opportunities for involvement and encouraging
- 2 participation in various programs.
- 3 • Providing access to educational resources for parents/families to use together with
- 4 their children.
- 5 • Keeping parents/families informed of the objectives of district educational programs
- 6 as well as of their child's participation and progress within these programs.
- 7 3. Enable families to participate in the education of their children through a variety of roles.
- 8 For example, parents/family members should be given opportunities to provide input into
- 9 district policies and volunteer time within the classrooms and school programs.
- 10 4. Provide professional development opportunities for teachers and staff to enhance their
- 11 understanding of effective parent/family involvement strategies.
- 12 5. Perform regular evaluations of parent/family involvement.
- 13 6. Provide access, upon request, to any instructional material used as part of the educational
- 14 curriculum.
- 15 7. If practical, provide information in a language understandable to parents.
- 16 8. Other options as Administration determines.

17
18 The board will review the plan and progress at the regular June board meeting.

19
20
21
22 Legal Reference:

23
24 Policy History:

25 Adopted on: January 2016

26 Revised on:

27 Timeline Index: June

28
29 *Revision Note:*

INSTRUCTION

2160

Page 1 of 2

Title I Parent and Family Involvement

The District endorses the parent involvement goals of Title I and encourages the regular participation of parents and family members of Title I eligible children in all aspects of the program to establish the agency's expectations and objectives for meaningful parent and family involvement. The education of children is viewed as a cooperative effort among the parents, family members, 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 and family involvement policy. This may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

At the required annual meeting of Title I parents and family members, parents and family members 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 and family members of children 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.

The parents and family members of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents and family members to meet with the classroom

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Page 2 of 2

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.

The activities authorized under this policy may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

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

Policy History:

Adopted on: February 2007

Revised on: March 2020

INSTRUCTION

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Page 1 of 2Title 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.

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 in a format and, to the extent practicable, in a language the parents can understand.

INSTRUCTION

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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 in a format and, to the extent practicable, in a language the parents can understand.

Procedure History:

Promulgated on: February 2007

Revised on:

INSTRUCTION

2161

Special Education

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

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

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

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

Policy History:

Adopted on: February 2007

Revised on:

INSTRUCTION

2161P

Page 1 of 6

Special Education

The Superintendent shall place the annual application on the agenda of a regular meeting of the Board, for action prior to submission to the state educational agency for final approval.

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 through twenty-one;
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 audio logical, 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:
 - A. 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.
 - B. 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.
 - C. 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.
 - D. 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.
 - E. Private Schools (This includes home schools.)

INSTRUCTION

2161P

Page 2 of 6

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

F. Homeless Children

G. 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:

(A) A child in the first year that the child is admitted to a school of the district up to grade 2; and

(B) 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 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;

INSTRUCTION

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Page 3 of 6

- 1 • In accordance with the discipline procedures in 34 CFR 300.530(h) (...on the date on
- 2 which the decision is made to make a removal that constitutes a change of placement of a
- 3 child with a disability because of a violation of a code of student conduct, the LEA
- 4 must...provide the parents the procedural safeguards notice); and
- 5 • Upon request by a parent.

6

7 A public agency also may place a current copy of the procedural safeguard notice on its internet

8 website, if a web site exists. [34 CFR 300.504(a) and (b)] [20 U.S.C. 1415(d)(1)]

9

10 The referral for special education consideration may be initiated from any source, including

11 school personnel. To initiate the process, an official referral form must be completed and signed

12 by the person making the referral. The District shall accommodate a parent who cannot speak

13 English and therefore cannot complete the District referral form. Recognizing that the referral

14 form is a legal document, District personnel with knowledge of the referral shall bring the

15 referral promptly to the attention of the Evaluation Team.

16

17 The District shall give written notice to the parent of its recommendation to evaluate or not to

18 evaluate the student. The parent will be fully informed concerning the reasons for which the

19 consent to evaluate is sought. Written parental consent will be obtained before conducting the

20 initial evaluation or before reevaluating the student.

21

22 The recommendation to conduct an initial evaluation or reevaluation shall be presented to the

23 parents in their native language or another mode of communication appropriate to the parent. An

24 explanation of all the procedural safeguards shall be made available to the parents when their

25 consent for evaluation is sought. These safeguards will include a statement of the parents' rights

26 relative to granting the consent.

27

28 Evaluation of Eligibility

29

30 Evaluation of eligibility for special education services will be consistent with the requirements of

31 34 C.F.R. 300.301 through 300.311 regarding Procedures for Evaluation and Determination of

32 Eligibility; and shall also comply with A.R.M. 10.16.3321.

33

34 Individualized Education Programs

35

36 The District develops, implements, reviews, and revises individualized education programs (IEP)

37 in accordance with the requirements and procedures of 34 C.F.R. 300.320-300.328.

38

39 Independent Education Evaluations

40

41 The parents of a child with a disability have the right to obtain an independent educational

42 evaluation of the child in accordance with law. Independent educational evaluation means an

43 evaluation conducted by a qualified examiner who is not employed by the District at District

44 expense.

45

INSTRUCTION

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Page 4 of 6

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

5
6 A parent is entitled to only one independent educational evaluation at public expense each time
7 the public agency conducts an evaluation with which the parent disagrees. If the parent obtains
8 an independent educational evaluation at District expense or shares with the public agency an
9 evaluation obtained at private expense, the results of the evaluation will be handled in
10 accordance with law.

11
12 If an independent educational evaluation is at District expense, the criteria under which the
13 evaluation is obtained, including the location of the evaluation and the qualifications of the
14 examiner, must be the same as the criteria that the public agency uses when it initiates an
15 evaluation.

16
17 Least Restrictive Environment

18
19 To the maximum extent appropriate, children with disabilities, including children in public or
20 private institutions or other care facilities, are educated with children who are nondisabled, and
21 special classes, separate schooling, or other removal of children with disabilities from the regular
22 class occurs only if the nature or severity of the disability is such that education in regular
23 classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.
24 Educational placement decisions are made in accordance with A.R.M. 10.16.3340 and the
25 requirements of 34 C.F.R. 300.114 - 300.120, and a continuum of alternate placements is
26 available as required in 34 C.F.R. 300.551.

27
28 Children in Private Schools/Out-of District Placement

29
30 Children with a disability placed in or referred to a private school or facility by the District, or
31 other appropriate agency, shall receive special education and related services in accordance with
32 the requirements and procedures of 34 C.F.R. 300.145 through 300.147 and A.R.M. 10.16.3122.

33
34 As set forth under 34 C.F.R. 300.137, children with a disability placed in or referred to a private
35 school or facility by parents do not have an individual right to special education and related
36 services at the District's expense. When services are provided to children with disabilities placed
37 by parents in private schools, the services will be in accordance with the requirements and
38 procedures of 34 C.F.R. 300.130 through 300.144 and 300.148.

39 Impartial Due Process Hearing

40
41 The District shall conduct the impartial hearing in compliance with the Montana Administrative
42 Rules on matters pertaining to special education controversies.

43
44 Special Education Records and Confidentiality of Personally Identifiable Information

45

INSTRUCTION

2161P

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A. 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.

B. 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.

C. 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 special education room, 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.

D. 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.

E. 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. 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.

F. Children's Rights

INSTRUCTION

2161P

Page 6 of 6

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 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.

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)
	Chapter 227 (2019)	Montana Dyslexia Screening and Intervention Act

Procedure History:

Promulgated on: February 2007

Revised on: November 2007, January 2009, February 2011, March 2020, May 2022

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.

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

Policy History:

Adopted on: February 2007

Revised on:

INSTRUCTION

2162P
Page 1 of 2Section 504 of the Rehabilitation Act of 1973 ("Section 504")

(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 his/her current placement until the matter has been resolved through the process set forth herein.

A. 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;

B. 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;

C. 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;

D. 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;

E. 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;

F. 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;

G. 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

INSTRUCTION

2162P
Page 2 of 2

- 1 factual issues;
2
3 H. The hearing officer shall, in writing, notify all parties of the date, time, and
4 location of the due process hearing;
5
6 I. Anytime prior to the hearing, the parties may mutually agree to submit the matter
7 to mediation. A mediator may be selected from the Office of Public Instruction's
8 list of trained mediators;
9
10 J. At the hearing, the District and the parent or legal guardian may be represented by
11 counsel;
12
13 K. The hearing shall be conducted in an informal but orderly manner. Either party
14 may request that the hearing be recorded. Should either party request that the
15 hearing be recorded, it shall be recorded using either appropriate equipment or a
16 court reporter. The District shall be allowed to present its case first. Thereafter
17 the parent or legal guardian shall be allowed to present its case. Witnesses may
18 be called to testify, and documentary evidence may be admitted; however,
19 witnesses will not be subject to cross-examination, and the Montana Rules of
20 Evidence will not apply. The hearing officer shall make all decisions relating to
21 the relevancy of all evidence intended to be presented by the parties. Once all
22 evidence has been received, the hearing officer shall close the hearing. The
23 hearing officer may request that both parties submit proposed findings of fact,
24 conclusions, and decision;
25
26 L. Within twenty (20) days of the hearing, the hearing examiner should issue a
27 written report of his/her decision to the parties;
28
29 M. Appeals may be taken as provided by law. The parent or legal guardian may
30 contact the Office of Civil Rights, 1244 Speer Boulevard, Suite 310, Denver, CO
31 80204-3582; (303) 844-5695 or (303) 844-5696.
32
33 (2) Uniform Complaint Procedure. If a parent or legal guardian of the student alleges that
34 the District and/or any employee of the District has engaged in discrimination or
35 harassment of the student, the parent or legal guardian will be required to proceed
36 through the District's Uniform Complaint Procedure.
37
38

39 Legal Reference: 34 C.F.R. 104.36 Procedural safeguards
40

41 Procedure History:

42 Promulgated on: February 2007

43 Revised on:

INSTRUCTION

2163

Traffic Education

Jefferson County High School will provide a drivers' training instruction program for students who live within the geographic boundaries of the public school district whether or not they are enrolled in the public school district and provided that students enrolled in the course will have reached their 15th birthday within six months of course completion, and has not yet reached 19 years of age on or before September 10 of the school year in which the student participates in traffic education.

All eligible students will be treated fairly and without bias in the notification, enrollment, and class administration procedures associated with the traffic education program.

Students are scheduled by age, with the oldest student having first priority.

The purpose of the program is to introduce students to a course of study which should lead to the eventual development of skills appropriate for a licensed driver. The traffic education program is designed to meet the criteria established by the Superintendent of Public Instruction. These criteria include requirements for instructional time, for instructor certification, recommendations for course of study and reimbursement procedures.

Legal Reference:	§ 20-7-502, MCA	Duties of superintendent of public instruction
	§ 20-7-503, MCA	District establishment of traffic education program
	§ 20-7-507, MCA	District traffic education fund
	10.13.307, ARM	Program Requirements
	10.13.312, ARM	Student Enrollment

Policy History:

Adopted on: February 2007

Revised on: October 21, 2008

Note: The revision included language in lines 4-5 (living within the geographical boundaries) and lines 10-11.

INSTRUCTION

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 potentials.

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: February 2007

Revised on:

INSTRUCTION

2167

Correspondence Courses

The District will permit a student to enroll in an approved correspondence course from a school approved by the National University Extension Association or the Distance Education Accrediting Commission, in order that such student may include a greater variety of learning experiences within the student's educational program.

Credit for correspondence 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. Credit is granted for the following approved schools:
 - a. Schools approved by the National University Extension Association or through of the schools approved by the Distance Education Accrediting Commission;
 - b. Community colleges, vocational-technical institutes, four-(4)-year colleges and university, and state-approved private schools in the state of Montana; and
 - c. Other schools or institutions which are approved by the District after evaluation for a particular course offering.

The District shall not be obligated to pay for a student's correspondence courses unless otherwise specified in Policy 2170. Any courses the District does not pay for will not be included in the ANB calculation in accordance with Policy 3121.

Distance learning course credit for core subjects will only be granted upon administrative review and approval.

Cross Reference:	2410 and 2410P 3121	High School Graduation Requirements Enrollment and Attendance
Legal Reference:	§ 20-7-116, MCA ARM 10.55.906 § 20-9-311, MCA	Supervised correspondence study High School Credit Calculation of average number belonging (ANB) – three-year averaging

Policy History:

Adopted on: February 2007

Revised on: June 2014, March 2020, May 2022

Revision Note: Changed list of approved schools and retitled from Correspondence Courses

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, video conferencing, 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 students schedule; and
5. Credit is granted for schools and institutions approved by the District after evaluation for a particular course offering.

The District will not be obligated to pay for a student’s distance learning courses unless otherwise specified in Policy 2170. 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.

INSTRUCTION

Cross Reference:	2410 and 2410P	High School Graduation Requirements
	2100	School Calendar and Year
	2170	Montana Digital Academy
	3121	Enrollment and Attendance
Legal Reference:	§ 20-9-311(4)(d), MCA	Calculation of Average Number Belonging
	ARM 10.55.602	Definitions
	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 2008

Revised on: March 2020, May 2022

Revision Note:

INSTRUCTION

Digital Academy Classes

The District recognizes that the District and students may have a need for greater flexibility in the educational program due to funding, teacher availability, individual learning styles, health conditions, employment responsibilities, lack of success in traditional school environments or a desire for students to accelerate their learning and work at the college level before leaving high school. The District acknowledges that online learning solutions offered by the Montana Digital Academy (MTDA) may fulfill these needs.

MTDA is authorized by Montana law to charge fees for students to access offered courses. The District shall pay fees for students enrolled in an MTDA class that is required for graduation as specified in District policy or the student handbook or as determined by the Superintendent or designee. The District may charge students a reasonable fee for an MTDA course or activity not required for graduation. The Board of Trustees authorizes the Superintendent to waive the fee in cases of financial hardship. Any courses the District does not pay for will not be included in the ANB calculation in accordance with Policy 3121.

The Superintendent, and/or designees, shall be responsible for developing procedures for the online learning program that address related topics that may include but are not limited to specification and determination of graduation requirements and fee collection for classes that are not required.

Further, the online learning solutions providers ensure that:

- A. Online course providers are accredited by a nationally recognized accreditation program or agency or are approved and endorsed by the Montana Office of Public Instruction.
- B. Qualified district staff provides information and guidance to students and parents regarding the selection of appropriate online courses to meet their needs, as well as a suitable number of online courses in which a student may enroll.
- C. The curriculum requirements of the state and school district are met.
- D. All online courses taken by the students will be approved by the administration in advance of enrollment.
- E. All teacher-led online courses include licensed, highly qualified teachers.

Cross Reference:	2100	School Calendar and Day
	2170P	Digital Academy Procedures
	3520	Student Fees and Fines
	3121	Enrollment and Attendance

Legal Reference:	§20-7-1201, MCA	Montana digital academy – purposes - governance
	§20-7-1202, MCA	Funding – rulemaking authority
	§20-9-213, MCA	Fees
	§20-9-311, MCA	Calculation of average number belonging (ANB) –

INSTRUCTION

three-year averaging

Policy History:

Adopted on: September 2010

Revised on: August 2021, May 2022

Revision Note:

Digital Academy Classes

The District will permit a student to enroll in Montana Digital Academy (MDA) classes in order that such student may include a greater variety of learning experiences within the student's educational program or enroll in a class for credit recovery.

The District will allow students in grades 9 thru 12 to enroll in the Montana Digital Academy program under the following conditions:

1. The student must be an enrolled student in the District.
2. A part-time student must be enrolled for a minimum of 180 aggregate hours of instruction as provided in 20-9-311(4)(a)(i). This can be an onsite or an MTDA class.
3. Determination of Montana High School Association (MHSA) eligibility Will be based on eligibility rules established by MHSA. Students who wish to take MTDA classes and participate in MHSA activities must follow all extra-curricular eligibility rules.
4.
The student will be required to take the class(es) during the Digital Academy course within the schedule.
OR: The student will have the option of taking the MTDA class(es) in the school building, during school time, or outside of the school building at a remote location, depending how and when such MTDA class(es) is/are offered.
6. Any MTDA course offered may be made available to a student in the discretion of the Superintendent or designee and all courses offered by MTDA shall be considered approved by the Board of Trustees for the applicable school fiscal year.
9. The District shall pay fees for students enrolled in an MTDA class that is required for graduation as specified in District policy or the student handbook or as determined by the Superintendent or designee. OPTIONAL**: Classes defined as being required for graduation include classes taken for purposes of credit recovery. OPTIONAL//: Classes defined as being required for graduation do not include classes offered by the District onsite as determined by the Superintendent or designee and will therefore be considered an elective class, subject to a student fee as referenced in his policy.
10. The District SELECTION OPTION: [shall/shall not**] charge students a reasonable fee for an elective MTDA course or activity not required for graduation. The Board of Trustees authorizes the Superintendent to waive the fee in cases of financial hardship.

Policy History:

Jefferson High School District #1

INSTRUCTION

2170P

Page 2 of 2

- 1 Adopted on: September 2010
- 2 Revised on: August 2021
- 3
- 4 *Revision Note:*

Significant Writing Program

The Board of Trustees has determined that incorporating an independent significant writing program in the District is not possible given the financial status of the district, the number of staff employed, and the time available within the class schedule. Writing will be incorporated in all aspects of the curriculum.

Legal Reference:	10.55.701(2)(p) ARM	Board of Trustees
	10.55.713(4) ARM	Teacher Load and Class Size

Policy History:

Adopted on: January 2016

Revised on:

Revision Note:

School Closure

Cross Reference: 2050 Student Instruction
2100 School Calendar and Day

Jefferson High School District #1

INSTRUCTION

2221

1 8110 Bus Routes and Schedules

2

3 Legal Reference: §§ 20-9-801 - 802, MCA Emergency school closure
4 §§ 20-9-806, MCA School closure by declaration of emergency
5 §§ 20-9-805. Rate of reduction in annual apportionment
6 entitlement.

7

8 Policy History:

9 Adopted on: February 2007

10 Revised on: June 2021

INSTRUCTION

2221P

Page 1 of 2

School Closure

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. (delete: If it is absolutely impossible for a central administrator to report for duty, the administrator may take the day as a personal leave day or vacation day, with the permission of the Superintendent.)

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 schedule for the day by immediate supervisor.

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.

Procedure History:

Promulgated on: February 2007

Revised on:

INSTRUCTION

2240

Page 1 of 1

Summer School

The Board of Trustees authorizes a summer program of instructional offerings for the purpose of remediation of credit, maintenance of skills, and enrichment. All classes offered for credit must meet minimum state requirements for accreditation and may be delivered at the school or at another offsite location. Remediation credit courses shall be offered for grades 9-12, in accordance with District advancement requirements. Credit course offerings must be approved by the Board of Trustees.

Legal Reference:

Policy History:

Adopted on: November 2021

Revised on:

Revision Note:

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: February 2007

Revised on:

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.

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: February 2007

Re-Adopted: February 2012

Revised on:

INSTRUCTION

2310

Selection of Library Materials

The Districts' library has the primary objective of implementing and supporting the educational program in the schools. It is the objective of the 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 expressed in the School Library Bill of Rights, endorsed by the American Association of School Librarians in 1969.

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 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.)

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: February 2007

Re-Adopted: February 2012

Revised on:

INSTRUCTION

2310P

Selection of Library Materials

Selection of library materials is a professional task conducted by the librarian with advice from the appropriate staff members. 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 JEFFERSON SCHOOL 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 Boulder Monitor and Jefferson Courier. 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: February 2007

Re-Adopted: February 2012

Revised on:

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. All instructional materials must be sequential and must be compatible with previous and future offerings.

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

Cross Reference: 2314 Learning Materials Review

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

Policy History:

Adopted on: February 2007

Revised on:

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: February 2007

Revised on:

INSTRUCTION

2312

Copyright

The District recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or use of audio, visual, 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.

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 programming 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.

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 - 1010 Federal Copyright Law of 1976

Policy History:

Adopted on: February 2007

Re-Adopted: February 2012

Revised on: May 2022

INSTRUCTION

2314

Page 1 of 2

Learning Materials Review

Citizens objecting to specific materials used in the District are encouraged to submit a complaint in writing and discuss the complaint with the building principal prior to pursuing a formal complaint.

A formal request to remove an item from the school or limit its use must be in writing and will be acted upon by the Superintendent. A spokesperson for each side of the issue will be heard by the Superintendent, if requested. A written decision will be delivered to the complainant within forty (40) school days. Any appeal of this decision must be delivered in writing to the Board within fourteen (14) calendar days. The Board will make final decisions on appeals.

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.

If a complaint is made (a complaint is defined as a written statement of opposition to a resource, requesting that it be removed or restricted), the procedures are as follows:

1. Treat each complainant courteously and confidentially but make no commitments.
2. Each complainant should be directed to the building principal.
3. The building principal will invite the complainant to complete and return a prepared questionnaire.
4. The completed questionnaire will be submitted by the principal to the chairperson of the review committee.
5. The review committee shall be a committee consisting of two (2) teachers selected by the Superintendent; the librarian; the principal; and a parent selected by the Superintendent. The principal, the Superintendent, and the librarian or teacher involved will be promptly informed of the completed questionnaire.
6. Use of challenged resources shall not be restricted during reevaluation proceedings.
7. The chairperson of the review committee will:
 - a. Notify committee members of the challenge and set up a meeting.
 - b. Discuss the questionnaire with the librarian or teacher involved.
 - c. Inform the complainant and librarian or teacher involved of the time and place of the committee meeting.

INSTRUCTION

2314

Page 2 of 2

- 1
- 2 8. The review committee will:
- 3
- 4 a. Examine resources referred to it.
- 5
- 6 b. Check general acceptance of the resources through reviews.
- 7
- 8 c. Weigh values and faults against each other and form opinions based on the
- 9 resource as a whole.
- 10
- 11 d. Meet to discuss the resource, to review the complainant's objections, to make a
- 12 decision by public vote, and to prepare a report on it.
- 13
- 14 e. Send copies of the report to the complainant, the building principal, the
- 15 Superintendent, and the librarian or teacher involved. This report will reflect the
- 16 committee's decision.
- 17
- 18 9. Should the complainant not be satisfied with the committee's decision, the complainant
- 19 may request a review by the Board. The complaint and committee report shall be made
- 20 available to the Board. The matter will be discussed at the next regularly scheduled Board
- 21 meeting and a decision given to the complainant.
- 22
- 23
- 24

Policy History:

Adopted on: February 2007

Re-Adopted: February 2012

Revised on:

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.

All field trips must be approved in advance by the building principal.

The building principal 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.

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.

Legal Reference: ARM 37.111.825 Health Supervision and Maintenance

Policy History:

Adopted on: February 2007

Revised on:

INSTRUCTION

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: February 2007

Revised on:

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.

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: February 2007

Revised on:

INSTRUCTION

2332

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

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 from students. The District may not prefer the beliefs of some students over the beliefs of others, coerce dissenters or nonbelievers, or communicate any endorsement of religion.

Baccalaureate Ceremonies

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

INSTRUCTION

2332

2 of 3

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.

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).

INSTRUCTION

2332

3 of 3

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.

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

Policy History:

Adopted on: February 2007

Revised on: August 2021

INSTRUCTION

2333

Participation in Commencement ExercisesStatement of Policy

A student's right to participate in a commencement exercise of the graduating class at Jefferson High School is an honor. As such, participation in this ceremony is reserved for those members of the graduating class who have completed all state and local requirements for graduation before the date of the ceremony. Students who complete their requirements after the date of commencement exercises will receive their diplomas at that time.

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 administration may invite graduating students to participate in high school graduation exercises according to academic class standing or class officer status. Any student who, because of academic class standing, is requested to participate may choose to decline the invitation.

The school administrators will censor any presentation or require any specific content but 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, prayer, 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.

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

INSTRUCTION

2333

1 Policy History:

2 Adopted on: February 2007

3 Revised on: January 20, 2009, March 2018

4

5 *Note: Reference to 20-5-201(3) was added. 2018 lines 13 thru 17 added*

INSTRUCTION

Health Enhancement

Health, family life, and sex education, including information about parts of the body, reproduction, and related topics, will be included in the instructional program as appropriate to grade level and course of study. An instructional approach will be developed after consultation with parents and other community representatives. Parents and guardians may ask to review materials to be used and may request that their child be excluded from human sexuality education or instruction class sessions without prejudice in accordance with Policy 3120. The District will notify parents and guardians 48 hours prior to any event, assembly, or introduction of materials for instructional use on the topic of human sexuality. Notification of parent or guardian rights under this policy will be issued on an annual basis.

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

AIDS Education and Prevention

The Board believes HIV/AIDS and other STD instruction is most effective when integrated into a comprehensive health education program. Instruction must be appropriate to grade level and development of students and must occur in a systematic manner. The Board particularly desires that students receive proper education about HIV and other STD’s, before they reach the age when they may adopt behaviors which put them at risk of contracting the disease.

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

In accordance with Board policy, parents will have an opportunity to review the HIV/STD education program, before it is presented to students.

Cross Reference: Policy 3120 – Compulsory Attendance
Policy 2332 – Student and Family Privacy Rights
Policy 2158 – Family Engagement

Legal Reference: §§ 50-16-1001, et seq., MCA AIDS Education and Prevention
(AIDS Prevention Act)
§ 20-7-120, MCA Excused Absences from Curriculum
Requirements

Jefferson High School District #1

INSTRUCTION

2335

- 1 Policy History:
- 2 Adopted on: February 2007
- 3 Revised on: October 2022

INSTRUCTION

2375

Advancement Requirements (9-12)

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

Students may not be allowed to advance to the next grade level, unless the following year requirements are met by August 30:

- A minimum of six (6) credits is required for advancement into the 10th grade.
- A minimum of twelve (12) credits is required for advancement into the 11th grade.
- A minimum of seventeen (17) credits is required for advancement into the 12th grade.

A student will not be allowed to participate in senior activities, if the student does not start the year with seventeen (17) credits.

Policy History:

Adopted on: February 2007

Revised on:

INSTRUCTION

2410

High School Graduation Requirements

The Board will award a regular high school diploma to every student enrolled in the District who meets graduation requirements established by the District. The official transcript will indicate the specific courses taken and level of achievement.

The Board will establish graduation requirements which, at a minimum, satisfy those established by the Board of Public Education (A.R.M. 10.55.904 and 905). Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter ninth grade. Exceptions to this general rule may be made, when it is determined by the Board that proposed changes in graduation requirements will not have a negative effect on students already in grades nine (9) through twelve (12). The Board will approve graduation requirements as recommended by the Superintendent.

To graduate from Jefferson High School, a student must have satisfactorily completed the last quarter prior to graduation as a Jefferson High School student. Highly unusual exceptions may be considered by the principal, such as a student exchange program in a recognized school.

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

A student may be denied participation in graduation ceremonies in accordance with § 20-5-201(3), MCA. In such instances the diploma will be awarded after the official ceremony has been held.

Legal Reference:	§ 20-5-201, MCA	Duties and sanctions
	10.55.904, ARM	Basic Education Program Offerings – High
School	10.55.905, ARM	Graduation Requirements
	10.55.906, ARM	High School Credit

Policy History:

Adopted on: February 2007

Revised on: January 20, 2009

Note: The addition of lines 23-25 were added based on legislative action.

INSTRUCTION

High School Graduation Requirements

Publication of Graduation Requirements

Prior to registering in high school, each student will be provided with a copy of the current graduation requirements. Graduation requirements shall also be included in the student handbook.

Credits

Students shall be expected to earn a total of twenty-two (22) units in order to complete graduation requirements. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

Waiver of Requirement

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

Alternative Programs

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

Credit for work experience may be offered, when the work program is a part of and supervised by the school.

All classes attempted at Jefferson High School and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average and class rank. Credit shall be awarded only once, regardless of repetition of the course.

Dual Credit

Dual credit allows high school students to simultaneously earn credit toward both a high school diploma and college coursework that can lead to a postsecondary degree or certificate, or toward transfer to another college. As noted in the Student Handbook, the District will assign the grade given by the classroom teacher to the student's report card. The primary purpose of offering dual credit courses is to deliver high quality, introductory, college level courses to high-performing high school students. The Jefferson High School district has dual credit partnerships with post-

INSTRUCTION

secondary institutions. Students interested in dual credit opportunities must meet with their building administration to determine available options.

Students should be aware of Montana High School Association on-campus attendance eligibility requirements for activity participation.

Honor Roll

A student must have a minimum grade-point average of 3.00 to be placed on the regular honor roll. Specific information regarding honors at graduation are included in the student handbook.

Class Rank (Grade Point Average)

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

Early Graduation

Students who want to complete their high school career prior to eight semesters or the equivalent amount of attendance may do so under the following conditions:

1. They present a written request for early graduation to the principal prior to their last semester in attendance.
2. They have completed all classes for graduation either at JHS or in residence at an accredited high school.
3. No diploma will be issued until the date of normal graduation during the school year in which they complete their requirements.
4. They will be allowed to participate in graduation ceremonies during that year provided that they notify the school in writing not less than two (2) weeks prior to the date of graduation and that they attend scheduled rehearsals.

In accordance with provisions of § 20-9-313, MCA, the ANB of a school may be increased when a high school district provides early graduation for a student who completes graduation requirements in less than eight semesters or the equivalent amount of secondary school enrollment. The increase must be established by the trustees as though the student had attended to the end of the school fiscal year and must be approved, disapproved, or adjusted by the superintendent of public instruction.

The Board hereby authorizes the administration to grant permission to students who have completed the minimum requirements for graduation in less than eight semesters.

Post-Graduation

The Board may admit an individual who has graduated from high school but is not yet 19 years of age even though no special circumstances exist for waiver of the age requirements outlined in

INSTRUCTION

2410P
Page 3 of 3

Policy 3310. The Board authorizes the administration to notify parents and students of this opportunity to enroll after earning a diploma for post-secondary purposes or career preparation. Any student enrolled under this provision shall be included in the District's ANB calculation.

Educational Disruption

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

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

Cross Reference: Policy 1005FE – Proficiency Based Learning
Policy 2600 – Work Based Learning
Policy 3125 – Homeless Students

Legal Reference: § 20-9-313, MCA Circumstances under which regular average number
belonging may be increased
10.55.906, ARM High School Credit
10.55.905, ARM Graduation Requirements
§ 10-1-1402, MCA Montana Youth Challenge
Chapter 80 – 2021 General Legislative Session
HB 246 – 2021 General Legislative Session

Procedure History:

Promulgated on: February 2007
Revised on: January 2016, March 2020, June 2021

January 2016 Revision note: Removed Honors and Award restriction, added early graduation provisions.

INSTRUCTION

2413

Page 1 of 2

Credit Transfer and Assessment for PlacementGrades 9-12

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

The parents/guardians must supply the following information prior to committee review:

1. Dates of instruction throughout the student's school career;
2. Verification that the student has spent approximately the same amount of classroom hours in the non-accredited school;
3. Academic grades for each completed course and verification that the content is essentially similar;
4. Current achievement scores and related data;
5. County superintendent's verification of school registration if a home school; and
6. Medical records and other pertinent data deemed necessary by the evaluation committee.

The credit evaluation committee will:

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

The District will give credit only for home schools which have met all requirements specified in Montana law. Credit from home schools will be accepted only when a like course is offered in the District.

The school transcripts will record courses taken in home schools or non-accredited schools by indicating the title of the course, the school where the course was taken, and the grade.

INSTRUCTION

2413

Page 2 of 2

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

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

Policy History:

Adopted on: February 2007

Revised on:

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: February 2007

Revised on:

INSTRUCTION

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.

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

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

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

Policy History:

Adopted on: February 2007

Revised on:

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.

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

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

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

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

Policy History:

Adopted on: February 2007

Revised on:

INSTRUCTION

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

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

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

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

Policy History:

Adopted on: February 2007

Revised on:

INSTRUCTION

School Wellness

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

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

1. *Community involvement*, including input from teachers of physical education and school health professionals, parents, students, school food service, the school Board, school administrators, educators, and the public. Training of this team of people on the components of a healthy school nutrition environment is recommended.
2. *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 every three years, at a minimum, (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.
4. *Nutrition guidelines* for all foods available on each school campus under the local education agency during the school day, with the objectives of promoting student health and nutrient-rich meals and snacks. This includes food and beverages sold in a la carte sales, vending machines, and student stores. This also includes food and beverages used for classroom rewards and fundraising efforts.
5. *Guidelines for reimbursable school meals* to ensure that the District offers school meal programs with menus meeting the meal patterns and nutrition standards established by the U.S. Department of Agriculture.
6. *A plan for measuring implementation* of the local wellness policy, including designation of one or more persons within the local education agency or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the District's local wellness policy.

The suggested guidelines for developing the wellness policy include:

Nutrition Education and Nutrition Promotion

All students K-12 shall receive nutrition education that teaches the knowledge and skills needed to adopt healthy eating behaviors and is aligned with the *Montana Health Enhancement Standards*. Nutrition education shall be integrated into the curriculum. Nutrition information and education shall be offered and promoted throughout the school campus and based on the U.S. Dietary Guidelines for Americans. Staff who provide nutrition education shall have the appropriate training, such as in health enhancement or family and consumer sciences.

INSTRUCTION

2510

Health Enhancement and Physical Activity Opportunities

The District shall offer health enhancement opportunities that include the components of a quality health enhancement program taught by a K-12 certified health enhancement specialist. Health enhancement shall equip students with the knowledge, skills, and values necessary for lifelong physical activity. Health enhancement instruction shall be aligned with the *Montana Health Enhancement Standards*.

All K-12 students of the District shall have the opportunity to participate regularly in supervised (organized or unstructured) physical activities to maintain physical fitness and to understand the short- and long-term benefits of a physically active and healthy lifestyle.

Nutrition Standards

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

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

Other School-Based Activities Designed to Promote Student Wellness

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

Maintaining Student Wellness

The Superintendent shall develop and implement administrative rules consistent with this policy. Input from teachers, parents/guardians, students, school food service program, the school Board, school administrators, and the public shall be considered before implementing such rules. A sustained effort is necessary to implement and enforce this policy. The Superintendent shall measure how well this policy is being implemented, managed, and enforced. The Superintendent shall report to the Board, as requested, on the District's programs and efforts to meet the purpose and intent of this policy.

Legal Reference: P.L. 108-265 Child Nutrition and WIC Reauthorization Act of 2004
PL 111-296 The Healthy, Hunger-Free Kids Act of 2010

Policy History:

Adopted on: February 2007

Jefferson High School District #1

INSTRUCTION

2510

1 Revised on: May 2022

INSTRUCTION

Work Based Learning Program

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

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

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

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

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

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

Cross Reference:	2600F	Work Based Learning Affiliation Agreement and Consent Form
	2600P	Work Based Learning Procedures

Jefferson High School District #1

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1 Legal Reference: Title 41, Chapter 2, MCA
2 Fair Labor Standards Act 29 U.S.C. 212 and 213, et seq.
3 Chapter 247 2021 General Legislative Session
4 Section 29-71-118(7), MCA Employee, worker, volunteer, volunteer
5 firefighter, and volunteer emergency care
6 provider defined – election of coverage
7

8 Policy History:

9 Adopted on: August 2021

10 Revised on:

11

12 *Revision Note:*

WORK BASED LEARNING AFFILIATION AGREEMENT

This Affiliation Agreement is entered into between _____ (high school)
and _____ (workplace learning site).

WHEREAS High School has established a _____ Work Based
Learning program for students interested in career exploration opportunities; and

WHEREAS High School wishes to affiliate with _____
(workplace learning site) for the purpose of providing Career Exploration and Assessment
experiences for students enrolled in the _____ Work Based Learning
Program; and

WHEREAS the Workplace Learning Site is willing to permit the Career Exploration experience
on its premises with the terms set forth in this Affiliation Agreement;

NOW THEREFORE, the parties agree as follows:

1. The High School shall assume full responsibility for planning and execution of the student program of instruction including curriculum content, Work Based Learning orientation, emergency contact information, and parent/guardian consent.
2. The High School shall ensure participating students have completed safety instruction specific to the work site prior to participation in the Work Based Learning experience.
3. The High School shall provide a Work Based Learning Coordinator responsible for instruction and coordination with appropriate Workplace Learning Site personnel for the planning, selecting, and evaluating of students' experiences.
4. The Work Based Learning Coordinator, Workplace Supervisor, and student will work collaboratively to determine the career readiness, employability skills, and proficiency guidelines set forth in the personalized work based learning program.
5. The Workplace Learning Site agrees to designate a Workplace Supervisor, who has completed the Volunteer Agreement Form, and whose responsibility it shall be to assist the Work Based Learning Coordinator in selection and coordination of student experiences appropriate to the level of learning.
6. The Workplace Learning Site professional practitioners shall be responsible for overseeing the students' experiences and training activities. They shall orient the students to their activities, direct their activities, and supervise their activities to assure safe and satisfactory experiences and performance.
7. The High School shall be responsible for assigning students to the Workplace Learning Site for experience. The High School shall notify the Workplace Learning Site at least one (1) month in advance of its planned schedule of students and types of experiences to be provided. This schedule shall be subject to approval of the Workplace Learning Site.

8. The Workplace Learning Site shall make available the necessary equipment and supplies as determined by the Workplace Learning Site in conjunction with the High School.
9. The Workplace Learning Site shall provide the Work Based Learning Coordinator with frequent student performance evaluations in the manner and frequency so designated by the High School.
10. The High School shall work with the Workplace Learning Site regarding the removal of any student from the Workplace Learning Site whenever the student is not performing or meeting the workplace requirements. Responsibility for student disciplinary measures, if any, shall be with the High School and not with the Workplace Learning Site.

Workplace Supervisor initials the selection specific to this Work Based Learning placement:

_____ Employer pays the student to work for them in a paid capacity. Student learns from the employer like a newly hired employee and skill sets are acquired through doing actual work for the employer. Student may earn school credit for employment as documented in the Work Based Learning plan. Employer is required to show proof of workers compensation coverage for the student via a copy of a current workers compensation policy if the Work Based Learning plan shows the student will receive school credit for the employment. Medical costs and other related workers compensation claim expenses for accepted workers compensation claims due to injury to the student while working in the course and scope as part of the Work Based Learning opportunity shall be covered by the employer's workers compensation coverage.

_____ Employer does not pay the student. Student does not earn school credit as part of a Work Based Learning plan but student may be assigned credit as part of another course. Employer has a volunteer endorsement added to their workers compensation policy and pays that premium to their carrier. School District requires the employer to show proof of workers compensation coverage with the volunteer endorsement added via a copy of a current workers compensation policy. Medical costs and other related workers compensation claim expenses for accepted workers compensation claims due to injury to the student while working in the course and scope as part of the Work Based Learning opportunity shall be covered by the employer's workers compensation coverage.

_____ Employer does not pay student. Student earns school credit for the Work Based Learning opportunity as outlined in the Work Based Learning plan. School district adds a school to work endorsement onto the school workers' compensation policy. School District pays the workers compensation premium costs for the endorsement and other required insurance coverage. Parent liability risk forms should be signed in advance to recognize the inherent risks present with this learning opportunity and to clearly state the student has personal medical insurance coverage in place. Medical costs and other related workers compensation claim expenses for accepted workers compensation claims due to injury to the student while working in

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the course and scope as part of the Work Based Learning opportunity shall be covered by the School District's workers compensation coverage.

_____ School District provides a work-based learning opportunity off school grounds. The learning opportunity takes place during school period hours, awards school credit hours toward graduation requirements, and is led by a teacher of the school district and/or co-taught by a trade person or general contractor. No worker's compensation coverage being provided. School District is responsible for general liability coverage for the students and parent liability risk forms should be signed in advance to recognize the inherent risks present with this learning opportunity and to clearly state the students has personal medical insurance coverage in place.

Workplace Supervisor

Date

Work Based Learning Coordinator

Date

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PARENT/GUARDIAN CONSENT FOR WORK BASED LEARNING EXPERIENCE

I, (full name)_____, as legal guardian of
_____ (child's full name), a student
enrolled in the Jefferson High School, acknowledge the following:

The program of study includes opportunities for my child to participate in an off-campus Work Based Learning opportunity, and I give my consent to my child participating in the offsite Work Based Learning component, and I agree to support and assist with enforcement of the content included in the Work Based Learning placement.

I agree to accept responsibility for my student's participation in the above-referenced activity. 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 agree to counsel my child to abide by the rules and regulations set forth by the workplace learning site.

I have signed the Parent/Guardian Consent and agree to the stated conditions.

Parent/Guardian signature

Date

Parent/Guardian printed name

Phone number

Address, City, State, Zip code

Legal Reference:

Policy History:

Adopted on: August 2021

Revised on:

Revision Note:

Work Based Learning Program – Insurance

The School District Work Based Learning coordinator will work with the School District administration to identify the appropriate insurance coverage for a student's tailored work-experience opportunity. A student will not commence a Work Based Learning opportunity until the appropriate insurance option has been identified and implemented by all parties. The option selected will be noted as part of the student's Work Based Learning plan.

Option 1

Employer pays the student to work for them in a paid capacity. Student learns from the employer like a newly hired employee and skill sets are acquired through doing actual work for the employer. Student earns school credit for employment as documented in the Work Based Learning plan. Employer is required to show proof of workers compensation coverage for the student via a copy of a current workers compensation policy if the Work Based Learning plan shows the student will receive school credit for the employment. Medical costs and other related workers compensation claim expenses for accepted workers compensation claims due to injury to the student while working in the course and scope as part of the Work Based Learning opportunity shall be covered by the employer's workers compensation coverage.

Option 2

Employer does not pay the student. Student earns school credit part of a Work Based Learning plan but student may be assigned credit as part of another course. Employer has a volunteer endorsement added to their workers compensation policy and pays that premium to their carrier. School District requires the employer to show proof of workers compensation coverage with the volunteer endorsement added via a copy of a current workers compensation policy. Medical costs and other related workers compensation claim expenses for accepted workers compensation claims due to injury to the student while working in the course and scope as part of the Work Based Learning opportunity shall be covered by the employer's workers compensation coverage.

Option 3

Employer does not pay student. Student earns school credit for the Work Based Learning opportunity as outlined in the Work Based Learning plan. School district adds a school to work endorsement onto the school workers' compensation policy. School District pays the workers compensation premium costs for the endorsement and other required insurance coverage. Parent liability risk forms should be signed in advance to recognize the inherent risks present with this learning opportunity and to clearly state the student has personal medical insurance coverage in place. Medical costs and other related workers compensation claim expenses for accepted workers compensation claims due to injury to the student while working in the course and scope as part of the Work Based Learning opportunity shall be covered by the School District's workers compensation coverage.

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Option 4

School District provides a work-based learning opportunity off school grounds. The learning opportunity takes place during school period hours, awards school credit hours toward graduation requirements, and is led by a teacher of the school district and/or co-taught by a trade person or general contractor. No workers compensation coverage being provided. School District is responsible for general liability coverage for the students and parent liability risk forms should be signed in advance to recognize the inherent risks present with this learning opportunity and to clearly state the student has personal medical insurance coverage in place.

Legal Reference:

Policy History:

Adopted on: August 2021

Revised on:

Revision Note: