

Regular School Board Meeting
November 9, 2009

Call to Order: 7:30 p.m.

Roll: Terry Prongua, Julie White, Dirk Roosma, Kim Baker, Sheila Matt, Carol Heath, Sean Estill, Larry Markuson and Carmen Jackson

Absent: Frank Salmi

Visitors: Chris Clairmont

Minutes: Move to approve the minutes of the October 12, 2009, regular board meeting.
Matt/White (P)

Correspondence:
None

Warrants:

- Elementary Warrants
 - Claims #32477 - 32513 \$29,662.09
 - Claims #32537 - 32584
 - Payroll #32515 - 32536 \$110,256.51
 - White/Baker (P)
- High School Warrants
 - Claims #32375 - 32396 \$33,963.45
 - Claims #32423 - 32476
 - Payroll #32515 - 32536 \$54,603.26
 - Matt/Heath (P)

Extracurricular Fund Review:

Move to approve the September Activity checks #12846 - #12963 (\$6,661.97).
White/Matt (P)

Principal's Report:

1. Enrollment – 108 Students
2. Curriculum Meetings
 - a. World Language – Ms. Nytes, October 13th
3. Mobile Art Display
 - a. Visited on November 3rd
 - b. 35 pieces of art
 - c. Display for K-6
4. Parent Teacher Conferences
 - a. 99/108 Parent Teacher Conferences
 - b. 91.6% Attendance rate

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- c. We are working to reschedule missing conferences
- 5. H1N1 Flu Vaccination Clinic
 - a. November 10th
 - b. 10:00 a.m. – 12:00 p.m.
- 6. MAP Testing
 - a. Started today, should be finished by next Friday

Superintendent's Report:

1. Enrollment

- a. 7th Grade 18
- b. 8th Grade 17
- c. Junior High Total 35 Same as last month
up 7 from last year
- d. 9th Grade 14
- e. 10th Grade 15
- f. 11th Grade 13
- g. 12th Grade 22
- h. High School Total 64 Same as last month
up 2 from last year
- i. 7-12 Total 99 Same as last month
up 9 from last year

2. Web page

- a. Proposals from Beaver Creek IT Consulting, First Call Computer Solutions, Cedar Mountain Software, and School wires.
 - i. Beaver Creek
 - 1. \$600 for the first 3 pages - \$75 for each page there after.
 - 2. \$300 (one time charge) Site map
 - 3. \$35 per hour Graphic Design
 - 4. Maintenance - \$15 per page or \$35 per hour
 - 5. New pages added later will be \$75 per page and an additional \$35 per page each time we decide to add pages.
 - 6. Hosting - \$30 for the domain name & \$100 transfer fee
 - 7. reporting - \$100
 - ii. First Call
 - 1. \$11,500 project cost
 - iii. School wires
 - 1. Software subscription - \$280
 - 2. Hosting services - \$598.50
 - 3. Professional Services - \$1100
 - 4. Total - \$1978.50 – Prorated for year 1
 - 5. Price drops to \$1506 for each year there after. Most of which can be covered by E-rate. They are recommending a 5 year contract and can have the site up by the end of the month.
 - iv. Cedar Mountain Software
 - 1. Estimated cost \$8500
- 3. MCEL was in Missoula October 14, 15, & 16. Mr. Estill, Mr. Clairmont, Carmen, Kim, and I attended.
- 4. Attendance incentive policy – details below.

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5. The first quarter ended on October 22nd. Parent teacher conferences were held on November 2nd & 4th. For the 1st quarter, 74% of our students carrying a 3.0 or better.
6. Mr. Markuson requested the addition of Holly Carr to the approved substitute list. Move to approve Holly Carr as a substitute for the 2009-2010 school year.
White/Baker (P)
7. We will be hosting an H1N1 flu shot clinic at the school tomorrow, Nov. 10th, from 10am to Noon.
8. The FCCLA will be leaving for Salt Lake at 4:00 am November 20th.
9. JH Girl's Basketball County Tourney will be Nov. 20th & 21st in Noxon.
10. Sunday, November 22nd, the Lions will hold their annual OGNIB in the multi-purpose room starting at 4:00.
11. H.S. Basketball starts on November 23rd.
12. We have no school November 25th – 27th for Thanksgiving break.
13. The High School Christmas Concert will be held Dec. 9th.
14. The Elementary Christmas Concert will be held Dec. 16th.
15. We release for Christmas break at Noon Dec. 22nd.

Attendance Incentive Committee Update:

Mr. Clairmont gave a brief presentation on the Attendance Incentive Committee's research and results. The committee met three times over the past month to develop an attendance incentive program that did not directly tie with the semester testing policy.

The group's main focus was to devise a plan that promoted attendance at school through positive reinforcement. They suggested a quarterly incentive program that allowed students who miss fewer than 3 days to partake in a school sponsored trip. The top suggestions for the activities were a skip trip, Griz games, and swimming.

The second goal set by the committee was to revise the semester testing policy. The group recommended a program that tied semester tests to class grades, regardless of attendance. The recommendation was split by grade level. For grades 7-10 all students would be required to take the 1st semester tests, with an option to opt out of the 2nd semester test if the student had a grade of "B" or higher. For grades 11-12 the students would be given the option to opt out of taking all semester tests if the student has a grade of "B" or higher.

The Board debated the two suggestions and will decide on the issue at the December board meeting.

AD Report:

- Varsity Football finished 7-2 in the conference and was Co-District Champions. They made their first playoff appearance on October 31st.
- Reiley Winebrenner was selected as All State and All Conference. He was also selected to participate in the Class B All Star football game. Cody Hoff was selected as All Conference. Trevor Bras was selected as Honorable Mention All Conference.
- Varsity Volleyball brought home their 3rd District 10-C Championship trophy. They went 2-2 at the Divisional Tournament in Butte.
- MacKenzie Wood was selected as All State and All Conference. Randi Arnold, Devon White and Lindsey Salmi were selected as All Conference.

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- High School Basketball Starts Nov. 23rd.
- Junior High Basketball Starts Nov 30th.
- Junior High Girls BB Tournament will be held Nov 20-21st in Noxon.
- On Dec 12th, 2009, there may be some travel issues. The High School Sanders County Tournament in Thompson Falls will start at 10:00 am with the Junior Varsity. The varsity doesn't play until 3:00 p.m. Also on that day the junior high boys basketball will be playing in Noxon at 10:00 a.m. Mr. Hess would like the District to send two or three buses to each event.

The Board agreed to allow the Junior High and Junior Varsity to ride a bus to each event in the morning and another bus to Thompson Falls later in the day for the Varsity players.

403(B) Plan Compliance:

Currently the District uses Security Benefits to address the 403(b) Plan compliance issues. When the District started using Security Benefits, the annual fee was waived and they assessed a \$1 per participant fee. The agreement was made for two years. In October the District received a renewal notice that substantially increased the Districts annual fee to \$750 and the per participant fee from \$1 to \$2.75.

Due to the huge increase in fees, the District's local representative Torrey Holmquist, contacted Mrs. Jackson in regards to finding an alternative administrator at a reasonable price. An alternative was submitted to the District by United Pension Administration, UPA. UPA will continue to monitor the Districts 403(b) plans for an annual fee of \$200 per year plus \$20 per participate. The total cost for the District each year would be approximately \$260.

Move to discontinue the 403(b) Administrator with Security Benefits and enter into agreement with the United Pension Administration for a flat fee of \$200 annually and require the 403(b) providers to pay the \$1.66 participant fees until January.

Matt/White (P)

School Website Proposals:

- Several proposals for the web site development were distributed to the Board. Mr. Markuson recommended the proposal from Schoolwire to the Board.
- Move to accept the Schoolwire web services proposal for the remainder 2009 – 2010 school year. Heath/White 5 Passed – Prongua Opposed
- The option for a five year contract was discussed. The Board directed Mr. Markuson to research into the details of a long term contract and how that might affect our E-rate funding and if the contract offered an early termination option.

Staff Appreciations Gifts:

- Move to offer the staff the option of turkey, ham or chamber bucks for the Boards annual Christmas appreciation gifts.

Matt/Heath (P)

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- Move to approve the purchase of coffee mugs for staff in May for appreciation week.
White/Heath (P)

Board Policies- 1st Reading

2000 – Goals – 1st Reading

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

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

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

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

Move to approve the 1st reading of Board Policy 2000 – Goals as presented.

Matt/White (P)

2100 – School Year Calendar and Day – 1st Reading

School Calendar

Subject to §§ 20-1-301 and 20-1-308, MCA, and any applicable collective bargaining agreement covering the employment of affected employees, the trustees of a school district shall set the number of hours in a school term, the length of the school day, and the number of school days in a school week. When proposing to adopt changes to a previously adopted school term, school week, or school day, the trustees shall: (a) negotiate the changes with the recognized collective bargaining unit representing the employees affected by the changes; (b) solicit input from the employees affected by the changes but not represented by a collective bargaining agreement; (c) and from the people who live within the boundaries of the school district.

Commemorative Holidays

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

School Fiscal Year

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

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

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

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

Move to approve the 1st reading of Policy 2100 and changing the number of pupil-instruction-related days from 7 to 9.

White/Heath (P)

2105 – Grade Organization – 1st Reading

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

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

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

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

Move to approve the 1st reading of Board Policy 2105 – Grade Organization as presented.

Baker/Matt (P)

2120 – Curriculum Development and Assessment – 1st Reading

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 curriculum will be designed to accomplish learning objectives

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and goals for excellence contained in the District's educational philosophy, mission statement, objectives, and goals.

Development and Assessment

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

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. These materials will be reviewed at least every five (5) years.

In all program areas and at all levels, the District will assess student progress toward achieving learner goals and program area performance standards, including content and data; accomplishment of appropriate skills; development of critical thinking and reasoning; and attitude. The District will use assessment results to improve the education program and will use effective and appropriate tools for assessing such progress. These may include but are not limited to standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carryover skills to other program areas and outside of school.

Move to approve the 1st Reading of Board Policy 2120 – Curriculum Development and Assessment as presented.

Baker/White (P)

2123 – Student and Family Privacy Rights – 1st Reading

Surveys - General

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

Surveys Created by a Third Party

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

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

Surveys Requesting Personal Information

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:

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

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

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

Instructional Material

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

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

Collection of Personal Information from Students for Marketing Prohibited

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

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

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

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

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Notification of Rights and Procedures

The Superintendent or designee shall notify students' parents/guardians of:

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

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

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

Move to approve the 1st Reading of Board Policy 2132 – Student and Family Privacy Right as presented.

Matt/White (P)

The Board decided to table the 1st reading of Board Policies 2160 & 2160P – Title I Parent Involvement until the December 14, 2009 meeting.

2161 – Special Education – 1st Reading

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.

Move to approve the 1st reading of Board Policy 2161 – Special Education as presented.

Matt/Baker (P)

2161P – Special Education – 1st Reading

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

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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 audiological, health, speech/language, and visual screening and review of data or records for students who have been or are being considered for retention, delayed admittance, long-term suspension or expulsion or waiver of learner outcomes) in each of the following age groups:
 - 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.)
Child find procedures addressing the provisions of A.R.M. 10.16.3125(1); follow-up procedures for referral and evaluation.
 - F. Homeless Children

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;

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Procedural Safeguards and Parental Notification

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

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

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

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

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

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

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

Evaluation of Eligibility

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

Individualized Education Programs

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

Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled, and special classes, separate schooling, or other removal of children with disabilities from the regular class occurs only if the nature or severity of the disability is such that education in regular classes, with the use of supplementary aids and

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services, cannot be achieved satisfactorily. Educational placement decisions are made in accordance with A.R.M. 10.16.3340 and the requirements of 34 C.F.R. 300.114 - 300.120, and a continuum of alternate placements is available as required in 34 C.F.R. 300.551.

Children in Private Schools/Out-of District Placement

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

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

Impartial Due Process Hearing

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

Special Education Records and Confidentiality of Personally Identifiable Information

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

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.

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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

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

Discipline

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

Move to approve the 1st reading of Board Policy 2161P – Special Education as presented.

Matt/Baker (P)

2168 – Distance, Online, and Technology Delivered Learning – 1st Reading

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

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

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

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5. The District will comply with all other standards as described in ARM 10.55.907(4)(5)(a-e).

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

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

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

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

Move to approve the 1st reading of Board Policy 2168 – Distance, Online, and Technology Delivered Learning as presented.
Baker/Heath (P)

2250 – Community and Adult Education – 1st Reading

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.

Move to approve the 1st reading of Board Policy 2250 – Community and Adult Education as presented.
Matt/Baker (P)

2309 – Library Materials – 1st Reading

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.

Move to approve the 1st reading of Board Policy 2309 – Library Materials as presented.
Baker/Matt (P)

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2310 – Selection of Library Materials – 1st Reading

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

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.

Move to approve the 1st reading of Board Policy 2310 – Selection of Library Materials as presented.
Baker/Matt (P)

2310P – Selection of Library Materials - 1st Reading

Selection of library materials is a professional task conducted by library staff. In selecting library materials, the librarian will evaluate the existing collection; assess curricula needs; examine materials; and consult reputable, professionally prepared selection aids.

Weeding

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

Discarded materials will be clearly stamped:

“WITHDRAWAL FROM HOT SPRINGS PUBLIC SCHOOL LIBRARY”

Materials will be discarded in compliance with § 20-6-604, MCA. When the decision to sell or dispose of library materials is made, the Board will adopt a resolution to sell or otherwise dispose of the material because it is or is about to become abandoned, obsolete, undesirable, or unsuitable for the school purposes of the District. The Board will publish a notice of the resolution in the newspaper of general circulation in Hot Springs. 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.

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Move to approve the 1st reading of Board Policy 2110P – Selection of Library Materials as presented.

Matt/White (P)

2311 & 2311P – Instructional Materials – 1st Reading

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.

_Move to approve the 1st reading of Board Policy 2311- Instructional Materials as presented.

Matt/White (P)

2311P – Selection, Adoption, and Removal of Textbooks and Instructional Materials – 1st Reading

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;

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- 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.

Move to approve the 1st reading of Board Policy 2311P - Selection, Adoption, and Removal of Textbooks and Instructional Material as presented.

Matt/White (P)

2312 – Copyright – 1st Reading

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.

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.

Move to approve the 1st reading of Board Policy 2312 – Copyright as presented.

Baker/White (P)

2312P – Copyright Compliance – 1st Reading

Authorized Reproduction and Use of Copyrighted Material in Print

In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, short essay, or short poem; or a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper. A teacher may make multiple copies, not exceeding more than one (1) per student, for classroom use if the copying meets the tests of “brevity, spontaneity and cumulative effect” set by the following guidelines. Each copy must include a notice of copyright.

1. Brevity
 - a. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
 - b. Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less, may be copied; in any event, the minimum is 500

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- words. (Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph.)
- c. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose, or poetic prose.
 2. Spontaneity. Should be at the “instance and inspiration” of the individual teacher.
 3. Cumulative Effect. Teachers are limited to using copied material for only one (1) course in the school in which copies are made. No more than one (1) short poem, article, story or two (2) excerpts from the same author may be copied, and no more than three (3) works can be copied from a collective work or periodical issue during one (1) class term. Teachers are limited to nine (9) instances of multiple copying for one (1) course during one (1) class term. Limitations do not apply to current news periodicals, newspapers, and current news sections of other periodicals.

Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations, or collective works. “Consumable” works include: workbooks, exercises, standardized tests, test booklets, and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers’ reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a “higher authority,” and students cannot be charged more than actual cost of photocopying. Teachers may use copyrighted materials in overhead or opaque projectors for instructional purposes.

Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy of an unpublished work which is in its collection; and a published work in order to replace it because it is damaged, deteriorated, lost or stolen, provided the unused replacement cannot be obtained at a fair price.

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one (1) article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship, or research. Any other use may subject the person to liability for copyright infringement.

At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in “Authorized Reproduction and Use of Copyrighted Material in Print.”

Authorized Reproduction and Use of Copyrighted Music

A teacher may make a single copy of a song, movement, or short section from a printed musical work that is unavailable except in a larger work, for purposes of preparing for instruction.

A teacher may make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song.

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In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance, when the purchased copies have been lost, destroyed, or are otherwise not available.

Move to approve the 1st reading of Board Policy 2312P – Copyright Compliance as presented.
Matt/White (P)

2314 – Learning Materials Review – 1st Reading

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

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

Move to approve the 1st reading of Board Policy 2314 – Learning Materials Review as presented.
Baker/White (P)

2330 – Controversial Issues and Academic Freedom – 1st Reading

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.

Move to approve the 1st reading of Board Policy 2330 – Controversial Issues and Academic Freedom as presented.
Baker/White (P)

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Move to table the 1st reading of Board Policy 2333 – Participation in Commencement Exercises until the December 14, 2009 board meeting.

Matt/Baker (P)

Move to table the 1st reading of Board Policy 2413 – Credit Transfer and Assessment for Placement until the December 14, 2009 board meeting.

Baker/Matt (P)

2450 – Recognition of Native American Cultural Heritage – 1st Reading

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.

Move to approve the 1st reading of Board Policy 2450 – Recognition of Native American Cultural Heritage Baker/White (P)

Move to table the 3000 series until the December meeting and finish the 2nd reading of the 1000 series policies.

Matt/White (P)

Board Policies – 2nd Reading

- 1000 - Legal Status and Operations Matt/Baker (P)
- 1110 – Taking Office Baker/Matt (P)
- 1310 – District Policy Baker/White (P)
- 1400 – Board Meeting Matt/Heath (P)
- 1420 – School Board Meeting Procedures Baker/Matt (P)
- 1420F – Notice Regarding Public Comment White/Matt (P)
- 1441 – Audience Participation Baker/White (P)
- 1513 – Management Rights Matt/Heath (P)

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- 1521 – Board-Superintendent Relationship Baker/ Roosma (P)
- 1610 – Annual Goals and Objectives Baker/White (P)
- 1700 – Uniform Complaint Procedures Matt/Heath (P)

December Agenda

- Attendance Incentive Committee
- Board Policy – 3000 series & tabled 2000 policies
- Alternative Computer Service Provider
- Superintendent Review

Adjourn 10:50 p.m.

Chairman _____

Clerk _____