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3  
4  
5 Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from  
6 their original content. Off-air recordings may not be physically or electronically combined or merged to  
7 constitute teaching anthologies or compilations. All copies of off-air recordings must include the  
8 copyright notice on the broadcast program as recorded.  
9

#### 10 Authorized Reproduction and Use of Copyrighted Computer Software

11  
12 Schools have a valid need for high-quality software at reasonable prices. To assure a fair return to the  
13 authors of software programs, the school district shall support the legal and ethical issues involved in  
14 copyright laws and any usage agreements that are incorporated into the acquisition of software programs.  
15 To this end, the following guidelines shall be in effect:

- 16 • All copyright laws and publisher license agreements between the vendor and the school  
17 district shall be observed;
- 18 • Staff members shall take reasonable precautions to prevent copying or the use of  
19 unauthorized copies on school equipment;
- 20 • A back-up copy shall be purchased, for use as a replacement when a program is lost or  
21 damaged. If the vendor is not able to supply a replacement, the school district shall make a  
22 back-up copy that will be used for replacement purposes only;
- 23 • A copy of the software license agreement shall be retained by the, *[board secretary,*  
24 *technology director or teacher-librarian - choose all that apply or add others]*; and,
- 25 • A computer program may be adapted by adding to the content or changing the language. The  
26 adapted program may not be distributed.  
27

#### 28 Fair Use Guidelines for Educational Multimedia

29  
30 Students may incorporate portions of copyrighted materials in producing educational multimedia projects  
31 such as videos, Power Points, podcasts and web sites for a specific course, and may perform, display or  
32 retain the projects.  
33  
34  
35  
36  
37

### 38 USE OF INFORMATION RESOURCES REGULATION

39  
40 Educators may perform or display their own multimedia projects to students in support of curriculum-  
41 based instructional activities. These projects may be used:

- 42 • In face-to-face instruction;
- 43 • In demonstrations and presentations, including conferences;
- 44 • In assignments to students;
- 45 • For remote instruction if distribution of the signal is limited;
- 46 • Over a network that cannot prevent duplication for fifteen days, after fifteen days a copy may be  
47 saved on-site only; or,
- 48 • In their personal portfolios.

49 Educators may use copyrighted materials in a multimedia project for two years, after that permission must  
50 be requested and received.

The following limitations restrict the portion of any given work that may be used pursuant of fair use in an educational multimedia project:

- Motion media: ten percent or three minutes, whichever is less;
- Text materials: ten percent or 1,000 words, whichever is less;
- Poetry: an entire poem of fewer than 250 words, but no more than three poems from one author or five poems from an anthology. For poems of greater than 250 words, excerpts of up to 250 words may be used, but no more than three excerpts from one poet or five excerpts from an anthology;
- Music, lyrics and music video: Up to ten percent, but no more than thirty seconds. No alterations that change the basic melody or fundamental character of the work;
- Illustrations, cartoons and photographs: No more that five images by an artist, and no more than ten percent or fifteen images whichever is less from a collective work;
- Numerical data sets: Up to ten percent or 2,500 field or cell entries, whichever is less;

Fair use does not include posting a student or teacher’s work on the Internet if it includes portions of copyrighted materials. Permission to copy shall be obtained from the original copyright holder(s) before such projects are placed online. The opening screen of such presentations shall include notice that permission was granted and materials are restricted from further use.

*Notices – Before including this section, make sure employees are ready to comply with it and notices are posted.*

*The [superintendent, principal, teacher, teacher-librarian, choose all that apply or add others] is responsible for ensuring that appropriate warning devices are posted. The warnings are to educate and warn individuals using school district equipment of the copyright law. Warning notices must be posted:*

- *On or near copiers;*
- *On forms used to request copying services;*
- *On video recorders;*
- *On computers; and,*
- *At the library and other places where interlibrary loan orders for copies of materials are accepted.*

Procedure History:

Promulgated on:

Reviewed on:

Revised on:



2  
3 **INSTRUCTION**

4  
5 Learning Materials Review

6  
7 ~~Citizens objecting to specific instructional materials used in the District are encouraged to~~  
8 ~~discuss their concerns with the appropriate building principal. Should a satisfactory resolution~~  
9 ~~not be reached, a formal complaint in writing may be submitted to the Superintendent. The~~  
10 ~~formal complaint shall, at a minimum, provide a basis for the complaint as to why the specific~~  
11 ~~instructional material is inappropriate and the desired resolution. Should the Superintendent find~~  
12 ~~the complaint without merit and deny the resolution, the complainant may appeal to the Board of~~  
13 ~~Trustees, who will have final authority in the matter.~~

14  
15 **Citizens objecting to specific materials used in the District are encouraged to submit a**  
16 **complaint in writing using the Uniform Complaint Procedure (Policy 1700) and discuss the**  
17 **complaint with the building principal prior to pursuing a formal complaint.**

18  
19 Learning materials, for the purposes of this policy, are considered to be any material used in  
20 classroom instruction, library materials, or any materials to which a teacher might refer a student  
21 as part of the course of instruction.

22  
23  
24  
25 Cross Reference: 1700 Uniform Complaint Procedure

26  
27 Policy History:

28 Adopted on: 04/22/2004

29 Reviewed on:

30 Revised on:



2  
3 INSTRUCTION

4  
5 Controversial Issues and Academic Freedom

6  
7 **Controversial issues include matters characterized by significant differences of opinion, usually**  
8 **generated from differing and underlying values, beliefs, and interests, which produce significant**  
9 **social tension. Controversy arising from such differences is inherent in a pluralistic society. An**  
10 **important function of public education is to provide students with an understanding of how**  
11 **controversial issues are dealt with in a democracy. This includes the opportunity to learn about the**  
12 **issues, problems, and concerns of contemporary society; to form opinions; and to participate in**  
13 **discussion of these issues and expressions of opinion in the classroom.**

14  
15 **Teachers must adhere to the following guidelines when teaching about controversial issues and act**  
16 **in conformance with state law and other district policies.**

- 17  
18 • **Instruction must follow approved curriculum and be appropriate for students.**  
19 **Instruction that involves controversial issues and/or materials must be within the**  
20 **district content standards and curriculum. The overriding educational purpose of**  
21 **teaching about controversial issues or using controversial materials must be student**  
22 **achievement in the academic subjects and students' civic development, rather than**  
23 **reaching conclusions as to the correctness of any particular point of view. The**  
24 **instruction must reflect due consideration of the maturity of the students, the values**  
25 **of the community, sound professional judgment, and coordination with the**  
26 **administration.**
- 27  
28 • **Guidelines on present controversial issues. Where controversial issues are taught,**  
29 **teachers should make materials available to students concerning the various aspects**  
30 **of the issues. Teachers may express their own viewpoints and opinions; however,**  
31 **they must be professionally ethical, explain their reasons clearly, be open to**  
32 **challenge, and present each side of an issue impartially. When teaching about**  
33 **controversial issues, teachers must work cooperatively with their principal and**  
34 **other administrators.**
- 35  
36 • **Use of learning resources. Teachers may not use learning resources that are not**  
37 **approved by the district and that are controversial because of the manner or context**  
38 **in which they discuss controversial issues. Examples of such material include, but**  
39 **are not limited to, those that depict explicit sexual conduct,**  
40  
41 **graphic violence, profanities, drug use, or other socially undesirable behaviors, or**  
42 **materials that are likely to divide the community along racial, ethnic, or religious**  
43 **lines. If a teacher has a question as to whether a resource is controversial, he or she**  
44 **should contact the principal.**
- 45  
46 • **Discipline for inappropriately teaching controversial issues. In matters relating to**  
47 **controversial issues and learning materials, the Superintendent and Board of**  
48 **Education will exercise final authority in deciding whether discussion of a**  
49 **controversial issue follows established professional ethics, content standards, and**  
50 **curriculum and is appropriate for students. If the Superintendent and/or board**

1 **believe that a teacher is not following the above guidelines, appropriate penalties**  
2 **and discipline will result, up to and including termination of a teacher's**  
3 **employment.**

4  
5 The District will offer courses of study which will afford learning experiences appropriate to  
6 levels of student understanding. The instructional program respects the right of students to face  
7 issues, to have free access to information, to study under teachers in situations free from  
8 prejudice, and to form, hold, and express their own opinions without personal prejudice or  
9 discrimination.

10  
11 Teachers will guide discussions and procedures with thoroughness and objectivity to acquaint  
12 students with the need to recognize various points of view, importance of fact, value of good  
13 judgment, and the virtue of respect for conflicting opinions.

14  
15 The Board encourages and supports the concept of academic freedom, recognizing it as a  
16 necessary condition to aid in maintaining an environment conducive to learning and to the free  
17 exchange of ideas and information.

18  
19 In a study or discussion of controversial issues or materials, however, the Board directs teaching  
20 staff to take into account the following criteria:

- 21  
22 1. Relative maturity of students;  
23 2. District philosophy of education;  
24 3. Community standards, morals, and values;  
25 4. Necessity for a balanced presentation; and  
26 5. Necessity to seek administrative counsel and guidance in such matters.

27  
28  
29  
30 Legal Reference: Article X, Sec. 8, Montana Constitution - School district trustees  
31 § 20-3-324(16) and (17), MCA Powers and duties

32  
33 Policy History:

34 Adopted on: 04/22/2004

35 Reviewed on:

36 Revised on:

2  
3 **INSTRUCTION**

4  
5 Participation in Commencement Exercises  
6 Statement of Policy

7  
8 A student’s right to participate in a commencement exercise of the graduating class at Big Fork High  
9 School is an honor. As such, participation in this ceremony is reserved for those members of the  
10 graduating class who have completed all state and local requirements for graduation before the date of the  
11 ceremony. Students who complete their requirements after the date of commencement exercises will  
12 receive their diplomas at that time.

13  
14 Organization and Content of Commencement Exercises

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

19  
20 The school administration may invite graduating students to participate in high school graduation  
21 exercises according to academic class standing or class officer status. Any student who, because of  
22 academic class standing, is requested to participate may choose to decline the invitation.

23  
24 The school administrators will review presentations and specific content, and may advise participants  
25 about appropriate language for the audience and occasion. Students selected to participate may choose to  
26 deliver an address, poem, reading, song, musical presentation, or any other pronouncement of their  
27 choosing.

28  
29 The printed program for a commencement exercise will include the following paragraphs:

30  
31 *Any presentation by participants of graduation exercises is the private expression*  
32 *of an individual participant and does not necessarily reflect any official position of the*  
33 *District, its Board, administration, or employees, nor does it necessarily indicate the*  
34 *views of any other graduates.*

35 *The Board recognizes that at graduation time and throughout the course of the*  
36 *educational process, there will be instances when religious values, religious practices,*  
37 *and religious persons will have some interaction with the public schools and students.*  
38 *The Board, while not endorsing any religion, recognizes the rights of individuals to have*  
39 *the freedom to express their individual political, social, or religious views.*

40  
41 Legal Reference: Art. II, Sec. 5, Montana Constitution - Freedom of religion  
42 Art. X, Sec. 1(2), Montana Constitution – Educational Goals and Duties  
43 Art. X, Sec. 7, Montana Constitution - Nondiscrimination in education  
44 § 20-5-201(3), MCA Duties and Sanctions  
45 § 20-1-308, MCA Religious instruction released time program  
46 § 20-7-112, MCA Sectarian publications prohibited and prayer permitted

47 Policy History:

48 Adopted on:

49 Reviewed on:

50 Revised on:





2  
3 **INSTRUCTION**

4  
5 Credit Transfer and Assessment for Placement

6  
7 Grades 9-12

8  
9 Requests for transfer of credit or grade placement from any non-accredited, nonpublic school  
10 will be subject to examination and approval before being accepted by the District. This will be  
11 done by the school counselor or principal or, in the case of home schools, by a credit evaluation  
12 committee consisting of a counselor, a staff member from each subject area in which credit is  
13 being requested, and a school principal.

14  
15 The credit evaluation committee will:

- 16  
17 1. Document that a student has spent approximately the same number of classroom hours in  
18 home school as would have been spent in a regular class in the District;
- 19  
20 2. Document that a student followed a curriculum essentially similar to that of a course for  
21 which credit is requested;
- 22  
23 3. Document that in the event of a credit request in a lab, industrial arts, or music course,  
24 equipment and facilities were sufficient to meet required learning activities of the course;
- 25  
26 4. Require that a student has satisfactorily passed, in all courses in which a final exam  
27 normally is given, a final exam prepared and administered by a staff member in the Big  
28 Fork Public School System.

29  
30 The District will give credit only for home schools which have met all requirements as specified  
31 in Montana law. Credit from home schools will be accepted only when a like course is offered  
32 in the Big Fork Public School System.

33  
34 The school transcripts will record courses taken in home schools or non-accredited schools by  
35 indicating title of the course, school where the course was taken, and grade.

36  
37 For the purpose of calculation of class rank, only those courses taken in an accredited school will  
38 be used.

39  
40 Grades 1-8

41  
42 Requests from parents of students in non-accredited, nonpublic schools for placement in the Big  
43 Fork Public School System will be evaluated by an assessment-for-placement team. That team  
44 will include:

- 45  
46 1. A school principal;

2. One (1) teacher of the grade in which the student is being considered for enrollment; and
3. One (1) counselor or school psychologist.

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

1. Documentation that the non-accredited, nonpublic school has provided a comparable number of hours as the child would have attended in a public or private school;
2. That the child followed a similar curriculum as would have been provided in an accredited public or private school;
3. That the result of the end-of-the-year test indicates the student has mastered most prerequisite skills; and
4. That the child achieve a composite score in the average range or better on the Iowa Test of Basic Skills for the grade levels parents are requesting credit be given.

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

The District is not obligated to provide instructional materials for other public or private schools, but requests for materials will be accommodated to best of the District's ability.

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

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

Policy History:

Adopted on: 08/14/1994

Reviewed on: 03/24/2004

Revised on:

2  
3 **INSTRUCTION**

4  
5 Recognition of Native American Cultural Heritage

6  
7 The District recognizes the distinct and unique cultural heritage of Native Americans and is  
8 committed in the District’s educational goals to the preservation of such heritage.

9  
10 In furtherance of the District’s educational goals, the District is committed to:

- 11
- 12 • Working cooperatively with Montana Tribes in close proximity to the District, when  
13 providing instruction, when implementing educational goals or adopting rules relating to  
14 education of students in the District;
- 15
- 16 • Developing curriculum in all grades and program areas that includes the following  
17 objectives
- 18
- 19 - Take into account individual and cultural diversity and differences among learners.  
20 Cultural and language differences should be viewed as valuable and enriching  
21 resources taking into account the unique needs of American Indian students and other  
22 minority groups.
- 23 - Develop an understanding of the values and contributions of Montana’s American  
24 Indians for all students
- 25 - Provide learning resources that are culturally relevant, inclusive, and current.
- 26 - Provide books and instructional materials which reflect authentic and historical and  
27 contemporary portrayals of American Indians.
- 28
- 29 • Providing necessary training for school personnel, with the objective of gaining an  
30 understanding and awareness of Native American culture, which will assist the District’s  
31 staff in its relations with Native American students and parents.
- 32

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

|    |    |                     |   |
|----|----|---------------------|---|
| 35 | 36 | 37 Legal Reference: | Art. X, Sec. 1(2), Montana Constitution |
| 38 |    |                     | §§ 20-1-501, et seq., MCA               |
| 39 |    |                     | Indian Education for All                |
| 40 |    |                     | 10.55.603 ARM                           |
| 41 |    |                     | Curriculum and Assessment               |
| 42 |    |                     | 10.55.701 ARM                           |
|    |    |                     | Board of Trustees                       |
|    |    |                     | 10.55.803 ARM                           |
|    |    |                     | Learner Access                          |

43 Policy History:

44 Adopted on: 05/03/2006

45 Reviewed on:

46 Revised on:



INSTRUCTION

**SNACK GUIDELINES**

Bigfork Elementary and Middle School  
Fall 2004

Student stores and concession items will stock healthy foods and beverages to encourage students to make good food choices. Candy will not be used for classroom rewards. Exceptions may be made for birthday treats or special events/holidays. Suggested nutritious snacks are listed below:

**Dairy/Protein Items**

Low fat cheese sticks or cubes  
Beef jerky sticks  
Nuts and seeds  
Trail mix  
Lowfat yogurt  
peanut butter/jelly mini-sandwich  
hard boiled eggs

**Grain-based Items**

Undipped breakfast bars  
Sports bars  
Sun chips, baked chips, corn nuts  
Pretzels, popcorn  
Whole grain crackers  
Bread sticks  
Cheese and crackers  
Baked tortilla chips with salsa  
Bagels and cream cheese or peanut butter  
Muffins (small)  
Animal crackers, fig newtons  
Chex mix  
Whole grain breads or quick breads  
Whole wheat cereal mixes

**Beverages**

Water  
100% fruit juice  
Low fat milk

### **Fruit-Vegetables**

Fresh fruit or veggies w/dip

- ex. apples with peanut butter
- carrots with ranch
- celery with peanut butter
- grapes, strawberries, oranges
- baby carrots

Dried fruit chips

Canned fruit cups

Raisins, craisins

Real fruit bars or leather

### **Frozen Items** (if freezer is available)

Frozen yogurt

Juice bars

### **Eliminated**

Candy

Carbonated beverages

Chips

Pastries

Cookies

Cakes

(Baked goods that are full of sugar and fats with no whole grains)

*These recommendations are brought to you by the Team Nutrition Program at Montana State University and the Bigfork Elementary and Middle School Nutrition Committee.*

*The Nutrition Committee meets every other Monday at 3:00 and welcomes your participation, questions and ideas. There will be a Nutrition PIR on October 5th, 3:30-6:30.*

INSTRUCTION

## SNACK GUIDELINES

### Bigfork High School

Food in Nutritional Machine:

Nutri Grain Cereal Bars – Apple, Strawberry, & Blueberry  
Nature Valley Chewy Granola – Oats & Honey, Strawberry yogurt, peanut butter  
Western trail mix – Original and Tropical  
Power Bars – Peanut butter, Berry and Chocolate  
Planters – Sunflower seeds  
Clif Bars – Chocolate Almond Fudge and Peanut Crunchy  
Jimmy Dean Jerky – Original and Teriyaki  
Baked Doritos – Nacho Cheese  
Rold Gold Pretzels – Tiny Twist & Braided Twist  
Sun Chips – French Onion & Regular  
Chex Mix – Hot & Spicy and Bold & Zesty  
Blue Diamonds – Almonds  
Teddy Grahams  
V8 & Spicy V8  
V8 Splash – diet tropical & berry  
Del Monte fruit cups  
Kraft – Chocolate pudding  
Dole – Jell-O with fruit  
Tree Top – Pear, Peach, & Berry – 100% juice  
Applesauce  
Precious string cheese – Cheddar, Monterrey Jack, & Mozzarella  
Low fat yogurt  
Hershey's milk – 3 flavors  
Lite popcorn

Purchased from lunchroom & sold for the same price:

Salads, veggie trays, & chocolate milk

Possible choices in the future:

Uncrustable sandwiches





2  
3 INSTRUCTION

4  
5 School Wellness

6  
7 The Big Fork School District is committed to providing school environments that promote and protect  
8 children’s health, well-being, and ability to learn by supporting healthy eating and physical activity.  
9 Therefore, it is the policy of the Big Fork School District that:

10  
11 The development of the school wellness policy, at a minimum, will include:

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

40  
41 The suggested guidelines for developing the wellness policy include:

42 **Nutrition Education and Nutrition Promotion**

43 All students K-12 shall receive nutrition education that teaches the knowledge and skills needed to adopt  
44 healthy eating behaviors and is aligned with the *Montana’s Health Enhancement Society of Health and*  
45 *Physical Educators (SHAPE) Health Education and Physical Education Content Standards*. Nutrition  
46 education shall be integrated into the curriculum. Nutrition information and education shall be offered and  
47 promoted throughout the school campus and based on the U.S. Dietary Guidelines for Americans. Staff  
48 who provide nutrition education shall have the appropriate training, such as in health enhancement or  
49 family

1  
2  
3 and consumer sciences.

4  
5 **Health Enhancement and Physical Activity Opportunities**

6 The District shall offer health enhancement opportunities. Health enhancement shall equip  
7 students with the knowledge, skills, and values necessary for lifelong physical activity. Health  
8 enhancement instruction shall be aligned with the *Montana's Health Enhancement and National*  
9 *Association of Sport and Physical Activity/American Alliance of Health, Physical Education,*  
10 *Recreation and Dance Physical Education Content Standards and Benchmarks.*

11  
12 All K-12 students of the District shall have the opportunity to participate regularly in supervised,  
13 organized or unstructured, physical activities, to maintain physical fitness, and to understand the short-  
14 and long-term benefits of a physically active and healthy lifestyle.

15  
16 **Nutrition Standards**

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

20  
21 The District shall monitor all food and beverages sold or served to students, including those available  
22 outside the federally regulated child nutrition programs (i.e., a la carte, vending, student stores, classroom  
23 rewards, fundraising efforts), by meeting the United States Department of Agriculture (USDA) Smart  
24 Snacks in Schools nutrition standards. Snacks provided to students during the school day without charge  
25 (e.g. class parties) will meet standards set by the district. The Superintendent shall continually evaluate  
26 vending policies and contracts. Vending contracts that do not meet the intent and purpose of this policy  
27 shall be modified accordingly or not renewed.

28  
29 **Other School-Based Activities Designed to Promote Student Wellness**

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

33  
34 **Maintaining Student Wellness**

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

41  
42 Legal Reference:        PL 108-265        The Child Nutrition and WIC Reauthorization Act of 2004  
43                                PL 111-296        The Healthy, Hunger-Free Kids Act of 2010

44 Policy History:

45 Adopted on: 04/19/2006

46 Reviewed on:

47 Revised on: