

# CHARLO SCHOOL DISTRICT

**R = required**

## 2000 SERIES INSTRUCTION

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2  
3 **INSTRUCTION**

2000

4  
5 Goals

6  
7 The District’s educational program will seek to provide an opportunity for each child to develop  
8 to his or her maximum potential. The objectives for the educational program are:

- 9
- 10 • To foster self-discovery, self-awareness, and self-discipline.
- 11
- 12 • To develop an awareness of and appreciation for cultural diversity.
- 13
- 14 • To stimulate intellectual curiosity and growth.
- 15
- 16 • To provide fundamental career concepts and skills.
- 17
- 18 • To help the student develop sensitivity to the needs and values of others and  
19 respect for individual and group differences.
- 20
- 21 • To help each student strive for excellence and instill a desire to reach the limit of  
22 his or her potential.
- 23
- 24 • To develop the fundamental skills which will provide a basis for lifelong learning.
- 25
- 26 • To be free of any sexual, cultural, ethnic, or religious bias.
- 27

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

- 30
- 31 • A review and evaluation of the present curriculum;
- 32
- 33 • A projection of curriculum and resource needs;
- 34
- 35 • An evaluation of, and plan to eliminate, any sexual, cultural, ethnic, or religious  
36 bias that may be present in the curriculum or instructional materials and methods;
- 37
- 38 • A plan for new or revised instructional program implementations; and
- 39
- 40 • A review of present and future facility needs.
- 41

42 Legal Reference 10.55.701, ARM Board of Trustees

43  
44 Policy History:

45 Adopted on:

46 Revised on:

2  
3 **INSTRUCTION**

4  
5 School Year Calendar and Day

6  
7 School Calendar

8  
9 Subject to §§ 20-1-301 and 20-1-308, MCA, and any applicable collective bargaining agreement  
10 covering the employment of affected employees, the trustees of a school district shall set the  
11 number of hours in a school term, the length of the school day, and the number of school days in  
12 a school week. When proposing to adopt changes to a previously adopted school term, school  
13 week, or school day, the trustees shall: (a) negotiate the changes with the recognized collective  
14 bargaining unit representing the employees affected by the changes; (b) solicit input from the  
15 employees affected by the changes but not represented by a collective bargaining agreement; (c)  
16 and from the people who live within the boundaries of the school district.

17  
18 Commemorative Holidays

19  
20 Teachers and students will devote a portion of the day on each commemorative holiday  
21 designated in § 20-1-306, MCA, to study and honor the commemorated person or occasion. The  
22 Board may from time to time designate a regular school day as a commemorative holiday.

23  
24 School Fiscal Year

25  
26 At least the minimum number of aggregate hours must be conducted during each school fiscal  
27 year. The minimum aggregate hours required by grade are:

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

32  
33 In addition, seven (7) pupil instruction-related days may be scheduled for the following  
34 purposes:

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

40

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

48  
49 Policy History:

50 Adopted on:

51 Revised on: October, 2006, November 20, 2007, January 15, 2008

2

3 **INSTRUCTION**

4

5 Grade Organization

6

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

10

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

12

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

18

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

21

22

23

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

25

26 Policy History:

27 Adopted on:

28 Revised on:

1 **Charlo School District**

2  
3 **INSTRUCTION**

2110

4  
5 Objectives

6  
7 Accreditation Standards

8  
9 The Board will review state accreditation standards annually and provide in each school building  
10 at least one (1) copy of the standards, for staff and public review.

11  
12 Continuous Progress Education

13  
14 The Board acknowledges its responsibility to develop and implement a curriculum designed to  
15 provide for sequential intellectual and skill development necessary for students to progress on a  
16 continuous basis from elementary through secondary school.

17  
18 The Superintendent is directed to develop instructional programs which will enable each student  
19 to learn at the student's best rate. The instructional program will strive to provide for:

- 20  
21 1. Placement of a student at the student's functional level;  
22  
23 2. Learning materials and methods of instruction considered to be most appropriate to the  
24 student's learning style; and  
25  
26 3. Evaluation to determine if the desired student outcomes have been achieved.

27  
28 Each year, the Superintendent will determine the degree to which such instructional programs are  
29 being developed and implemented. Accomplishment reports submitted annually will provide the  
30 Board with the necessary information to make future program improvement decisions.

31  
32  
33  
34 Policy History:

35 Adopted on:

36 Revised on:

2  
3 **INSTRUCTION**

4  
5 Curriculum Development and Assessment

6  
7 The Board is responsible for curriculum adoption and must approve all significant changes,  
8 including the adoption of new textbooks and new courses, before such changes are made. The  
9 Superintendent is responsible for making curriculum recommendations. The curriculum will be  
10 designed to accomplish learning objectives and goals for excellence contained in the District’s  
11 educational philosophy, mission statement, objectives, and goals.

12  
13 Development and Assessment

14  
15 A written sequential curriculum will be developed for each subject area. The curricula will  
16 address learner goals, content and program area performance standards, and District education  
17 goals and will be constructed to include such parts of education as content, skills, and thinking.  
18 A curriculum review cycle and timelines for curriculum development and evaluations will be  
19 developed, as well.

20  
21 The staff and administration will suggest materials and resources, to include supplies, books,  
22 materials, and equipment necessary for development and implementation of the curriculum and  
23 assessment, which are consistent with goals of the education program. These materials will be  
24 reviewed at least every five (5) years.

25  
26 In all program areas and at all levels, the District will assess student progress toward achieving  
27 learner goals and program area performance standards, including content and data;  
28 accomplishment of appropriate skills; development of critical thinking and reasoning; and  
29 attitude. The District will use assessment results to improve the education program and will use  
30 effective and appropriate tools for assessing such progress. These may include but are not  
31 limited to standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom  
32 evaluation; actual communication assessments such as writing, speaking, and listening  
33 assessments; samples of student work and/or narrative reports passed from grade to grade;  
34 samples of students’ creative and/or performance work; and surveys of carryover skills to other  
35 program areas and outside of school.

36  
37 Cross Reference: 2000 Goals  
38 2110 Objectives

39  
40 Legal Reference: § 20-3-324, MCA Powers and duties  
41 § 20-4-402, MCA Duties as district superintendent or county high  
42 school principal  
43 § 20-7-602, MCA Textbook selection and adoption  
44 10.55.603, ARM Curriculum Development and Assessment

45  
46 Policy History:

47 Adopted on:

48 Revised on:

1 **Charlo School District**

2

3 **INSTRUCTION**

2123

4

5 Lesson Plan

6

7 To insure proper planning and continuity of instruction, the Board requires that each teacher  
8 prepare lesson plans for daily instruction. To facilitate more effective instruction, lesson plans  
9 must be prepared and turned in to the principal Monday morning of each week. The format for  
10 the lesson plan will be specified by the building principal and will be reviewed on a regular basis.  
11 The lesson plan must be readily available, when a substitute teacher is needed.

12

13

14

15 Policy History:

16 Adopted on:

17 Revised on:

1 **Charlo School District**

2  
3 **INSTRUCTION**

2130

4  
5 Program Evaluation and Diagnostic Tests

6  
7 The Board strives for efficiency and effectiveness in all facets of its operations. To achieve this  
8 goal, the Board will set forth:

- 9
- 10 1. A clear statement of expectations and purposes for the District instructional program;
- 11
- 12 2. A provision for staff, resources, and support to achieve stated expectations and purposes;
- 13 and
- 14
- 15 3. A plan for evaluating instructional programs and services to determine how well
- 16 expectations and purposes are being met.
- 17

18 Parents who wish to examine any assessment materials may do so by contacting the  
19 Superintendent. Parental approval is necessary before administering an individual intelligence  
20 test or a diagnostic personality test. No tests or measurement devices which include questions  
21 about a student’s or the student’s family’s personal beliefs and practices in family life, morality,  
22 and religion will be administered, unless the parent gives written permission for the student to  
23 take such test, questionnaire, or examination.

24	25	26
27	Legal Reference:	20 U.S.C. § 1232h      Protection of pupil rights
28		10.55.603, ARM      Curriculum Development and Assessment
29		10.56.101, ARM      Student Assessment
30		

31 Policy History:

32 Adopted on:

33 Revised on:



2  
3 **INSTRUCTION**

4  
5 Student and Family Privacy Rights

6  
7 Surveys - General

8  
9 All surveys requesting personal information from students, as well as any other instrument used  
10 to collect personal information from students, must advance or relate to the District’s educational  
11 objectives as identified in Board Policy. This applies to all surveys, regardless of whether the  
12 student answering the questions can be identified and regardless of who created the survey.

13  
14 Surveys Created by a Third Party

15  
16 Before the District administers or distributes a survey created by a third party to a student, the  
17 student’s parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time  
18 of their request.

19  
20 This section applies to every survey: (1) that is created by a person or entity other than a District  
21 official, staff member, or student, (2) regardless of whether the student answering the questions  
22 can be identified, and (3) regardless of the subject matter of the questions.

23  
24 Surveys Requesting Personal Information

25  
26 School officials and staff members shall not request, nor disclose, the identity of any student who  
27 completes ANY survey containing one (1) or more of the following items:

- 28  
29 1. Political affiliations or beliefs of the student or the student’s parent/guardian;  
30 2. Mental or psychological problems of the student or the student’s family;  
31 3. Behavior or attitudes about sex;  
32 4. Illegal, anti-social, self-incriminating, or demeaning behavior;  
33 5. Critical appraisals of other individuals with whom students have close family  
34 relationships;  
35 6. Legally recognized privileged or analogous relationships, such as those with lawyers,  
36 physicians, and ministers;  
37 7. Religious practices, affiliations, or beliefs of the student or the student’s parent/guardian;  
38 8. Income (other than that required by law to determine eligibility for participation in a  
39 program or for receiving financial assistance under such program).

40  
41 The student’s parent(s)/guardian(s) may:

- 42  
43 1. Inspect the survey within a reasonable time of the request, and/or  
44 2. Refuse to allow their child to participate in any survey requesting personal information. The  
45 school shall not penalize any student whose parent(s)/guardian(s) exercise this option.

1  
2  
3  
4 Instructional Material  
5

6 A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any  
7 instructional material used as part of their child's educational curriculum.  
8

9 The term "instructional material," for purposes of this policy, means instructional content that is  
10 provided to a student, regardless of its format, printed or representational materials, audio-visual  
11 materials, and materials in electronic or digital formats (such as materials accessible through the  
12 Internet). The term does not include academic tests or academic assessments.  
13

14 Collection of Personal Information from Students for Marketing Prohibited  
15

16 The term "personal information," for purposes of this section only, means individually  
17 identifiable information including: (1) a student's or parent's first and last name, (2) a home or  
18 other physical address (including street name and the name of the city or town), (4) telephone  
19 number, or (5) a Social Security identification number.  
20

21 The District will not collect, disclose, or use student personal information for the purpose of  
22 marketing or selling that information or otherwise providing that information to others for that  
23 purpose.  
24

25 The District, however, is not prohibited from collecting, disclosing, or using personal  
26 information collected from students for the exclusive purpose of developing, evaluating, or  
27 providing educational products or services for, or to, students or educational institutions such as  
28 the following:  
29

- 30 1. College or other post-secondary education recruitment or military recruitment;
- 31 2. Book clubs, magazines, and programs providing access to low-cost literary products;
- 32 3. Curriculum and instructional materials used by elementary schools and secondary  
33 schools;
- 34 4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or  
35 achievement information about students (or to generate other statistically useful data for  
36 the purpose of securing such tests and assessments) and the subsequent analysis and  
37 public release of the aggregate data from such tests and assessments;
- 38 5. The sale by students of products or services to raise funds for school-related or education-  
39 related activities;
- 40 6. Student recognition programs.  
41

42 Notification of Rights and Procedures  
43

44 The Superintendent or designee shall notify students' parents/guardians of:  
45

- 1
- 2
- 3
- 4 1. This policy as well as its availability from the administration office upon request;
- 5 2. How to opt their child out of participation in activities as provided in this policy;
- 6 3. The approximate dates during the school year when a survey requesting personal
- 7 information, as described above, is scheduled or expected to be scheduled;
- 8 4. How to request access to any survey or other material described in this policy.
- 9

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

12  
13 The rights provided to parents/guardians in this policy transfer to the student, when the student  
14 turn 18 years of age or is an emancipated minor.

15  
16 *NOTE: This policy must be adopted in consultation with parents. 20 U.S.C. § 1232h(c)(1).*  
17 *Therefore, MTSBA recommends that, at a minimum, Boards specifically note this on their*  
18 *meeting agendas and request public comment prior to adoption.*

19  
20  
21  
22 Cross Reference: 3410 Student Health  
23 2311 Instructional Materials  
24 3200 Student Rights and Responsibilities

25  
26 Legal Reference: 20 U.S.C. 1232h Protection of Pupil Rights  
27

28 Policy History:

29 Adopted on:

30 Revised on:

1 **Charlo School District**

2  
3 **INSTRUCTION**

2140

4  
5 Guidance and Counseling

6  
7 The District recognizes that guidance and counseling are an important part of the total program  
8 of instruction and should be provided in accordance with state laws and regulations, District  
9 policies and procedures, and available staff and program support.

10  
11 The general goal of this program is to help students achieve the greatest personal value from their  
12 educational opportunities. Such a program should:

- 13  
14 1. Provide staff with meaningful information which can be utilized to improve educational  
15 services offered to individual students.  
16  
17 2. Provide students with planned opportunities to develop future career and educational  
18 plans.  
19  
20 3. Refer students with special needs to appropriate specialists and agencies.  
21  
22 4. Aid students in identifying options and making choices about their educational program.  
23  
24 5. Assist teachers and administrators in meeting academic, social, and emotional needs of  
25 students.  
26  
27 6. Provide for a follow-up of students who further their education and/or move into the  
28 world of work.  
29  
30 7. Solicit feedback from students, staff, and parents, for purposes of program improvement.  
31  
32 8. Assist students in developing a sense of belonging and self-respect.

33  
34 All staff will encourage students to explore and develop their individual interests in career and  
35 vocational-technical programs and employment opportunities, without regard to gender, race,  
36 marital status, national origin, or handicapping conditions, including reasonable efforts in  
37 encouraging students to consider and explore “nontraditional” occupations.  
38

39 Legal Reference      § 49-3-203, MCA      Educational, counseling, and training programs  
40                              10.55.710, ARM      Assignment of Guidance Staff  
41                              10.55.802, ARM      Opportunity and Educational Equity

42  
43 Policy History:

44 Adopted on:

45 Revised on:

1 **Charlo School District**

2  
3 **INSTRUCTION**

2151

4  
5 Interscholastic Activities

6  
7 The District recognizes the value of a program of interscholastic activities as an integral part of  
8 the total school experience. The program of interscholastic activities will include all activities  
9 relating to competitive sport or intellectual contests, games or events, or exhibitions involving  
10 individual students or teams of students of this District, when such events occur between schools  
11 outside this District.

12  
13 All facilities and equipment utilized in the interscholastic activity program, whether or not the  
14 property of the District, will be inspected on a regular basis. Participants will be issued  
15 equipment which has been properly maintained and fitted.

16  
17 An activity coach must be properly trained and qualified for an assignment as described in the  
18 coach's job description. A syllabus which outlines the skills, techniques, and safety measures  
19 associated with a coaching assignment will be distributed to each coach. All personnel coaching  
20 intramural or interscholastic activities will hold a current valid First Aid Certificate.

21  
22 The Board recognizes that certain risks are associated with participation in interscholastic  
23 activities. While the District will strive to prevent injuries and accidents to students, each parent  
24 or guardian will be required to sign an "assumption of risk" statement indicating that the parents  
25 assume all risks for injuries resulting from such participation. Each participant will be required  
26 to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A  
27 participant will be free of injury and will have fully recovered from illness before participating in  
28 any event.

29  
30 Coaches and/or trainers may not issue medicine of any type to students. This provision does not  
31 preclude the coach and/or trainer from using approved first aid items.

32  
33  
34  
35 Cross Reference: 3416 Administering Medicines to Students

36  
37 Legal Reference: 10.55.707, ARM Certification  
38 37.111.825, ARM Health Supervision and Maintenance

39  
40 Policy History:

41 Adopted on:

42 Revised on:

2  
3 **INSTRUCTION**

4  
5 Title I Parent Involvement

6  
7 *NOTE: Schools receiving federal ESEA funds are required to have a parent involvement policy.*  
8 *This sample policy can be used as the basis for the joint development of a policy, as required by*  
9 *the federal legislation. This policy cannot be the District’s policy without some parental*  
10 *involvement in its development at the local level.*

11  
12 The District endorses the parent involvement goals of Title I and encourages the regular  
13 participation of parents of Title I eligible children in all aspects of the program. The education of  
14 children is viewed as a cooperative effort among the parents, school, and community. In this  
15 policy the word “parent” also includes guardians and other family members involved in  
16 supervising the child’s schools.

17  
18 Pursuant to federal law the District will develop jointly with, agree upon with, and distribute to  
19 parents of children participating in the Title I program a written parent involvement policy.

20  
21 At the required annual meeting of Title I parents, parents will have opportunities to participate in  
22 the design, development, operation, and evaluation of the program for the next school year.  
23 Proposed activities to fulfill the requirements necessary to address the requirements of parental-  
24 involvement goals shall be presented.

25  
26 In addition to the required annual meeting, at least three (3) additional meetings shall be held at  
27 various times of the day and/or evening for parents of children participating in the Title I  
28 program. These meetings shall be used to provide parents with:

- 29  
30 1. Information about programs provided under Title I;  
31  
32 2. A description and explanation of the curriculum in use, the forms of academic assessment  
33 used to measure student progress, and the proficiency levels students are expected to  
34 meet;  
35  
36 3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions  
37 relating to the education of their children; and  
38  
39 4. The opportunity to bring parent comments, if they are dissatisfied with the school=s  
40 Title I program, to the District level.

41  
42 Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through  
43 payment of transportation and childcare costs.

44  
45 The parents of children identified to participate in Title I programs shall receive from the school

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

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

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

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

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:

Revised on:

2  
3 **INSTRUCTION**

4  
5 Title I Parent Involvement

6  
7 In order to achieve the level of Title I parent involvement desired by District policy on this topic,  
8 these procedures guide the development of each school's annual plan designed to foster a  
9 cooperative effort among parents, school, and community.

10  
11 Guidelines

12  
13 Parent involvement activities developed at each school will include opportunities for:

- 14  
15 • Volunteering;  
16 • Parent education;  
17 • Home support for the child's education;  
18 • Parent participation in school decision making.

19  
20 The school system will provide opportunities for professional development and resources for  
21 staff and parents/community regarding effective parent involvement practices.

22  
23 Roles and Responsibilities

24  
25 **Parents**

26  
27 It is the responsibility of the parent to:

- 28  
29 • Actively communicate with school staff;  
30 • Be aware of rules and regulations of school;  
31 • Take an active role in the child's education by reinforcing at home the skills and knowledge  
32 the student has learned in school;  
33 • Utilize opportunities for participation in school activities.

34  
35 **Staff**

36  
37 It is the responsibility of staff to:

- 38  
39 • Develop and implement a school plan for parent involvement;  
40 • Promote and encourage parent involvement activities;  
41 • Effectively and actively communicate with all parents about skills, knowledge, and attributes  
42 students are learning in school and suggestions for reinforcement;  
43 • Send information to parents of Title I children in a format and, to the extent practicable, in a  
44 language the parents can understand.  
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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:

Revised on:

2  
3 **INSTRUCTION**

4  
5 Special Education

6  
7 The District will provide a free appropriate public education and necessary related services to all  
8 children with disabilities residing within the District, as required under the Individuals with  
9 Disabilities Education Act (IDEA), provisions of Montana law, and the Americans with  
10 Disabilities Act.

11  
12 For students eligible for services under IDEA, the District will follow procedures for  
13 identification, evaluation, placement, and delivery of service to children with disabilities, as  
14 provided in the current *Montana State Plan under Part B of IDEA*.

15  
16 The District may maintain membership in one or more cooperative associations which may assist  
17 in fulfilling the District's obligations to its disabled students.

18  
19  
20  
21 Legal Reference: Americans with Disabilities Act, 42 U.S.C. § 12101, et seq.  
22 Individuals with Disabilities Education Act, 20 U.S.C. § 1400, et seq.  
23 § 20-7-Part Four, MCA Special Education for Exceptional Children  
24

25 Policy History:

26 Adopted on:

27 Revised on:

2  
3 **INSTRUCTION**

4  
5 Special Education

6  
7 The Superintendent shall place the annual application on the agenda of a regular meeting of the  
8 Board, for action prior to submission to the state educational agency for final approval.

9  
10 Child Find

11  
12 The District shall be responsible for the coordination and management of locating, identifying,  
13 and evaluating all disabled children ages zero (-0-) through twenty-one (21). Appropriate staff  
14 will design the District's Child Find plan in compliance with all state and federal requirements  
15 and with assistance from special education personnel who are delegated responsibility for  
16 implementing the plan.

17  
18 The District's plan will contain procedures for identifying suspected disabled students in private  
19 schools as identified in 34 C.F.R. 530.130 and 530.131(f), students who are home schooled, as  
20 well as public facilities located within the geographic boundaries of the District. These  
21 procedures shall include screening and development criteria for further assessment. The plan  
22 must include locating, identifying, and evaluating highly mobile children with disabilities and  
23 children who are suspected of being a child with a disability and in need of special education,  
24 even though the child is and has been advancing from grade to grade. The District's Child Find  
25 Plan must set forth the following:

- 26  
27 1. Procedures used to annually inform the public of all child find activities, for children zero  
28 through twenty-one;
- 29 2. Identity of the special education coordinator;
- 30 3. Procedures used for collecting, maintaining, and reporting data on child identification;
- 31 4. Procedures for Child Find Activities (including audiological, health, speech/language,  
32 and visual screening and review of data or records for students who have been or are  
33 being considered for retention, delayed admittance, long-term suspension or expulsion or  
34 waiver of learner outcomes) in each of the following age groups:
- 35 A. Infants and Toddlers (Birth through Age 2)  
36 Procedures for referral of infants and toddlers to the appropriate early intervention  
37 agency, or procedures for conducting child find.
- 38 B. Preschool (Ages 3 through 5)  
39 Part C Transition planning conferences; frequency and location of screenings;  
40 coordination with other agencies; follow-up procedures for referral and  
41 evaluation; and procedures for responding to individual referrals.
- 42 C. In-School (Ages 6 through 18)  
43 Referral procedures, including teacher assistance teams, parent referrals, and  
44 referrals from other sources; and follow-up procedures for referral and evaluation.
- 45 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.

#### 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. 300.530-300.536 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;
- 10.16.3322 - Composition of a Child Study Team

#### Procedural Safeguards and Parental Notification

The District implements the procedural safeguard procedures as identified in 34 C.F.R. 300.500 - 300.530 and A.R.M. 10.16.3129.

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;
- 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 web site 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

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3  
4 form is a legal document, District personnel with knowledge of the referral shall bring the  
5 referral promptly to the attention of the Child Study Team.  
6

7 The District shall give written notice to the parent of its recommendation to evaluate or not to  
8 evaluate the student. The parent will be fully informed concerning the reasons for which the  
9 consent to evaluate is sought. Written parental consent will be obtained before conducting the  
10 initial evaluation or before reevaluating the student.  
11

12 The recommendation to conduct an initial evaluation or reevaluation shall be presented to the  
13 parents in their native language or another mode of communication appropriate to the parent. An  
14 explanation of all the procedural safeguards shall be made available to the parents when their  
15 consent for evaluation is sought. These safeguards will include a statement of the parents' rights  
16 relative to granting the consent.  
17

#### 18 Administrative Representative on Child Study Team

19  
20 The Superintendent shall annually designate in writing the administrative representative for each  
21 Child Study Team in the District. The administrative representative shall be an individual  
22 employed by the trustees in a recognized administrative capacity.  
23

#### 24 Individualized Education Programs

25  
26 The District develops, implements, reviews, and revises individualized education programs (IEP)  
27 in accordance with the requirements and procedures of 34 C.F.R. 300.342-300.350 and A.R.M.  
28 10.16.3342.  
29

#### 30 Least Restrictive Environment

31  
32 To the maximum extent appropriate, children with disabilities, including children in public or  
33 private institutions or other care facilities, are educated with children who are nondisabled, and  
34 special classes, separate schooling, or other removal of children with disabilities from the regular  
35 class occurs only if the nature or severity of the disability is such that education in regular  
36 classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.  
37 Educational placement decisions are made in accordance with A.R.M. 10.16.3340 and the  
38 requirements of 34 C.F.R. 300.550 - 300.556, and a continuum of alternate placements is  
39 available as required in 34 C.F.R. 300.551.  
40

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

42  
43 The District implements services to children enrolled in private schools by their parents in accord  
44 with the requirements and procedures in 34 C.F.R. 300.453 - 300.462 and A.R.M. 10.16.3122.  
45 If a child with a disability is placed in or referred to a private school or facility by the District or

parentally placed, the District will provide special education and related services in accordance with the requirements and procedures of 34 C.F.R. 300.401 and A.R.M. 10.16.3122.

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. 300.562-300.577, 300.622, § 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 resource 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

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 300.519 - 300.530.

Legal Reference:	34 CFR 300.1, et seq.	Individuals with Disabilities Act (IDEA)
	§ 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

Procedure History:

Promulgated on:

Revised on: 9/18/07

2  
3 **INSTRUCTION**

4  
5 Section 504 of the Rehabilitation Act of 1973 (“Section 504”)

6  
7 It is the intent of the District to ensure that students who are disabled within the definition of  
8 Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with  
9 appropriate educational services. For those students who need or are believed to need special  
10 instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the  
11 District shall establish and implement a system of procedural safeguards. The safeguards shall  
12 cover students’ identification, evaluation, and educational placement. This system shall include:  
13 notice, an opportunity for the student’s parent or legal guardian to examine relevant records, an  
14 impartial hearing with opportunity for participation by the student’s parent or legal guardian, and  
15 a review procedure.  
16  
17  
18

19 Legal Reference: Rehabilitation Act of 1973, § 504, 29 U.S.C. § 794  
20 34 C.F.R. 104.36 Procedural safeguards

21  
22 Policy History:

23 Adopted on:

24 Revised on:



2  
3 **INSTRUCTION**

4  
5 Section 504 of the Rehabilitation Act of 1973 ("Section 504")

- 6  
7 (1) **Impartial Due Process Hearing.** If the parent or legal guardian of a student who qualifies  
8 under Section 504 for special instruction or related services disagrees with a decision of  
9 the District with respect to: (1) the identification of the child as qualifying for Section  
10 504; (2) the District's evaluation of the child; and/or (3) the educational placement of the  
11 child, the parents of the student are entitled to certain procedural safeguards. The student  
12 shall remain in his/her current placement until the matter has been resolved through the  
13 process set forth herein.  
14
- 15 A. The District shall provide written notice to the parent or legal guardian of a  
16 Section 504 student, prior to initiating an evaluation of the child and/or  
17 determining the appropriate educational placement of the child, including special  
18 instruction and/or related services;  
19
  - 20 B. Upon request, the parent or legal guardian of the student shall be allowed to  
21 examine all relevant records relating to the child's education and the District's  
22 identification, evaluation, and/or placement decision;  
23
  - 24 C. The parent or legal guardian of the student may make a request in writing for an  
25 impartial due process hearing. The written request for an impartial due process  
26 hearing shall identify with specificity the areas in which the parent or legal  
27 guardian is in disagreement with the District;  
28
  - 29 D. Upon receipt of a written request for an impartial due process hearing, a copy of  
30 the written request shall be forwarded to all interested parties within three (3)  
31 business days;  
32
  - 33 E. Within ten (10) days of receipt of a written request for an impartial due process  
34 hearing, the District shall select and appoint an impartial hearing officer who has  
35 no professional or personal interest in the matter. In that regard, the District may  
36 select a hearing officer from the list of special education hearing examiners  
37 available at the Office of Public Instruction, the county superintendent or any  
38 other person who would conduct the hearing in an impartial and fair manner;  
39
  - 40 F. Once the District has selected an impartial hearing officer, the District shall  
41 provide the parent or legal guardian and all other interested parties with notice of  
42 the person selected;  
43
  - 44 G. Within five (5) days of the District's selection of a hearing officer, a pre-hearing  
45 conference shall be scheduled to set a date and time for a hearing, identify

1  
2  
3  
4 the issues to be heard, and stipulate to undisputed facts to narrow the contested  
5 factual issues;

6  
7 H. The hearing officer shall, in writing, notify all parties of the date, time, and  
8 location of the due process hearing;

9  
10 I. Anytime prior to the hearing, the parties may mutually agree to submit the matter  
11 to mediation. A mediator may be selected from the Office of Public Instruction's  
12 list of trained mediators;

13  
14 J. At the hearing, the District and the parent or legal guardian may be represented by  
15 counsel;

16  
17 K. The hearing shall be conducted in an informal but orderly manner. Either party  
18 may request that the hearing be recorded. Should either party request that the  
19 hearing be recorded, it shall be recorded using either appropriate equipment or a  
20 court reporter. The District shall be allowed to present its case first. Thereafter  
21 the parent or legal guardian shall be allowed to present its case. Witnesses may be  
22 called to testify, and documentary evidence may be admitted; however, witnesses  
23 will not be subject to cross-examination, and the Montana Rules of Evidence will  
24 not apply. The hearing officer shall make all decisions relating to the relevancy of  
25 all evidence intended to be presented by the parties. Once all evidence has been  
26 received, the hearing officer shall close the hearing. The hearing officer may  
27 request that both parties submit proposed findings of fact, conclusions, and  
28 decision;

29  
30 L. Within twenty (20) days of the hearing, the hearing examiner should issue a  
31 written report of his/her decision to the parties;

32  
33 M. Appeals may be taken as provided by law. The parent or legal guardian may  
34 contact the Office of Civil Rights, 1244 Speer Boulevard, Suite 310, Denver, CO  
35 80204-3582; (303) 844-5695 or (303) 844-5696.

36  
37 (2) Uniform Complaint Procedure. If a parent or legal guardian of the student alleges that the  
38 District and/or any employee of the District has engaged in discrimination or harassment  
39 of the student, the parent or legal guardian will be required to proceed through the  
40 District's Uniform Complaint Procedure.

41  
42 Legal Reference: 34 C.F.R. 104.36 Procedural safeguards

43  
44 Procedure History:

45 Promulgated on:

46 Revised on:

1 **Charlo School District**

2  
3 **INSTRUCTION**

4  
5 Traffic Education

6  
7 Students fifteen (15) years old or older, or who will reach their fifteenth (15th) birthday within  
8 six (6) months of the course completion, are eligible to enroll in a traffic education program.  
9 Traffic education students must have successfully completed the eighth (8<sup>th</sup>) grade. Students are  
10 scheduled by age, with the oldest student having first priority.  
11

12 The purpose of the program is to introduce students to a course of study which should lead to the  
13 eventual development of skills appropriate for a licensed driver. The traffic education program is  
14 designed to meet the criteria established by the Superintendent of Public Instruction. These  
15 criteria include requirements for instructional time, for instructor certification, recommendations  
16 for course of study and reimbursement procedures.  
17

18 Students will be required to present a copy of their birth certificate and a copy of their social  
19 security card. The driving application must be completed and fees paid before any driving permit  
20 will be issued.  
21

22 This program is open only for currently enrolled student residents of the Charlo School District  
23 and home school students residing in the Charlo School District. The Charlo school board  
24 retains the authority to allow non-resident students the ability to enroll.  
25

26	27	28	Legal Reference:	§ 20-7-502, MCA	Duties of superintendent of public instruction
29				§ 20-7-503, MCA	District establishment of traffic education program
30				§ 20-7-507, MCA	District traffic education fund
31				10.13.307, ARM	Program Requirements

32  
33 Policy History:

34 Adopted on:

35 Revised on:

1 **Charlo School District**

2

3 **INSTRUCTION**

2166

4

5 Gifted Program

6

7 To the extent possible with available resources, the District may offer differentiated educational  
8 programs to help students fully achieve their potential.

9

10

11

12

13 Legal References: §§ 20-7-901 - 904, MCA Gifted and talented children  
14 10.55.804, ARM Gifted and Talented

15

16 Policy History:

17 Adopted on:

18 Revised on:

1 **Charlo School District**

2  
3 **INSTRUCTION**

2167

4  
5 Correspondence Courses

6  
7 The District will permit a student to enroll in an approved correspondence course from a school  
8 approved by the National University Extension Association, in order that such student may  
9 include a greater variety of learning experiences within the student's educational program.

10  
11 Credit for correspondence courses may be granted, provided the following requirements are met:

- 12  
13 1. Prior permission has been granted by the principal;
- 14  
15 2. The program fits the education plan submitted by the regularly enrolled student;
- 16  
17 3. Credit is granted for the following approved schools:
- 18  
19 a. Schools approved by the National University Extension Association or through  
20 one of the schools approved by the National Home Study Council;
- 21  
22 b. Community colleges, vocational-technical institutes, four-year colleges and  
23 universities and state-approved private schools in the state of Montana; and
- 24  
25 c. Other schools or institutions which are approved by the District after evaluation  
26 for a particular course offering.

27  
28 The District will not pay for a student's correspondence courses.

29  
30  
31  
32 Cross Reference: 2410 and 2410P High School Graduation Requirements

33  
34 Legal Reference: § 20-7-116, MCA Supervised correspondence study  
35 ARM 10.55.906 High School Credit

36  
37 Policy History:

38 Adopted on:

39 Revised on:

1 **Charlo School District**

2  
3 **INSTRUCTION**

2168

4  
5 Distance, Online, and Technology Delivered Learning

6  
7 For purposes of this policy, “distance learning” is defined as: instruction in which students and  
8 teachers are separated by time and/or location with synchronous or asynchronous content,  
9 instruction, and communication between student and teacher (e.g., correspondence courses,  
10 online learning, videoconferencing, streaming video).

11  
12  
13 The District may receive and/or provide distance, online, and technology delivered learning  
14 programs, provided the following requirements are met:

- 15
- 16 1. The distance, online, and technology delivered learning programs and/or courses shall  
17 meet the learner expectations adopted by the district and be aligned with state content and  
18 performance standards;
  - 19  
20 2. The district shall provide a report to the Superintendent of Public Instruction  
21 documenting how it is meeting the needs of students under the accreditation standards  
22 who are taking a majority of courses during each grading period via distance, online,  
23 and/or technology-delivered programs;
  - 24  
25 3. The district will provide qualified instructors and/or facilitators as described in ARM  
26 10.55.907(3)(a)(b)(c);
  - 27  
28 4. The district will ensure that the distance, online, and technology delivered learning  
29 facilitators, receive in-service training on technology delivered instruction as described in  
30 ARM 10.55.907(3)(d); and
  - 31  
32 5. The district will comply with all other standards as described in ARM 10.55.907(4)(5)(a-  
33 e).
- 34

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

38  
39 Credit for distance learning courses may be granted, provided prior admission has been granted  
40 by the principal and the program fits the educational plan submitted by the regularly enrolled  
41 student.

42  
43 The District will not be obligated to pay for a student’s distance learning courses.  
44  
45

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Cross Reference:	2410 and 2410P	High School Graduation Requirements
Legal Reference:	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:	12/18/07	
Revised on:	1/15/2008	

1 **Charlo School District**

2

3 **INSTRUCTION**

2221

4

5 School Closure

6

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

9

10

11

12 Cross Reference: 8110 Bus Routes and Schedules

13

14 Legal Reference: §§ 20-9-801 - 802, MCA Emergency school closure

15

16 Policy History:

17 Adopted on:

18 Revised on:



1 **Charlo School District**

2  
3 **INSTRUCTION**

2221P  
page 1 of 2

4  
5 School Closure

6  
7 All students, parents, and school employees should assume that school will be in session and  
8 buses running as scheduled, unless there is official notification from the Superintendent to the  
9 contrary.

10  
11 In the event of severely inclement weather or mechanical breakdown, school may be closed or  
12 starting time delayed. The same conditions may also necessitate early dismissal. School closing,  
13 delayed starting time, or early dismissal will be announced over local radio stations (92.3 KQRK  
14 or 750 AM KERR). A person may also call 1-800-750-5377. Reports in the morning will be  
15 between 6:30am and 7:30am. If no report is heard, it can be assumed that school will be in  
16 session.

17  
18 Work Schedules and Responsibilities for School Closures

19  
20 Superintendent

21  
22 Only the Superintendent has authority to close schools. The Superintendent will be on duty  
23 throughout any existing or potential emergency situation, day or night. All orders of doubtful  
24 origin should be confirmed with the Superintendent.

25  
26  
27 Building-Level Administrators, Non-Teaching “Exempt” Personnel, and Key Support Staff

28  
29 All building-level administrators and non-teaching “exempt” personnel will report for duty per  
30 their normal shifts or as otherwise directed each day during the school closure, together with the  
31 head custodian and at least one (1) secretary, insofar as is safely possible. The building  
32 administrator will ascertain that the building has been adequately secured and that any child who  
33 mistakenly reports to school [in the event school has been closed] is properly and safely cared for  
34 and returned home per District policy. The administrator and this minimal support staff shall  
35 notify other staff and/or other support employees of the situation and will respond to telephone  
36 questions. When the situation has been stabilized, the personnel who reported to work may  
37 choose to return home.

38  
39 12-Month Classified Employees

40  
41 In the event of school closure, 12-month classified personnel may report for duty or not report for  
42 duty, as directed by their immediate supervisor. If a 12-month classified employee is unable to or  
43 does not report for duty, the employee will complete a leave request form to declare the day as  
44 personal leave, vacation, or leave without pay.

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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 9 1/4-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, 9 1/4-month employees should not report for duty unless otherwise directed by their immediate supervisor. 9 1/4-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:

Revised on:

2

3 **INSTRUCTION**

4

5 Community and Adult Education

6

7 The District may make its resources available to adults and other non-students, within limits of  
8 budget, staff, and facilities, provided there is no interference with or impairment of the regular  
9 school program. Community and adult education and other offerings may be developed in  
10 cooperation with community representatives, subject to approval and authorization by the Board.

11

12

13

14 Legal Reference: § 20-7-703, MCA Trustees' policies for adult education

15

16 Policy History:

17 Adopted on:

18 Revised on:

2  
3 **INSTRUCTION**

4  
5 Library Materials

6  
7 School library and classroom library books are primarily for use by District students and staff.  
8 Library books may be checked out by either students or staff. Individuals who check out books  
9 are responsible for the care and timely return of those materials. The building principal may  
10 assess fines for damaged or unreturned books.

11  
12 District residents and parents or guardians of non-resident students attending the District may be  
13 allowed use of library books, at the discretion of the building principal. However, such access  
14 shall not interfere with regular school use of those books. Use of library books outside of the  
15 District is prohibited except for inter-library loan agreements with other libraries.

16  
17 Any individual may challenge the selection of materials for the library/media center. The  
18 Uniform Complaint Procedure will be utilized to determine if challenged material is properly  
19 located in the library.

20  
21  
22  
23 Cross Reference: 1700 Uniform Complaint Procedure  
24 2314 Learning Materials Review

25  
26 Legal Reference: § 20-4-402(5), MCA Duties of district superintendent or county high  
27 school principal  
28 § 20-7-203, MCA Trustees' policies for school library  
29 § 20-7-204, MCA School library book selection

30  
31 Policy History:

32 Adopted on:

33 Revised on:



2  
3 **INSTRUCTION**

4  
5 Selection of Library Materials

6  
7 Selection of library materials is a professional task conducted by library staff. In selecting library  
8 materials, the librarian will evaluate the existing collection; assess curricula needs; examine  
9 materials, and consult reputable, professionally prepared selection aids.

10  
11 Weeding

12  
13 When materials no longer meet criteria for selection, they will be weeded. Weeding is a  
14 necessary aspect of selection, since every library will contain works which may have answered a  
15 need at the time of acquisition, but which, with the passage of time, have become obsolete, dated,  
16 unappealing, or worn out.

17  
18 Discarded materials will be clearly stamped:

19  
20 “WITHDRAWAL FROM CHARLO PUBLIC SCHOOL LIBRARY”

21  
22 Materials will be discarded in compliance with § 20-6-604, MCA. When the decision to sell or  
23 dispose of library materials is made, the Board will adopt a resolution to sell or otherwise dispose  
24 of the material because it is or is about to become abandoned, obsolete, undesirable, or unsuitable  
25 for the school purposes of the District. The Board will publish a notice of the resolution in the  
26 newspaper of general circulation in Charlo. The resolution may not become effective for  
27 fourteen (14) days after notice is published.

28  
29 Gifts

30  
31 Gift materials may be accepted with the understanding they must meet criteria set for book  
32 selection.

33  
34  
35  
36 Procedure History:

37 Promulgated on:

38 Revised on:

2  
3 **INSTRUCTION**

4  
5 Instructional Materials

6  
7 The Board is legally responsible to approve and to provide the necessary instructional materials  
8 used in the District. Textbooks and instructional materials should provide quality learning  
9 experiences for students and:

- 10
- 11 • Enrich and support the curriculum;
- 12 • Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
- 13 • Provide background information to enable students to make intelligent judgments;
- 14 • Present opposing sides of controversial issues;
- 15 • Be representative of the many religious, ethnic, and cultural groups and their contributions to
- 16 our American heritage;
- 17 • Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of
- 18 American society.
- 19

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

24  
25 Instructional materials may be made available for loan to students when the best interest of the  
26 District and student will be served by such a decision. Students will not be charged for normal  
27 wear. They will be charged replacement cost, however, as well as for excessive wear,  
28 unreasonable damage, or lost materials. The professional staff will maintain records necessary  
29 for the proper accounting of all instructional materials.

30  
31  
32  
33 Cross Reference: 2314 Learning Materials Review

34	Legal Reference:	§ 20-4-402, MCA	Duties of district superintendent or county high
35			school principal
36		§ 20-7-601, MCA	Free textbook provisions
37		§ 20-7-602, MCA	Textbook selection and adoption
38			
39			

40 Policy History:

41 Adopted on:

42 Revised on:

2  
3 **INSTRUCTION**

2311P

4  
5 Selection, Adoption, and Removal of Textbooks and Instructional Materials

6  
7 Curriculum committees will generally be responsible to recommend textbooks and major  
8 instructional materials purchases. Recommendations will be made to the Superintendent. The  
9 function of the committee is to ensure that materials are selected in conformance with stated  
10 criteria and established District goals and objectives. A curriculum committee may consist of  
11 only those members in a particular department. The same basic selection procedures should be  
12 followed as with District-wide committees.

13  
14 Selection and Adoption

15  
16 Textbooks shall be selected by a curriculum committee representing the various staff who will  
17 likely be using the text. In most, but not all, cases an administrator will chair the committee.  
18 Each committee should develop, prior to selection, a set of selection criteria against which  
19 textbooks will be evaluated. The criteria should include the following, along with other  
20 appropriate criteria. Textbooks shall:

- 21
- 22 • Be congruent with identified instructional objectives;
  - 23 • Present more than one viewpoint on controversial issues;
  - 24 • Present minorities realistically;
  - 25 • Present non-stereotypic models;
  - 26 • Facilitate the sharing of cultural differences;
  - 27 • Be priced appropriately.
- 28

29 Removal

30  
31 Textbooks may be removed when they no longer meet the criteria for initial selection, when they  
32 are worn out, or when they have been judged inappropriate through the Learning Materials  
33 Review Process.

34  
35  
36  
37 Procedure History:

38 Promulgated on:

39 Revised on:



2  
3 **INSTRUCTION**

4  
5 Copyright

6  
7 The District recognizes that federal law makes it illegal to duplicate copyrighted materials  
8 without authorization of the holder of the copyright, except for certain exempt purposes. Severe  
9 penalties may be imposed for unauthorized copying or use of audio, visual, or printed materials  
10 and computer software, unless the copying or use conforms to the "fair use" doctrine.

11  
12 Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is  
13 permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or  
14 research.

15  
16 While the District encourages its staff to enrich learning programs by making proper use of  
17 supplementary materials, it is the responsibility of staff to abide by District copying procedures  
18 and obey requirements of law. Under no circumstances will it be necessary for staff to violate  
19 copyright requirements in order to properly perform their duties. The District cannot be  
20 responsible for any violations of the copyright law by its staff.

21  
22 Any staff member who is uncertain as to whether reproducing or using copyrighted material  
23 complies with District procedures or is permissible under the law should consult the  
24 Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or  
25 use protected materials, when such authorization is required.

26  
27  
28  
29 Legal Reference: 17 USC 101 - 1010 Federal Copyright Law of 1976

30  
31 Policy History:

32 Adopted on:

33 Revised on:

2  
3 **INSTRUCTION**

4  
5 Copyright Compliance

6  
7 Authorized Reproduction and Use of Copyrighted Material in Print

8  
9 In preparing for instruction, a teacher may make or have made a single copy of a chapter from a  
10 book; an article from a newspaper or periodical; a short story, short essay, or short poem; or a  
11 chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper. A  
12 teacher may make multiple copies, not exceeding more than one (1) per pupil, for classroom use  
13 if the copying meets the tests of “brevity, spontaneity and cumulative effect” set by the following  
14 guidelines. Each copy must include a notice of copyright.

15  
16 1. Brevity

- 17  
18 a. A complete poem, if less than 250 words and two pages long, may be copied;  
19 excerpts from longer poems cannot exceed 250 words.  
20 b. Complete articles, stories or essays of less than 2500 words or excerpts from prose  
21 works less than 1000 words or 10% of the work, whichever is less, may be copied;  
22 in any event, the minimum is 500 words. (Each numerical limit may be expanded  
23 to permit the completion of an unfinished line of a poem or prose paragraph.)  
24 c. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical  
25 issue may be copied. “Special” works cannot be reproduced in full; this includes  
26 children’s books combining poetry, prose, or poetic prose.

27  
28 2. Spontaneity. Should be at the “instance and inspiration” of the individual teacher.

29  
30 3. Cumulative Effect. Teachers are limited to using copied material for only one (1) course  
31 in the school in which copies are made. No more than one (1) short poem, article, story  
32 or two (2) excerpts from the same author may be copied, and no more than three (3)  
33 works can be copied from a collective work or periodical issue during one (1) class term.  
34 Teachers are limited to nine (9) instances of multiple copying for one (1) course during  
35 one (1) class term. Limitations do not apply to current news periodicals, newspapers, and  
36 current news sections of other periodicals.

37  
38 Performances by teachers or students of copyrighted dramatic works without authorization from  
39 the copyright owner are permitted as part of a teaching activity in a classroom or instructional  
40 setting. All other performances require permission from the copyright owner.

41  
42 The copyright law prohibits using copies to replace or substitute for anthologies, consumable  
43 works, compilations, or collective works. “Consumable” works include: workbooks, exercises,  
44 standardized tests, test booklets, and answer sheets. Teachers cannot substitute copies for the  
45 purchase of books, publishers’ reprints or periodicals, nor can they repeatedly copy the same item

1  
2  
3  
4 from term-to-term. Copying cannot be directed by a “higher authority,” and students cannot be  
5 charged more than actual cost of photocopying. Teachers may use copyrighted materials in  
6 overhead or opaque projectors for instructional purposes.

7  
8 Authorized Reproduction and Use of Copyrighted Materials in the Library

9  
10 A library may make a single copy of an unpublished work which is in its collection; and a  
11 published work in order to replace it because it is damaged, deteriorated, lost or stolen, provided  
12 the unused replacement cannot be obtained at a fair price.

13  
14 A library may provide a single copy of copyrighted material to a student or staff member at no  
15 more than the actual cost of photocopying. The copy must be limited to one (1) article of a  
16 periodical issue or a small part of other material, unless the library finds that the copyrighted  
17 work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may  
18 be copied. In any case, the copy shall contain the notice of copyright, and the student or staff  
19 member shall be notified that the copy is to be used only for private study, scholarship, or  
20 research. Any other use may subject the person to liability for copyright infringement.

21  
22 At the request of a teacher, copies may be made for reserve use. The same limits apply as for  
23 single or multiple copies designated in “Authorized Reproduction and Use of Copyrighted  
24 Material in Print.”

25  
26 Authorized Reproduction and Use of Copyrighted Music

27  
28 A teacher may make a single copy of a song, movement, or short section from a printed musical  
29 work that is unavailable except in a larger work, for purposes of preparing for instruction.

30  
31 A teacher may make multiple copies for classroom use of an excerpt of not more than ten percent  
32 (10%) of a printed musical work if it is to be used for academic purposes other than performance,  
33 provided that the excerpt does not comprise a part of the whole musical work which would  
34 constitute a performable unit such as a complete section, movement, or song.

35  
36 In an emergency, a teacher may make and use replacement copies of printed music for an  
37 imminent musical performance, when the purchased copies have been lost, destroyed, or are  
38 otherwise not available.

39  
40  
41  
42 Procedure History:

43 Promulgated on:

44 Revised on:

2

3 **INSTRUCTION**

2314

4

5 Learning Materials Review

6

7 Citizens objecting to specific materials used in the District are encouraged to submit a complaint  
8 in writing and discuss the complaint with the building principal prior to pursuing a formal  
9 complaint pursuant to the Uniform Complaint Procedure.

10

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

14

15

16

17 Cross Reference: Policy 1700 Uniform Complaint Procedure

18

19 Policy History:

20 Adopted on:

21 Revised on:

1 **Charlo School District**

2  
3 **INSTRUCTION**

2320

4  
5 Field Trips, Excursions, and Outdoor Education

6  
7 The Board recognizes that field trips, when used as a device for teaching and learning integral to  
8 the curriculum, are an educationally sound and important ingredient in the instructional program  
9 of the schools. Such trips can supplement and enrich classroom procedures by providing  
10 learning experiences in an environment beyond the classroom. The Board also recognizes that  
11 field trips may result in lost learning opportunities in missed classes. Therefore, the Board  
12 endorses the use of field trips, when educational objectives achieved by the trip outweigh any lost  
13 in-class learning opportunities.

14  
15 Field trips which will take students out of state must be approved in advance by the Board;  
16 building principals may approve all other field trips.

17  
18 Building principals will develop procedures for operation of a field trip. Each field trip must be  
19 integrated with the curriculum and coordinated with classroom activities which enhance its  
20 usefulness.

21  
22 No staff members may solicit students during instructional time for any privately arranged field  
23 trip or excursion, without Board permission.

24  
25 The presence of a person with a currently valid standard first aid card is required during school-  
26 sponsored activities, including field trips, athletic, and other off-campus events.

27  
28  
29  
30 Legal Reference: ARM 37.111.825 Health Supervision and Maintenance

31  
32 Policy History:

33 Adopted on:

34 Revised on:

2  
3 **INSTRUCTION**

4  
5 Controversial Issues and Academic Freedom

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

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

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

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

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

29  
30  
31  
32 Legal Reference: Article X, Sec. 8, Montana Constitution - School district trustees  
33 § 20-3-324(16) and (17), MCA Powers and duties

34  
35 Policy History:

36 Adopted on:

37 Revised on:

1 **Charlo School District**

2  
3 **INSTRUCTION**

2332  
page 1 of 2

4  
5 Religion and Religious Activities

6  
7 In keeping with the United States and Montana Constitutions and judicial decisions, the District  
8 may not support any religion or endorse religious activity. At the same time, the District may not  
9 prohibit private religious expression by students. This policy provides direction to students and  
10 staff members about the application of these principles to student religious activity at school.

11  
12 Student Prayer and Discussion

13  
14 Students may pray individually or in groups and may discuss their religious views with other  
15 students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer  
16 does not include the right to have a captive audience listen, to harass other students, or to force  
17 them to participate. Students may pray silently in the classroom, except when they are expected  
18 to be involved in classroom instruction or activities.

19  
20 Staff Members

21  
22 Staff members are representatives of the District and must “navigate the narrow channel between  
23 impairing intellectual inquiry and propagating a religious creed.” They may not encourage,  
24 discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity  
25 or an activity because of its religious content. They must remain officially neutral toward  
26 religious expression.

27  
28 Graduation Ceremonies

29  
30 Graduation is an important event for students and their families. In order to assure the  
31 appropriateness and dignity of the occasion, the District sponsors and pays for graduation  
32 ceremonies and retains ultimate control over their structure and content.

33  
34  
35 Assemblies, Extracurricular and Athletic Events

36  
37 District officials may not invite or permit members of the clergy, staff members, or outsiders to  
38 give prayers at school-sponsored assemblies and extracurricular or athletic events. District  
39 officials also may not organize or agree to student requests for prayer at assemblies and other  
40 school-sponsored events. Furthermore, prayer may not be broadcast over the school public  
41 address system, even if the prayer is nonsectarian, non-proselytizing, and initiated by students.

42  
43 Student Religious Expression and Assignments

44  
45 Students may express their individual religious beliefs in reports, tests, homework, and projects.

1  
2  
3  
4 Staff members should judge their work by ordinary academic standards, including substance,  
5 relevance, appearance, composition, and grammar. Student religious expression should neither  
6 be favored nor penalized.

7  
8 Religion in the Curriculum

9  
10 Staff members may teach students about religion in history, art, music, literature, and other  
11 subjects in which religious influence has been and continues to be felt. However, staff members  
12 may not teach religion or advocate religious doctrine or practice. The prohibition against  
13 teaching religion extends to curricular decisions which promote religion or religious beliefs.

14  
15 School programs, performances, and celebrations must serve an educational purpose. The  
16 inclusion of religious music, symbols, art, or writings is permitted, if the religious content has a  
17 historical or independent educational purpose which contributes to the objectives of the approved  
18 curriculum. School programs, performances, and celebrations cannot promote, encourage,  
19 discourage, persuade, dissuade, or discriminate against a religion or religious activity and cannot  
20 be oriented to religion or a religious holiday.

21  
22 Student Religious Clubs

23  
24 Students may organize clubs to discuss or promote religion, subject to the same constitutionally  
25 acceptable restrictions the District imposes on other student-organized clubs.

26  
27 Distribution of Religious Literature

28  
29 Students may distribute religious literature to their classmates, subject to the same  
30 constitutionally acceptable restrictions the District imposes on distribution of other non-school  
31 literature. Outsiders may not distribute religious or other literature to students on school  
32 property, consistent with and pursuant to the District policy on solicitations (Policy 4321).

33  
34 Religious Holidays

35  
36 Staff members may teach objectively about religious holidays and about religious symbols,  
37 music, art, literature, and drama which accompany the holidays. They may celebrate the  
38 historical aspects of the holidays but may not observe them as religious events.

39  
40  
41  
42 Policy History:

43 Adopted on:

44 Revised on:



2  
3 **INSTRUCTION**

4  
5 Participation in Commencement Exercises

6  
7 Statement of Policy

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

14  
15 Organization and Content of Commencement Exercises

16  
17 The school administration may invite graduating students to participate in high school graduation  
18 exercises according to academic class standing or class officer status. Any student who, because  
19 of academic class standing, is requested to participate may choose to decline the invitation.

20  
21 The school administrators will not censor any presentation or require any specific content but  
22 may advise participants about appropriate language for the audience and occasion. Students  
23 selected to participate may choose to deliver an address, poem, reading, song, musical  
24 presentation, prayer, or any other pronouncement of their choosing.

25  
26 The printed program for a commencement exercise will include the following paragraphs:

27  
28 *Any presentation by participants of graduation exercises is the private*  
29 *expression of an individual participant and does not necessarily reflect any*  
30 *official position of the District, its Board, administration, or employees, nor does*  
31 *it necessarily indicate the views of any other graduates.*

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

38  
39 Legal Reference: Art. II, Sec. 5, Montana Constitution - Freedom of religion  
40 Art. X, Sec. 7, Montana Constitution - Nondiscrimination in education  
41 § 20-1-308, MCA Religious instruction released time program  
42 § 20-7-112, MCA Sectarian publications prohibited and prayer  
43 permitted  
44

45 Policy History:

46 Adopted on:

47 Revised on:

1 **Charlo School District**

2

3 **INSTRUCTION**

2334

4

5 Release Time for Religious Instruction

6

7 No student will be released during the school day for religious instruction.

8

9

10

11 Legal Reference: Art. II, Sec. 5, Montana Constitution - Freedom of religion  
12 Art. X, Sec. 7, Montana Constitution - Nondiscrimination in education  
13 § 20-1-308, MCA Religious instruction released time program

14

15 Policy History:

16 Adopted on:

17 Revised on:



1 **Charlo School District**

2  
3 **INSTRUCTION**

2410

4  
5 High School Graduation Requirements

6  
7 The Board will award a regular high school diploma to every student enrolled in the District who  
8 meets graduation requirements established by the District. The official transcript will indicate  
9 the specific courses taken and level of achievement.

10  
11 The Board will establish graduation requirements which, at a minimum, satisfy those established  
12 by the Board of Public Education (A.R.M. 10.55.904 and 905). Generally, any change in  
13 graduation requirements promulgated by the Board will become effective for the next class to  
14 enter ninth grade. Exceptions to this general rule may be made, when it is determined by the  
15 Board that proposed changes in graduation requirements will not have a negative effect on  
16 students already in grades nine (9) through twelve (12). The Board will approve graduation  
17 requirements as recommended by the Superintendent.

18  
19 To graduate from Charlo High School, a student must have satisfactorily completed all  
20 requirements prior to graduation. Highly unusual exceptions may be considered by the principal,  
21 such as a student exchange program in a recognized school.

22  
23 A student with a disabling condition will satisfy those competency requirements incorporated  
24 into the individualized education program (IEP). Satisfactory completion of the objectives  
25 incorporated in the IEP will serve as the basis for determining completion of a course.

26  
27 A student may be denied participation in graduation ceremonies. Such exclusion will be  
28 regarded as a school suspension. In such instances the diploma will be awarded after the official  
29 ceremony has been held.

30		
31		
32		
33	Legal Reference:	§ 20-5-201, MCA      Duties and sanctions
34		10.55.904, ARM      Basic Education Program Offerings - High School
35		10.55.905, ARM      Graduation Requirements
36		10.55.906, ARM      High School Credit
37		

38 Policy History:

39 Adopted on:

40 Revised on:

1 **Charlo School District**

2  
3 **INSTRUCTION**

2410P  
page 1 of 2

4  
5 High School Graduation Requirements

6  
7 Publication of Graduation Requirements

8  
9 Prior to registering in high school, each student will be provided with a copy of the current  
10 graduation requirements. Graduation requirements shall also be included in the student  
11 handbook.

12  
13 Credits

14  
15 Students shall be expected to earn a total of twenty-three (23) units in order to complete  
16 graduation requirements. Special education students who have successfully completed their IEP  
17 leading to completion of high school will be awarded a diploma.

18  
19 Waiver of Requirement

20  
21 Graduation requirements generally will not be waived under any circumstances. However, in  
22 rare and unique hardship circumstances, the principal may recommend and the Superintendent  
23 approve minor deviation from the graduation requirements.

24  
25 Alternative Programs

26  
27 Credit toward graduation requirements may be granted for planned learning experiences from  
28 accredited programs, such as summer school, university courses, and correspondence courses.  
29 Credit for work experience may be offered when the work program is a part of and supervised by  
30 the school.

31  
32 All classes attempted at Charlo High School and all acceptable transfer credits shall be recorded  
33 on the transcript. All grades earned, including failures and retakes, shall be recorded as such and  
34 utilized in the calculation of Grade Point Average and class rank. Credit shall be awarded only  
35 once regardless of repetition of the course.

36  
37 Honor Roll

38  
39 A student must have a minimum grade-point average of 3.00 to be placed on the regular honor  
40 roll. To qualify for the honor roll, a student must receive a passing grade in all subjects. Specific  
41 information regarding honors at graduation is included in the student handbook.

42  
43 Class Rank (Grade Point Average)

44  
45 Class Rank is compiled from semester grades. Courses not eligible for GPA are designated with

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20

an asterisk on the report card.

Early Graduation

In accordance with provisions of § 20-9-313, MCA, the Board hereby authorizes the high school principal to grant permission to students who have completed the minimum requirements for graduation after completion of the seventh (7th) semester.

Legal Reference:       § 20-9-313, MCA       Circumstances under which regular average number belonging may be increased

Procedure History:

Promulgated on:

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 will  
10 be subject to examination and approval before being accepted by the District. This will be done  
11 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  
28 District.

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 in  
32 the District.

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  
43 District school system will be evaluated by an assessment-for-placement team. That team will  
44 include:

45

- 1
- 2
- 3
- 4 1. A school principal;
- 5
- 6 2. One (1) teacher of the grade in which the student is being considered for enrollment; and
- 7
- 8 3. One (1) counselor (grades 6-8 only) (OPTIONAL).
- 9

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

- 13
- 14 1. Documentation that the non-accredited, nonpublic school has provided a comparable  
15 number of hours as the child would have attended in a public or private school;
- 16
- 17 2. That the child followed a similar curriculum as would have been provided in an  
18 accredited public or private school;
- 19
- 20 3. That the result of the end-of-the-year test indicates the student has mastered most  
21 prerequisite skills; and
- 22
- 23 4. That the child achieved an NCE score of 40 or above on the Standard Achievement Test.
- 24

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

28  
29 The District is not obligated to provide instructional materials for other public or private schools.

30  
31 If a parent or guardian is not in agreement with the placement of the child, he/she may request a  
32 hearing before the Board.

33  
34  
35  
36 Legal Reference: § 20-5-110, MCA School district assessment for placement of a child  
37 who enrolls from a non-accredited, non-public  
38 school

39  
40 Policy History:

41 Adopted on:

42 Revised on:



1 **Charlo School District**

2

3 **INSTRUCTION**

2420

4

5 Grading and Progress Reports

6

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

10

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

15

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

19

20

21

22 Policy History:

23 Adopted on:

24 Revised on:

1 **Charlo School District**

2

3 **INSTRUCTION**

2421

4

5 Promotion and Retention

6

7 The Board recognizes that students of the same age are at many intellectual and developmental  
8 levels and that these differences are a normal part of human development. Because of these  
9 differences, the administrators and teaching staff are directed to make every effort to develop  
10 curricula and programs that will meet the individual and unique needs of all students and allow  
11 them to remain with their age cohorts.

12

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

19

20 If a parent insists that a student be retained or promoted, a notice will be placed in the student's  
21 file that the retention or promotion was a parent's decision and not recommended by the school.

22

23 The Superintendent will establish procedures which provide that parents will be informed at least  
24 one (1) quarter in advance of any retention decision on the part of the school.

25

26

27

28 Policy History:

29 Adopted on:

30 Revised on:

1 **Charlo School District**

2

3 **INSTRUCTION**

2430

4

5 Homework

6

7 Homework is a constructive tool in the teaching/learning process when geared to the needs and  
8 abilities of students. Purposeful assignments not only enhance student achievement, but also  
9 develop self-discipline and associated good working habits. As an extension of the classroom,  
10 homework must be planned and organized, must be viewed as purposeful to the students, and  
11 should be evaluated and returned to students in a timely manner.

12

13 Teachers may give homework to students to aid in the students' educational development.  
14 Homework should be an application or adaptation of a classroom experience, and should not be  
15 assigned for disciplinary purposes.

16

17

18

19 Policy History:

20 Adopted on:

21 Revised on:

22

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 • Periodically reviewing its curriculum to ensure the inclusion of cultural heritage of Native
- 17 Americans, which will include but not necessarily be limited to:
- 18
  - 19 ▪ Considering methods by which to provide books and materials reflecting
  - 20 authentic historical and contemporary portrayals of Native Americans;
  - 21
  - 22 ▪ Taking into account individual and cultural diversity and differences
  - 23 among students;
  - 24
- 25 • Providing necessary training for school personnel, with the objective of gaining an
- 26 understanding and awareness of Native American culture, which will assist the District’s
- 27 staff in its relations with Native American students and parents.
- 28

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

31  
32  
33

34 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

40  
41 Policy History:

42 Adopted on:

43 Revised on:

1 **Charlo School District**

2  
3 **INSTRUCTION**

2500  
page 1 of 2

4  
5 Limited English Proficiency Program

6  
7 In accordance with the Board's philosophy to provide a quality educational program to all  
8 students, the District shall provide an appropriate planned instructional program for identified  
9 students whose dominant language is not English. The purpose of the program is to increase the  
10 English proficiency of eligible students, so they can attain academic success. Students who have  
11 limited English proficiency (LEP) will be identified, assessed, and provided appropriate services.

12  
13 The Board shall adopt a program of educational services for each student whose dominant  
14 language is not English. The program shall include bilingual/bicultural or English as a second  
15 language instruction.

16  
17 The Superintendent or his/her designee shall implement and supervise an LEP program which  
18 ensures appropriate LEP instruction and complies with applicable laws and regulations.

19  
20 The Superintendent or his/her designee, in conjunction with appropriate stakeholders, shall  
21 develop and disseminate written procedures regarding the LEP program, including:

- 22  
23 1. Program goals.  
24  
25 2. Student enrollment procedures.  
26  
27 3. Assessment procedures for program entrance, measurement of progress, and program exit.  
28  
29 4. Classroom accommodations.  
30  
31 5. Grading policies.  
32  
33 6. List of resources, including support agencies and interpreters.

34  
35 The District shall establish procedures for identifying students whose language is not English.  
36 For students whose dominant language is not English, assessment of the student's English  
37 proficiency level must be completed to determine the need for English as a Second Language  
38 instruction.

39  
40 Students whose dominant language is not English should be enrolled in the District, upon proof  
41 of residency and other legal requirements. Students shall have access to and be encouraged to  
42 participate in all academic and extracurricular activities of the District.

43  
44 Students participating in LEP programs shall be required, with accommodations, to meet  
45 established academic standards and graduation requirements adopted by the Board.

1  
2  
3  
4 The LEP program shall be designed to provide instruction which meets each student's individual  
5 needs based on the assessment of English proficiency in listening, speaking, reading, and writing.  
6 Adequate content-area support shall be provided while the student is learning English, to assure  
7 achievement of academic standards.  
8

9 The LEP program shall be evaluated for effectiveness as required, based on the attainment of  
10 English proficiency, and shall be revised when necessary.  
11

12 At the beginning of each school year, the District shall notify parents of students qualifying for  
13 LEP programs about the instructional program and parental options, as required by law. Parents  
14 will be regularly apprised of their student's progress. Whenever possible, communications with  
15 parents shall be in the language understood by the parents.  
16

17 The District shall maintain an effective means of outreach to encourage parental involvement in  
18 the education of their children.  
19  
20  
21

22 Legal Reference: Title VI, Civil Rights Act of 1964  
23 Equal Education Opportunities Act as an amendment to the Education  
24 Amendments of 1974 Bilingual Education Act  
25 20 U.S.C. §§ 7401, et seq., as amended by the English Language  
26 Acquisition, Language Enhancement, and Academic Achievement Act  
27 Title III, §§ 3001-3304 of HRI, No Child Left Behind Act of 2001, P.L.  
28 107-110  
29

30 Policy History:

31 Adopted on:

32 Revised on: