

LONE ROCK SCHOOL DISTRICT NO. 13

SCHOOL BOARD POLICY

SECTION II-INSTRUCTION

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**2000 Goals**

The District's educational program will seek to provide an opportunity for each child to develop to his or her maximum potential. The instructional programs methods and materials shall not imply, teach, or encourage any beliefs or practices reflecting bias or discrimination toward other individuals or groups and shall not deny others their basic human rights. The objectives for the educational program are:

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

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

- A review and evaluation of the present curriculum;
- A projection of curriculum and resource needs;
- An evaluation of, and plan to eliminate, any sexual, cultural, ethnic, or religious bias that may be present in the curriculum or instructional materials and methods. (10.55.701 ARM)

Policy History:

Adopted: May 2001

Reviewed/Revised: December 15, 2015

April 18, 2017

## SECTION II

### **2010 Family Engagement**

The Lone Rock Board of Trustees believes that engaging parents/families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the District, parents, families, and other members of the community during the entire time a student attends school. The Board believes that the District must create an environment that is conducive to learning and that strong, comprehensive parent/family involvement is an important component. Parent/Family involvement in education requires a cooperative effort with roles for the Office of Public Instruction (OPI), the District, parents/families, and the community. (10.550701 ARM)

The Board of Trustees recognizes the importance of eliminating barriers that impede parent/family involvement, thereby facilitating an environment that encourages collaboration with parents, families, and other members of the community. Therefore, the District will encourage and promote the following six (6) goals:

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

Policy History:

Adopted: May 2001

Reviewed/Revised: December 15, 2015

April 18, 2017

## SECTION II

### **2100 School Year Calendar and Day**

#### School Calendar

The Superintendent shall develop a school calendar with certified and classified staff input and submit it to the Board for approval. The calendar shall include the dates for opening and closing classes, teacher in-services, dates of parent-teacher conferences, the length and dates of vacations, the days designated as legal school holidays, beginning and ending of quarters, and eighth grade graduation. It shall include a minimum of 178 pupil-instruction days and 7 pupil-instruction related days. (20-1-304 MCA, 10.55.209 ARM, 10.55.701 ARM, 10.65.101-103)

The Board shall then establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. The school calendar shall meet the Montana State Accreditation Standards for pupil instruction.

#### Commemorative Holidays

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

#### School Day

The District shall provide the number of hours of pupil instruction required by Montana law. The Board suggests, but does not require, that a school day of student instruction consist of at least four (4) hours of kindergarten and all other preschool programs; four (4) hours for Grades 1 through 3; and six (6) hours for Grades 4 through 8. In addition, seven (7) pupil-instruction related days will be scheduled for the purpose of: (20-1-302 MCA)

1. Staff in-service training programs; and
2. Parent/teacher conferences.

Policy History:

Adopted: May 2001

Reviewed/Revised: February 16, 2016

April 18, 2017

## SECTION II

### **2105 Grade Organization**

1. The District has instructional levels for Grades Kindergarten through eighth. The grouping and housing of instructional levels in school facilities shall be according to plans developed by the Superintendent and approved by the Board. (20-6-501 MCA)
2. Instructional programs shall be coordinated between each grade and between levels of elementary (Kindergarten through five) and middle school (six through eight).
3. A student will be assigned to an instructional group or a classroom which will best serve the needs of that individual while still considering the rights and needs of other students. Factors to be considered in classroom assignments are: class size, peer relations, student/teacher relations, instructional style of individual teachers, and any other variables that will affect the performance of the student.
4. The criteria for grouping should be based upon the learning goals and objectives being addressed and the student's ability to achieve those purposes.
5. The Lone Rock Elementary School shall be organized for K-8 instruction as prescribed in Standards for Accreditation of Montana Schools. The educational program at Lone Rock School for grades Kindergarten through eight (K-8) shall be consistent with the Board of Education and in accordance with state law. Instruction shall be given in language arts (including reading, writing, spelling, penmanship, and English), mathematics, science and conservation, social studies (including geography, history of Montana, and economics), fine arts (music and art), physical education, safety and health education. Instruction may be given in other subjects when approved by the Trustees.
6. The Lone Rock District realizes that Middle School philosophy recognizes the unique needs of students both emotionally and academically. Students must have a variety of classes so as to explore various subjects and topics during their middle school years. Peer relationship, career options, academic challenges, balanced with co-curricular activities with emphasis on participation are all important factors in establishing and maintaining a middle school.

Policy History:

Adopted: May 2001

Reviewed/Revised: December 15, 2015

April 18, 2017

**2110 Objectives**Accreditation Standards

The program of instruction for the elementary school of District No. 13 shall be of the type and quality to merit acceptance under the standards established by the legislature of the state of Montana and the Montana Board of Education and administered by the Montana Office of Public Instruction. The Board will review that state accreditation standards annually and provide in each school building at least one (1) copy of the standards for staff and public review. (10.55.701 ARM)

Continuous Progress Education

The Board acknowledges its responsibility for developing and implementing a curriculum designed to provide for sequential intellectual and skill development necessary for students to progress on a continuous basis from the elementary through middle school.

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

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

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

## Policy History:

Adopted: May 2001

Reviewed/Revised: April 18, 2017

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### **2120 Curriculum Development and Assessment**

1. The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Superintendent is responsible for making curriculum recommendations. The curriculum shall be designed to accomplish the learning objectives and goals for excellence contained in the District's educational philosophy, mission statement, objectives, and goals. The District is a member of the Ravalli County Curriculum Consortium. (20-3-324 MCA, 20-4-402 MCA, 20-7-602 MCA)
2. A written sequential curricula shall be developed for each subject area. The curricula shall address learner goals, content and program area performance standards and District education goals, and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and time lines for curriculum development and evaluations shall be developed as well.
3. The staff and administration will suggest materials and resources, to include supplies, books, materials, and equipment necessary for development and implementation of the curriculum and assessment that are consistent with the goals of the education program. These materials shall be reviewed at least every five (5) years.
4. In all program areas and at all levels, the District shall assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and /or narrative reports passed from grade to grade; samples of students' creative and/or performance work; student portfolios, and surveys of carry-over skills to other program areas and outside of school. (10.55.603 ARM)

Policy History:

Adopted: May 2001

Reviewed/Revised: April 18, 2017



**2121 Native American Studies**

The Lone Rock School District recognizes the distinct and unique cultural heritage of Native Americans and is committed in the District's educational goals to the preservation of such heritage. ( Art. X, Sec. 1(2) MT Constitution, 20-1-501 MCA)

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

1. Working cooperatively with Montana Tribes in close proximity to the District, when providing instruction, when implementing educational goals or adopting rules relating to education of students in the District;
2. Periodically reviewing its curriculum to ensure the inclusion of cultural heritage of Native Americans, which will include but not necessarily be limited to:  
(10.55.603 ARM)
  - a. Considering methods by which to provide books and materials reflecting authentic historical and contemporary portrayals of Native Americans;
  - b. Taking into account individual and cultural diversity and differences among students; (10.55.803 ARM)
3. Providing necessary training for school personnel, with objective of gaining an understanding and awareness of Native American culture, which will assist the District's staff in its relations with Native American students and parents.

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

Policy History:

Adopted: May 2001

Reviewed/Revised: April 18, 2017

**2122 School Wellness**

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

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

1. Community involvement, including input from parents, students, school food service, the school Board, school administrators, educators, and the public, in the development of the school wellness policy. Training of this team of people on the components of a healthy school nutrition environment is recommended.
2. Goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that Lone Rock School determines appropriate.
3. Nutrition guidelines for all foods available during the school day, with the objectives of promoting student health and nutrient-rich meals and snacks. This includes food and beverages sold in a la carte sales, vending machines, and student stores; and food and beverages used for classroom rewards and fundraising efforts.
4. Guidelines for reimbursable school meals to ensure that the District offers school meal programs with menus meeting the meal patterns and nutrition standards established by the U.S. Department of Agriculture.
5. A plan for measuring implementation of the local wellness policy, including designation of one or more persons at Lone Rock School, as appropriate, charged with operational responsibility for ensuring that the school fulfills the District's local wellness policy.

The suggested guidelines for developing the wellness policy include:

**Nutrition Education**

All students K-8 shall receive nutrition education that teaches the knowledge and skills needed to adopt healthy eating behaviors and is aligned with the Montana's Health Enhancement and National Association of Sport and Physical Activity/American Alliance of Health, Physical Education, Recreation and Dance Physical Education Content Standards and Benchmarks. Nutrition education shall be integrated into the curriculum. Nutrition

information and education shall be offered throughout the school campus and based on the U.S. Dietary Guidelines for Americans. Staff who provide

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nutrition education shall have the appropriate training, such as in health enhancement or family and consumer sciences.

### Health Enhancement and Physical Activity Opportunities

The District shall offer health enhancement opportunities that include the components of a quality health enhancement program taught by a K-8 certified health enhancement specialist. Health enhancement shall equip students with the knowledge, skills, and values necessary for lifelong physical activity. Health enhancement instruction shall be aligned with the Montana's Health Enhancement and National Association of Sport and Physical Activity/American Alliance of Health, Physical Education, Recreation and Dance Physical Education Content Standards and Benchmarks.

All K-8 students of the District shall have the opportunity to participate regularly in supervised, organized or unstructured, physical activities, to maintain physical fitness, and to understand the short and long-term benefits of a physically active and healthy lifestyle.

### Nutrition Standards

The District shall ensure that reimbursable school meals meet the program requirements and nutrition standards found in federal regulations. The District shall encourage students to make nutritious food choices through accessibility and marketing efforts of healthful foods. (PL 108-265--The Child Nutrition and WIC Reauthorization Act of 2004)

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

### Other School-Based Activities Designed to Promote Student Wellness

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

### Maintaining Student Wellness

The Superintendent shall develop and implement administrative rules consistent with this policy. Input from teachers, parents/guardians, students, school for service program, the

School Board, school administrators, and the public shall be considered before implementing such rules. A sustained effort is necessary to implement and enforce this policy. The Superintendent shall measure how well this policy is being implemented, managed, and enforced. The Superintendent shall report to the Board, as requested, on the District's programs and efforts to meet the purpose and intent of this policy.

Policy History:

Adopted: November 18, 2008

Reviewed/Revised: April 18, 2017

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**2123 Health Enhancement**

1. Health, family life and sex education, including information about parts of the body, reproduction, and related topics, shall be included in the instructional program as appropriate to the grade level and course of study. The instructional approach shall be developed after consultation with parents and other community representatives. Parents may ask to review the materials to be used and may request that their child be excluded from sex education class sessions without prejudice.
2. The Board believes that HIV/AIDS instruction is most effective when integrated into a comprehensive health education program. Instruction shall be developmentally appropriate to the grade level of the students and shall occur in a systematic manner. The Board particularly desires that students receive proper education about HIV before they reach the age when they may adopt behaviors which put them at risk of contracting the disease. (50-16-1001 MCA)
3. In order for education about HIV to be most effective, the Superintendent shall require that faculty members who present this instruction receive continuing in-service training which includes appropriate teaching strategies and techniques. Other staff members not involved in direct instruction but who have contact with students shall receive basic information about HIV/AIDS and instruction in the use of universal precautions when dealing with body fluids.
4. In accordance with Board policy, parents shall have an opportunity to review the HIV education program before it is presented to students.

## Policy History:

Adopted: May 2001

Reviewed/Revised: April 18, 2017

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**2124 Lesson Plans**

To insure proper planning and continuity of instruction, the Board requires that each teacher prepare lesson plans for daily instruction. To facilitate more effective instruction, lesson plans must be prepared by Monday noon of the week they are presented. The format for the lesson plan will be specified by the Superintendent and shall be reviewed on a regular basis. The plan book must be readily available when a substitute teacher is needed.

Policy History:

Adopted: May 2001

Reviewed/Revised: March 30, 2001

April 18, 2017

**2130 Program Evaluation and Diagnostic Tests**

The Board strives to achieve efficiency and effectiveness in all facets of its operations. In order to achieve this goal, the Board shall strive to set forth:

1. A clear statement of expectations and purposes for the District's instructional program;
2. A provision for staff, resources and support to achieve the stated expectations and purposes; and
3. A plan for evaluating instructional programs and services to determine how well expectations and purposes are being met.

Parents who wish to examine any assessment materials may do so by contacting the Superintendent. Parental approval is necessary before administering an individual intelligence test or a diagnostic personality test. No tests or measurement devices containing any questions about a student's or the student's family's personal beliefs and practices in family life, morality, and religion shall be administered unless the parent gives written permission for the student to take such test, questionnaire or examination. (20 U.S.C 1232h, 10.55.603 ARM, 10.56.101 ARM)

Policy History:

Adopted: May 2001

Reviewed/Revised: April 18, 2017

**2132 Research Studies**

1. The District recognizes the value of participation in educational research. Studies using observation, surveys, and experimentation can aid in the improvement of the instructional program in the school system, as well as growth in the profession and growth for individual teachers and researchers.
2. Simultaneously, the District recognizes that the amount of time available for student learning is limited and must be handled carefully. It is, therefore, important that only those research studies which are of the greatest value to the District should be allowed to be conducted in the school system.
3. All research proposals from outside sources will be submitted in prospective form, with the instruments attached, to the Superintendent at least three (3) weeks prior to the date on which the research study is to be conducted. The prospectus will include the researcher's name, address, and phone number, as well as a description of the purpose of the study, the procedures to be used, the treatment of the data, and the distribution of the study. The Superintendent will approve or disapprove all research studies. Approval will be based on educational significance, project design, and disruption to the regular school District. A final copy of the study will be provided free of charge to the District.
4. No test, questionnaire, survey, or enumeration containing questions about a pupil' or his parent's personal beliefs, practices in sex, family life, morality, and religion will be administered without Board approval.



Policy History:  
Adopted: May 2001  
Reviewed/Revised: April 18, 2017

### **2140 Guidance and Counseling**

The District recognizes that guidance and counseling are an important part of the total program of instruction and should be provided in accordance with state laws and regulation, District policies and procedures, and available staff and program support. (10.55.710 ARM, 49-3-203 MCA)

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

1. Provide staff with meaningful information which can be utilized to improve the educational services offered to individual students.
2. Provide students with planned opportunities to develop future career and educational plans.
3. Refer students with special needs to appropriate specialists and agencies.
4. Aid students in identifying options and making choices about their educational program.
5. Assist teachers and administrators in meeting academic, social, and emotional needs of students.
6. Provide for a follow-up of students who further their education and /or move into the world of work.
7. Solicit feedback from students, staff, and parents for purposes of program improvement.
8. Assist students in developing a sense of belonging and self-respect and responsibility to society.

All staff shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to gender, race, marital status, national origin, or handicapping conditions, including reasonable

efforts and encouraging students to consider and explore “nontraditional” occupations.  
(10.55.802 ARM)

Policy History:

Adopted: May 2001

Reviewed/ Revised: April 18, 2017

### **2150 Interscholastic Activities**

1. The District recognizes the value of a program of interscholastic activities as an integral part of the total school experience. The program of interscholastic activities shall include all activities relating to competitive sport or intellectual contests, games, or events, or exhibitions involving individual students or teams of students of this District when such events occur between schools outside this District.
2. All facilities and equipment utilized in the interscholastic activity program, whether or not the property of the District, shall be inspected on a regular basis. Participants will be issued equipment that has been properly maintained and fitted.
3. An activity coach must be properly trained and qualified for an assignment as described in the coach’s job description. A syllabus which outlines the skills, techniques, and safety measures associated with a coaching assignment will be distributed to each coach. All personnel coaching intramural or interscholastic activities will minimally hold a current CPR and First Aid Certificate.
4. The Board recognizes that certain risks are associated with participation in interscholastic activities. While the District will strive to prevent injuries and accidents to students, each parent or guardian will be required to sign an “assumption of risk” statement which indicates that the parents assume all risks for injuries resulting from such participation. Each participant shall be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A participant shall be free to injury and shall have fully recovered from illness before participating in any event.
5. Coaches and/or trainers may not issue medicine of any type to students. This provision does not preclude the coach and/or trainer from using approved first aid items. (Policy 3416)

Policy History:

Adopted: May 2001  
Reviewed/Revised: April 18, 2017

**2160 Title I**

1. The Superintendent shall pursue funding under Title I of the federal Elementary and Secondary Education Act for compensatory instructional services and activities, to improve the educational opportunities of educationally disadvantaged and deprived children. The Superintendent shall also insure that the District appropriately uses any funds received.
2. The Superintendent shall develop appropriate procedures to bring about parent involvement in the educational process for their children in any District Title I program.
3. Procedures for Title I are found in the Procedures Handbook. (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.)
4. To assure that parents will be involved in the educational process for their children in any District Title I program, the following activities will be completed:
  - a. Letters will be sent to parents informing them that their child has been selected for the District Title I reading/language arts and/or mathematics program. Included in the letter will be a parent sign-off indicating that they accept or decline service.
  - b. Parents will be informed about their child's educational program, and the instructional plan will be discussed with them.
  - c. A Title I classroom will participate in its school's open house for the purpose of getting acquainted and sharing information.
  - d. During parent/teacher conferences for the K-8 program, parents may be informed of the previous year's evaluation data, if appropriate, needs assessment and screening processes, student participation eligibility requirements, and ways in which parents can help their children at home.
  - e. Written reports will be sent to the parents at each quarter.

- f. Conferences and phone calls will be made throughout the school year to explain the child's progress. Parents may comment and suggestions may be made if student improvement is needed. Teachers will also call parents when positive comments and praise are appropriate.
- g. Parents will be invited to observe their children's work and visit Title I room during the year.

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- h. Parents will be given opportunities to assist in the reader/listener program or to help in the Title I room by making materials, explaining directions and helping a child one-on-one with some learning tasks provided by the teacher.
- i. When requested or as need arises, Title I related workshops will be offered for parents of K-8 Title I students.
- j. A survey questionnaire will be sent to parents in the spring of the year, requesting evaluation input of the Title I program in which their child is involved.
- k. An annual general meeting will be conducted for all District Title I parents and the public. They will be invited to learn about the Title I program, student selection, and evaluation processes. Suggestions and recommendations for the Title I program will be encouraged at this time. Students will participate in the program.

Policy History:

Adopted: May 2001

Reviewed/Revised: April 18, 2017

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### **2161 Special Education**

1. The District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the District, as required under the Individuals with Disabilities Education Act, (Individuals with Disabilities Education Act, 20 U.S.C. 1400, et seq.) (Hereinafter “IDEA”) and implementing provisions in Montana law, Section 504 of the Rehabilitation Act of 1973, (Rehabilitation Act of 1973, Section 504, 29 U.S.C. 794) and the Americans with Disabilities Act. (Americans with Disabilities Act, 42 U.S.C. 12101, et seq.)

2. It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act, even though they do not require services pursuant to the IDEA. (10.16.2303 ARM, 10.16.1201 ARM)

3. For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of service to children with disabilities provided in the “Montana Special Education Handbook”. For those students who are not eligible for services under IDEA, but, because of a disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students’ identification, evaluation, and educational placement. This system shall include: notice, an opportunity for the student’s parent or legal guardian to examine relevant records, an impartial hearing with opportunity for participation by the student’s parent or legal guardian, and a review procedure.  
(20-7-401—20-7-475 MCA)

4. The District may maintain a membership in one or more cooperative associations, which shall assist the District in fulfilling its obligations to the District’s disabled students. If necessary, students may also be placed in private school facilities.

5. The Special Education teacher (case manager) shall provide a copy of the Individualized Education Program (IEP) accommodations to the appropriate teachers at the beginning of the school year and upon adoption or amendment of an IEP. The teachers shall sign a form to verify receipt of the accommodations, which will be kept in the same location as the IEP viewing log in the student’s IEP file.

Policy History:

Adopted: May 2001

Reviewed/Revised: April 17, 2018

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### **2165 Homebound, Hospital, and Home Instruction**

A student absent from school for more than two (2) consecutive weeks because of health or physical impairment will be provided the services of a teacher or an aide in the home or hospital. Appropriate educational services may begin as soon as eligibility has been established with a written statement from a licensed medical examiner and a written parental or guardian request. (10.16.1308 ARM)

Policy History:

Adopted: May 2001

Reviewed/Revised: April 18, 2017

**2166 Gifted Program**

1. To the extent possible within the resources available, all gifted and talented students shall have the opportunity to participate in appropriate educational programs. The term “gifted and talented” means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools, in order to fully achieve their potential contribution to society and self. (20-7-901—20-7-904 MCA, 10.55.804 ARM)
2. The Board authorizes the Superintendent to provide a gifted program which includes:
  - a. Expansion of academic attainments and intellectual skills;
  - b. Stimulation of intellectual curiosity, independence, and responsibility;
  - c. Development of a positive attitude toward self and others; and
  - d. Development of originality and creativity.
3. The Superintendent shall establish procedures consistent with state guidelines for nominating, assessing, and selecting children of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

**Policy History:**

Adopted: May 2001

Reviewed/Revised: April 18, 2017

**2168 Distance Learning**

1. For purposes of this policy, “distance learning: is defined as instruction in which students and teachers are separated by time and/or location with synchronous or asynchronous content, instruction, and communication between student and teacher (e.g., correspondence courses, online learning, videoconferencing, streaming video). (10.55.602 ARM)
2. The District may receive and/or provide distance, online, and technology-delivered learning programs, provided the following requirements are met:
  - a. The distance, online, and technology-delivered learning programs and/or courses shall meet the learner expectations adopted by the District and be aligned with state content and performance standards;
  - b. The District shall provide a report to the Superintendent of Public Instruction, documenting how it is meeting the needs of students under the accreditation standards, who are taking a majority of courses during each grading period via distance, online, and/or technology-delivered programs;
  - c. The District will provide qualified instructors and/or facilitators as described in (10.55.907 (3)(a)(b)(c) ARM); and
  - d. The District will ensure that the distance, online, and technology-delivered learning facilitators receive in-service training on technology-delivered instruction as described in (10.55.907 (3)(d) ARM); and
  - e. The District will comply with all other standards as described in (10.55.907 (4)(5)(a-e) ARM).
3. The District will permit a student to enroll in an approved distance learning course, in order that such student may include a greater variety of learning experiences within the student’s educational program.
4. Credit for distance learning courses may be granted, provided the following requirements are met:
  - a. Prior permission has been granted by the principal;
  - b. The program fits the education plan submitted by the regularly enrolled student;



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- c. The course does not replace a required course offered by the District;
  - d. The course is needed as credit retrieval and cannot fit into the student's schedule;  
and
  - e. Credit is granted for schools and institutions approved by the District after  
evaluation for a particular course offering.
5. The District will not be obligated to pay for a student's distance learning courses.

Policy History:

Adopted: April 8, 2014

Reviewed/Revised: April 18, 2017

**2170 Significant Writing Program**

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

Policy History:

Adopted: March 19, 2014

Reviewed/Revised: April 18, 2017

**2220 School Closure**

1. The Superintendent may order the closure of schools in the event of extreme weather or other emergency, in compliance with established procedures for notifying parents, students, and staff. (20-9-801—20-9-806 MCA)
  
2. All students, parents, and school employees should assume that school will be in session and buses running as scheduled, unless there is official notification from the Superintendent to the contrary. Such notice will be given via public media. In the event that extremely cold temperatures, wind chill factors, snow, wind, or other circumstances require a modification of normal routine, the Superintendent will make the modification decision prior to 6:00 A.M. and contact the public radio and television stations for broadcast to the community and will initiate the emergency communication procedure to all employees.

Policy History:

Adopted: May 2001

Reviewed/Revised: October 2015

**2221 Work Schedules and Responsibilities for School Closures**

1. Superintendent

Only the Superintendent or designee shall have the authority to close schools. The Superintendent will be on duty throughout any existing or potential emergency situation, day or night. All orders, which are of doubtful origin, should be confirmed with the Superintendent.

2. Administrative Personnel

Administrative personnel shall be expected to report for duty on their assigned shifts in the event of any school closure insofar as is safely possible. Additional hours may be required, especially of the Superintendent, Principal, Business Manager, and Custodians, depending on the nature of the emergency. All building-level administrators and non-teaching “exempt” personnel shall report for duty per their normal shifts or as otherwise directed each day during the school closure. The building administrator shall ascertain that the building has been adequately secured and that any child who mistakenly reports to school [in the event that school has been closed] is properly and safely cared for and returned home per District policy. The administrator, and if necessary, a minimal support staff shall notify other staff and/or other support employees of the situation, and shall respond to telephone questions. When the situation has been stabilized, the personnel who reported to work may choose to return home. An administrator or exempt employee who does not work a normal day shall then adjust his/her work year by memorandum to the Superintendent by the number of hours not worked on the day or days of school closure. If schools are closed for weather or other emergency conditions, employees are not expected to report for duty unless directed otherwise.

3. 12-Month Classified Employees

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

4. 10- and 11-Month Classified Employees

Ten- and 11-month classified 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 shall

complete a District leave request form to declare the day as either personal leave, vacation, or leave without pay.

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5. Aides, Food Service Workers, and other 9 1/4-Month Classified Employees

These employees work only those days when 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 shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

6. Teachers (Teachers, Librarians, Psychologists, Counselors)

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

Policy History:  
Adopted: May 2001  
Reviewed/Revised: October 2015  
April 18, 2017

**2250 Community and Adult Education**

The District makes its resources available to adults and other non-students within the limits of budget, staff, and facilities, provided there is no interference with or impairment of the regular school program. Community school, adult education, and other offerings may be developed in cooperation with community representatives, subject to approval and authorization by the Board. (20-7-703 MCA)

Policy History:

Adopted: May 2001  
Reviewed/Revised: April 18, 2017

**2300 Printed Material**

2310 Library Materials

1. School library and classroom library books are provided primarily for use by District students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The principal may assess fines for damaged or unreturned books.
2. District residents or parents/guardians of non-resident students attending the District may be allowed use of library books at the discretion of the building principal. However, such access shall not interfere with regular school use of those books. Use of the library books outside of the District is prohibited except for inter-library loan agreements with other libraries. (20-7-203 MCA)
3. Any individual may challenge the selection of materials for the library/media center. The Uniform Grievance Procedure shall be utilized to determine if the challenged material is properly located in the library. (Policy 3215)

Policy History:  
Adopted: May 2001  
Reviewed/Revised: April 18, 2017

### **2311 Selection of Library Materials**

1. The District has libraries in every school with the primary objective of implementing and supporting the educational program in the schools. It is the objective of these libraries to provide a wide range of materials on all appropriate levels of difficulty, with diversity of appeal and the presentation of different points of view.
2. The provision of a wide variety of library materials at all reading levels supports the District's basic principle that the school in a free society assists all students to develop their talents fully so that they become capable of contributing to the further good of that society.
3. In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights, endorsed by the American Association of School Librarians in 1969.
4. The Superintendent is responsible for selection of library materials. Ultimately responsibility for the selection of library materials rests with the Board.  
(20-4-402(5) MCA)
5. The Board, acting through the Superintendent, thereby usually delegates the authority for the selection of library materials to the principal in each of the schools. The principal further usually delegates that authority to the librarian in the school.  
(20-7-203, 20-7-204 MCA)
6. The selection of library materials is a professional task conducted by the library staff. In selection library materials, the librarian will evaluate the existing collection; assess curricula needs; examine materials and consult reputable, professionally prepared selection aids.
7. When materials no longer meet the criteria for selection, they shall be weeded. Weeding is a necessary aspect of selection, since every library will contain works which may have



answered a need at the time of acquisition, but which, with the passage of time, have become obsolete, dated, unappealing, or worn out.

8. Discarded materials will be clearly stamped:  
“WITHDRAWAL FROM LONE ROCK SCHOOL PUBLIC SCHOOL LIBRARY”

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

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

Policy History:  
Adopted: May 2001  
Reviewed/Revised: April, 2017

**2312 Instructional Materials**

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

- a. Enrich and support the curriculum;
- b. Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards, creative thinking, and problem solving;
- c. Provide background information to enable students to make intelligent judgments;
- d. Present opposing sides of controversial issues;
- e. Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
- f. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

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

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

4. Curriculum committees will generally be responsible to recommend textbooks and major instructional materials purchases. Recommendations will be made to the Superintendent. The function of the committee is to ensure that materials are selected in conformance with stated criteria and established District goals and objectives. A curriculum committee may

consist of only those members in a particular department. The same basic selection procedures should be followed as with district-wide committees.

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

- a. be congruent with identified instructional objectives;
- b. present more than one viewpoint on controversial issues;

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- c. present minorities realistically;
- d. present non-stereotypic models;
- e. facilitate the sharing of cultural differences; and
- f. be priced appropriately.

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

Policy History:  
Adopted: May 2001  
Reviewed/Revised: April 18, 2017

### **2313 Copyright**

1. The District recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or using audio, visual, or printed materials and computer software, unless the copying or use conforms to the “fair use” doctrine.
2. Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research.
3. While the District encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of District staff to abide by the District’s copying procedures and obey the requirements of the law. Under no circumstances shall it be necessary for District staff to violate copyright requirements in order to perform their duties properly. The District cannot be responsible for any violations of the copyright law by its staff.
4. Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the District’s procedures or is permissible under the law should contact the Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required.  
(Federal Copyright Law of 1976—17 U.S.C. 101-1010)

Policy History:

Adopted: May 2001

Reviewed/Revised: April 18, 2017

### **2314 Copyright Compliance**

#### Authorized Reproduction and Use of Copyrighted Material in Print

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

a. Brevity

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

b. Spontaneity

Should be at the “instance and inspiration” of the individual teacher.

c. Cumulative Effect

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

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

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

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

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

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

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

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

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

Policy History:

Adopted: May 2001

Reviewed/Revised: April 18, 2017

**2315 Learning Materials Review**

1. Citizens objecting to specific materials used in the District are encouraged to submit a complaint in writing and discuss the complaint with the building principal prior to pursuing a formal complaint.
2. A formal request to remove an item from the school or limit its use must be in writing and will be acted upon by the Superintendent. A spokesperson for each side of the issue will be heard by the Superintendent if requested. A written decision will be delivered to the complainant within forty (40) school days. Any appeal of this decision must be delivered in writing to the Board within fourteen (14) calendar days. The Board will make the final decisions on appeals.
3. Learning materials, for the purposes of this policy, shall be considered to be any material used in classroom instruction, library materials, or any materials to which a teacher might refer a student as part of the course of instruction.



Policy History:

Adopted: May 2001

Reviewed/Revised: April 18, 2017

**2320 Field Trips, Excursions, and Outdoor Education**

1. The Board recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The Board also recognizes that field trips may result in lost learning opportunities in missed classes. Therefore, the Board endorses the use of field trips when the educational objectives achieved by the trip clearly outweigh any lost in-class learning opportunities.
2. Field trips which take students out of the state must be approved in advance by the Board. The principal have the authority to approve all other field trips.
3. The principal shall develop procedures for the operation of a field trip. Each field trip must be integrated with the curriculum and coordinated with classroom activities which enhance its usefulness.
4. No staff member may solicit students during instructional time for any privately arranged field trip or excursion without Board permission.
5. Permission must be obtained from parents or guardians prior to departure on each field trip. This shall be accomplished by use of a consent slip signed by the parent or guardian. (See—Field Trip Permission Slip and Field Trip Request Form.)

### Same Day, In State Field Trips

1. A staff member shall contact the site to be visited to establish the date, time, and cost of the field trip.
2. The staff member should review the site for potential hazards or special requirements.
3. A plan should be submitted for approval to the principal a minimum of 15 working days prior to the trip.
4. Notification to parents should include requests for health information, medical authorization, and insurance responsibility.
5. The field trip itinerary, items for a student to bring, including any special clothing needs, and transportation information should also be included.

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### Overnight or Out-of-state Field Trips and Outdoor Education

1. A plan should be submitted for approval to the principal a minimum of six weeks prior to the trip.
2. The superintendent/designee must approve overnight field trips a minimum of four weeks prior to the trip.
3. The superintendent/designee must approve all overnight and out-of-state field trips. In addition, the Board of Trustees must approve all out-of-state field trips and may need to approve other educational field trips. Review by risk management is recommended. The request should be submitted to the superintendent's office a minimum of four weeks prior to the trip.
4. There should be a pre-established curfew time, generally no later than midnight for students and chaperones, with a room/bed check conducted.

Policy History:  
Adopted: October 15, 2013  
Reviewed/Revised: April 18, 2017

**2330 Controversial Issues and Academic Freedom**

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

(Article X, Sec. 8-Montana Constitution)

2. Teachers shall guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, importance of fact, value of good judgment, and the virtue of respect for conflicting opinions.

3. The Board encourages and supports the concept of academic freedom, recognizing it as a necessary condition to aid in maintaining an environment conducive to learning and the free exchange of ideas and information, and creative problem solving and conflict resolution.

4. In the study or discussion of controversial issues or materials, however, the Board directs the teaching staff to take into account the following criteria:

- a. Relative maturity of students;

- b. District philosophy of education;
- c. Community standards, morals, and values;
- d. The necessity for a balanced presentation; and
- e. The necessity to seek prior administrative counsel and guidance in such matters.

Policy History:

Adopted: May 2001

Reviewed/Revised: April 18, 2017

### **2332 Student Religious Activity at School**

#### 1. Religion and Religious Activities

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

#### 2. Student Prayer and Discussion

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

#### 3. Staff Members

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

4. Graduation Ceremonies

- a. Graduation is an important event for students and their families. In order to assure the appropriateness and dignity of the occasion, the District sponsors and pays for graduation ceremonies and retains ultimate control over their structure and content.
- b. District officials may not invite or permit members of the clergy to give prayers at graduation. Furthermore, District officials may not organize or agree to requests for prayer by other persons at graduation, including requests from students. The District may not prefer the beliefs of some students over the beliefs of others, coerce dissenters, or nonbelievers, or communicate any endorsement of religion.

5. Assemblies, Extracurricular, and Athletic Events

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

6. Student Religious Expression and Assignments

Students may express their individual religious beliefs in reports, tests, homework, and projects. Staff members should judge their work by ordinary academic standards, including substance, relevance, appearance, composition, and grammar. Student religious expression should neither be favored nor penalized.

7. Religion in the Curriculum

- a. Staff members may teach students about religion in history, art, music, literature, and other subjects in which religious influence has been and continues

to be felt. However, staff members may not teach religion or advocate religious doctrine or practice. The prohibition against teaching religion extends to curricular decisions which promote religion or religious beliefs.

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

8. Student Religious Clubs

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

9. Distribution of Religious Literature

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

10. Religious Holidays

- a. Staff members may teach objectively about religious holidays and about religious symbols, music, art, literature, and drama which accompany the holidays. They may celebrate the historical aspects of the holidays but may not observe them as religious events.
- b. The use of religious symbols such as a cross, menorah, crescent, Star of David, crèche, symbols of Native American religions or other symbols that are part of a religious holiday is permitted as a teaching aid or resource, provided such symbols are displayed as an example of the cultural and religious

heritage of the holiday and are temporary in nature and are linked to items specifically identified in approved curriculum.

Policy History:

Adopted: March 20, 2007

Reviewed/Revised: April 18, 2017

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**2333 Release Time for Religious Instruction**

The District may provide for a religious instruction release time program under which a pupil may be released for up to five (5) hours per week upon written request of the parent(s) or guardian(s), except that no such program shall take place on Lone Rock School property. Such release shall not adversely affect the pupil's attendance. (20-1-308 MCA)

Policy History:  
Adopted: May 2001  
Reviewed/Revised April 18, 2017

### **2334 Participation in Commencement**

#### Statement of Policy

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

#### Organization and Content of Commencement Exercises

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



The printed program for the commencement exercises shall include the following paragraphs:

Any presentation by participants of graduation exercises is the private expression of the individual participants and does not necessarily reflect any official position of the District, its Board, administration, or employees, or indicate the views of any other graduates.

The Board recognizes that at graduation time and throughout the course of the educational process, there will be instances when religious values, religious practices, and religious persons will have some interaction with the public schools and students. The Board, however, does not endorse religion, but recognizes the rights of individuals to have the freedom to express their individual political, social, or religious views, for this is the essence of education. (Art. XI, Sec. 5, Montana Constitution, Art. X, Sec. 2, Montana Constitution)

Policy History:

Adopted: May 2001

Reviewed/Revised: April 18, 2017

## **2400 Graduation and Promotion**

### Graduation Requirements

1. An eighth grade student must pass 6 semesters of core subjects (English, science, math, and social studies) during their 8<sup>th</sup> grade year. If a student does not pass 6 semesters of the core subjects, they will not be allowed to attend the eighth grade graduation ceremony.
2. Transfer students to Lone Rock Middle School must complete the above criteria or have transfer grades from an accredited public or private school. Students must be enrolled full time at least their 8<sup>th</sup> grade year to be eligible to graduate.
3. If a student does not meet the above criteria, they may be retained in the eighth grade. However, before retention of any eighth grade student is considered, a committee of grade level teacher, an administrator, and the student's parents will be formed and all factors will be

analyzed. The committee could also decide that summer school at the parents expense could be considered as an alternative to retention.

4. The ceremony for eighth grade graduation will follow traditional guidelines with the following stipulation:

- a. Dress will be non-formal nice attire suitable for church. Formal wear is not permitted.
- b. No student will receive an official graduation certificate until all fines are paid, lunch accounts paid in full and discipline requirements met.
- c. Any class activity following the eighth grade ceremony will be planned and supervised by the parents. Any use of school facilities must be cleared through the Superintendent at least 2 weeks prior to the event.

#### Sixth and Seventh Grade Promotion

Sixth and seventh grade students, especially sixth grade students are in a transitional phase from elementary to middle school. Students are expected to put forth their best effort and excel in each subject. Retention may pose positive or negative effects on students. Retention may be considered and may be initiated by a teacher, administrator, or a parent. Before retention of any sixth or seventh grade student is determined, a committee of grade level teachers, an administrator, and the student's parents will be formed and all factors analyzed.

Policy History:

Adopted: August 2001

Reviewed/Revised: April 18, 2017

#### **2410 Grading and Progress Reports**

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

2. The issuance of grades and progress reports on a regular basis serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These reports shall be designed to provide information that will be helpful to the student, teacher, counselor, and parent.

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

4. Promotion shall be determined on the basis of the student's individual development. All teachers are to evaluate their students in a professional manner according to acceptable standards of achievement. The following guidelines will be followed when considering progress and promotion:

- a. All teachers are responsible for the professional evaluation of students under their charge.
- b. Reports to parents shall be made at approximately nine-week intervals.
- c. Grades assigned by a teacher can be changed only by that teacher.

Policy History:

Adopted: May 2001

Reviewed/Revised: April 18, 2017

### **2420 Promotion/Retention**

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

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

3. If a parent insists on the child being retained or promoted, a notice will be placed in the child's file that the retention or promotion was a parent decision and not recommended by the school.
4. Retention of any student will not take place without a conference between the Superintendent, parents, and the teacher of the student.

Policy History:

Adopted: May 2001

Reviewed/Revised: April 18, 2017

**2430 Homework**

1. Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students; and should be evaluated and returned to students in a timely manner.
2. Teachers may give homework to students to aid in the student's educational development. Homework should be an application or adaptation of a classroom experience, and should not be assigned for disciplinary purposes and provide a means of parental involvement.

Policy History:

Adopted: May 2001

Reviewed/Revised: April 18, 2017