

COLUMBUS PUBLIC SCHOOLS

2000 SERIES INSTRUCTION

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Columbus Public Schools

INSTRUCTION

2000

Goals

The District shall provide an equal opportunity for all students to receive an education which will enable each to fulfill their optimum role in society, commensurate with individual ability, in compliance with legal requirements and reflecting the desires of the people.

The instructional programs, methods and resources shall meet the needs of each individual student, regardless of race, color, creed, sex or level of ability. The District recognizes that equal opportunity education does not imply uniformity and that each student's unique characteristics must be acknowledged.

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 District will strive to develop and implement programs that provide students with those skills, knowledge and attitudes that:

1. Are fundamental to present and future learning in all walks of life;
2. Help the student to solve problems and think more productively;
3. Help the student to relate with other people effectively;
4. Promote the student to attain and maintain physical and mental fitness;
5. Help the student to understand and appreciate other people, how they live and how their lifestyles may impact his/her present and future life;
6. Help the student become prepared for the world of work;
7. Assist the student to adapt to technological change and its impact on his/her present and future life;
8. Enable the student to use free time in a self-satisfying manner;
9. Assist the student to understand how beliefs and values guide one's actions.

Legal Reference

10.55.701. ARM,

Board of Trustees

Policy History:

Adopted on: 2/8/99

Reviewed on: 02/10/10

Revised on:

INSTRUCTION

School Year Calendar and Day
School Calendar

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

Commemorative Holidays

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

Saturday School

Pupil instruction may be held on a Saturday at the discretion of a school district for the purpose of providing additional pupil instruction, provided that: (a) Saturday school is not a pupil-instruction day and does not count toward the minimum aggregate hours of pupil instruction; and (b) student attendance is voluntary.

School Fiscal Year

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

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

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

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

Legal References: § 20-1-301, MCA School fiscal year
 § 20-1-302, MCA School day and week

§ 20-1-303, MCA Conduct of School on Saturday or Sunday
prohibited – exceptions

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§ 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
ARM 10.55.906 High School Credit

Policy History:

Adopted on: 12/13/05

Reviewed on:

Revised on: 02/10/10, 12/13/2011

INSTRUCTION

Grade Organization

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

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, learning styles, and any other variables that will affect the performance of the student.

The building principal, in consultation with others, shall make instructional group or classroom assignments based upon the learning goals and objectives being addressed and the student's ability to achieve those purposes.

The grade organization in Columbus Public Schools for instruction purposes shall be as follows:

Kindergarten through 5	Elementary School
Grades 6, 7 and 8	Middle School
Grades 9 through 12	High School

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

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

Policy History:

Adopted on: 3/8/1999

Reviewed on: 02/10/10

Revised on:

Columbus Public Schools

INSTRUCTION

2110

Objectives

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 secondary school.

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

Legal Reference: 10.55.701, ARM, et.seq. Standards for Accreditation of Montana Schools

Policy History:

Adopted on:

Reviewed on: 02/10/10

Revised on: 04/08/14

INSTRUCTION

Curriculum and Assessment

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Superintendent is responsible for making curriculum recommendations. The District shall ensure their curriculum is aligned to all content standards and the appropriate learning progression for each grade level.

A written sequential curriculum will be developed for each subject area. The curricula will address learner goals, content and program area performance standards, and District education goals and will be constructed to include such parts of education as content, skills, and thinking. The District shall review curricula at least every five (5) years or consistent with the state’s standards revision schedule, and modify, as needed, to meet educational goals of the continuous school improvement plan pursuant to ARM 10.55.601.

The staff and administration will suggest materials and resources, to include supplies, books, materials, and equipment necessary for development and implementation of the curriculum and assessment, which are consistent with goals of the education program.

The District shall maintain their programs consistent with the state’s schedule for revising standards.

The District shall assess the progress of all students toward achieving content standards and content-specific grade-level learning progressions in each program area. The District shall use assessment results, including state-level achievement information obtained by administration of assessments pursuant to ARM 10.56.101 to examine the educational program and measure its effectiveness. The District shall use appropriate multiple measures and methods, including state-level achievement information obtained by administration of assessments pursuant to the requirements of ARM 10.56.101, to assess student progress in achieving content standards and content-specific grade-level learning progressions in all program areas. The examination of program effectiveness using assessment results shall be supplemented with information about graduates and other students no longer in attendance.

Learner goals are the attitudes, concepts, skills, and knowledge that students are to be given the opportunity to acquire during their K-12 schooling. They are to be developed progressively through three checkpoints. The first is completion of the primary level (typically, at the end of grade 3). The second is completion of the intermediate level (typically at the end of grade 8). The third is upon graduation (typically at the end of grade 12).

Cross Reference:	2000 2110	Goals Objectives
Legal Reference:	§ 20-3-324, MCA § 20-4-402, MCA § 20-7-602, MCA 10.55.603, ARM	Powers and duties Duties as District Superintendent Textbook selection and adoption Curriculum Development and Assessment

Policy History:

Adopted on: 2/8/99
Reviewed on: 02/10/10
Revised on: 04/08/14

Lesson Plan

Weekly lesson plans will be made in lesson plan books provided, or in acceptable teacher form as approved by the principal. Plans should be detailed enough to guide a substitute teacher and to serve as your reference to curriculum guidelines. Plans are to be submitted by 8:15 a.m. the first day of the school week. Plans should include a brief goal statement or curriculum code reference. Goal statements or curriculum references are to be dated in the curriculum guide on a weekly basis.

Policy History:

Adopted on:

Reviewed on: 02/10/10

Revised on:

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.

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

Policy History:

Adopted on:
Reviewed on: 02/10/10
Revised on:

INSTRUCTION

Student and Family Privacy Rights

Surveys - General

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

Surveys Created by a Third Party

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

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

Surveys Requesting Personal Information

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

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

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

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

Instructional Material

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

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

Collection of Personal Information from Students for Marketing Prohibited

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

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

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

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

Notification of Rights and Procedures

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

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

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

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

Cross Reference: 3410 Student Health
2311 Instructional Materials
3200 Student Rights and Responsibilities

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

Policy History:

Adopted on:

Reviewed on: 02/10/10

Revised on:

Columbus Public Schools

INSTRUCTION

2140

Guidance and Counseling

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

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

1. Provide staff with meaningful information which can be utilized to improve 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.
9. Have information available about nicotine addiction services and referrals to tobacco cessation programs to students and staff.

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.

Legal Reference	10.55.710, ARM	Assignment of Guidance Staff
	10.55.802, ARM	Opportunity and Educational Equity
	§ 49-3-203, MCA	Educational, Counseling and Training Programs

Policy History:

Adopted on:

Reviewed on: 02/10/10

Revised on:

Columbus Public Schools

INSTRUCTION

2151

Interscholastic Activities

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.

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. All personnel coaching intramural or interscholastic activities will be encouraged to hold a current First Aid Certificate.

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 hold a current valid first aid certificate.

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 will be required to furnish evidence of physical fitness (physical form) prior to becoming a member of an athletic team sanctioned by the Montana High School Association (MHSA). A participant will be free of injury and will have fully recovered from illness before participating in any event.

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.

Cross Reference: 3416 Administering Medication to Students

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

Policy History:

Adopted on:

Reviewed on: 02/10/10

Revised on: 12/13/05

INSTRUCTION

2158

Page 1 of 2

Family Engagement Policy

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

Parent/Family Involvement Goals and Plan

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

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

The district's plan for meeting these goals is to:

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, , etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents/families in the educational process, including:
 - < Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.
 - < Providing access to educational resources for parents/families to use together with their children.
 - < Keeping parents/families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into district policies and volunteer time within the classrooms and school programs.
4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.
5. Perform regular evaluations of parent/family involvement at each school and at the district level.
6. Provide access, upon request, to any instructional material used as part of the educational curriculum.
7. If practical, provide information in a language understandable to parents.

Legal Reference: 10.55.701(m), ARM Board of Trustees

Policy History:

Adopted on: 04/08/14

Reviewed on:

Revised on:

Columbus Public Schools

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INSTRUCTION

2160

Page 1 of 2

Title I Parent Involvement

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

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

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

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

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

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

The parents 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:

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Page 2 of 2

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.

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 B Improving the Academic Achievement of the Disadvantaged, ' 1118

Policy History:

Adopted on:

Revised on:

Revised on: 02/10/10

INSTRUCTION

Title I – Equivalency/Comparability

- A. To assure that state and local services are provided in Title I schools at least equivalent to such services in non-Title I schools, these policies will be observed in the school district.

1. Salary Scales

The district-wide salary scales will be applicable to all staff whether assigned to Title I or non-Title I schools.

2. Assignment of Teachers, Administrators and Support Personnel

Assignment of teachers, administrators and support personnel will be made in such a way to assure that the numbers of students per staff person in Title I schools shall be equivalent to the average number of students per staff person in relevant comparison schools (i.e., non-Title I or other Title I schools).

3. Curriculum Materials and Instructional Supplies

Curriculum materials and instructional supplies will be provided to schools with the same grade spans on a per pupil cost factor to assure that all children have access to the same level of state and local resources regardless of whether they attend a Title I or non-Title I school.

Title I Parent Involvement

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

Guidelines

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

- Volunteering;
- Parent education;
- Home support for the child's education;
- Parent participation in school decision making.

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

Roles and Responsibilities

Parents

It is the responsibility of the parent to:

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

Staff

It is the responsibility of staff to:

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

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: 12/13/05

Reviewed on: 02/10/10

Revised on

1 **Columbus Public Schools**

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2161

3 **INSTRUCTION**

4
5 **Special Education**

6
7 The District shall 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 Disabilities
9 Education Act (hereinafter “IDEA”) and implementing provisions in Montana law, and the Americans
10 With Disabilities Act.

11
12 For students eligible for services under IDEA, the District shall follow procedures for identification,
13 evaluation, placement, and delivery of service to children with disabilities as provided in the “Montana
14 State Plan Under Part B of the Individuals with Disabilities Education Act”.

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

18
19
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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

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26 **Policy History:**

27 Adopted on:
28 Reviewed on: 02/10/10
29 Revised on:
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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 Board,
8 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, and
13 evaluating all disabled children ages zero (-0-) through twenty-one (21). Appropriate staff will design
14 the District’s Child Find plan in compliance with all state and federal requirements and with assistance
15 from special education personnel who are delegated responsibility for implementing the plan.

16
17 The District’s plan will contain procedures for identifying suspected disabled students in private schools
18 as identified in 34 C.F.R. 530.130 and 530.131(f), students who are home schooled, homeless children,
19 as well as public facilities located within the geographic boundaries of the District. These procedures
20 shall include screening and development criteria for further assessment. The plan must include locating,
21 identifying, and evaluating highly mobile children with disabilities and children who are suspected of
22 being a child with a disability and in need of special education, even though the child is and has been
23 advancing from grade to grade. The District’s Child Find Plan must set forth the following:

- 24
- 25 1. Procedures used to annually inform the public of all child find activities, for children zero
- 26 through twenty-one;
- 27 2. Identity of the special education coordinator;
- 28 3. Procedures used for collecting, maintaining, and reporting data on child identification;
- 29 4. Procedures for Child Find Activities (including audiological, health, speech/language, and visual
- 30 screening and review of data or records for students who have been or are being considered for
- 31 retention, delayed admittance, long-term suspension or expulsion or waiver of learner outcomes)
- 32 in each of the following age groups:
- 33 A. Infants and Toddlers (Birth through Age 2)
- 34 Procedures for referral of infants and toddlers to the appropriate early intervention
- 35 agency, or procedures for conducting child find.
- 36 B. Preschool (Ages 3 through 5)
- 37 Part C Transition planning conferences; frequency and location of screenings;
- 38 coordination with other agencies; follow-up procedures for referral and evaluation; and
- 39 procedures for responding to individual referrals.
- 40 C. In-School (Ages 6 through 18)
- 41 Referral procedures, including teacher assistance teams, parent referrals, and referrals
- 42 from other sources; and follow-up procedures for referral and evaluation.
- 43 D. Post-School (Ages 19 through 21)
- 44 Individuals who have not graduated from high school with a regular diploma and
- 45 who were not previously identified. Describe coordination efforts with other
- 46 agencies.
- 47 E. Private Schools (This includes home schools.)
- 48 Child find procedures addressing the provisions of A.R.M. 10.16.3125(1); follow-up
- 49 procedures for referral and evaluation.

F. Homeless Children

Procedures for Evaluation and Determination of Eligibility

Procedures for evaluation and determination of eligibility for special education and related services are conducted in accordance with the procedures and requirements of 34 C.F.R. 300.301-300.311 and the following state administrative rules:

- 10.16.3320 - Referral;
- 10.60.103 - Identification of Children with Disabilities;
- 10.16.3321 - Comprehensive Educational Evaluation Process;

Procedural Safeguards and Parental Notification

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

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

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

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

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

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

1 The recommendation to conduct an initial evaluation or reevaluation shall be presented to the parents in
2 their native language or another mode of communication appropriate to the parent. An explanation of all

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4 2161P
5 page 3 of 5
6

7 the procedural safeguards shall be made available to the parents when their consent for evaluation is
8 sought. These safeguards will include a statement of the parents' rights relative to granting the consent.

9
10 Evaluation of Eligibility
11

12 Evaluation of eligibility for special education services will be consistent with the requirements of 34
13 C.F.R. 300.301 through 300.311 regarding Procedures for Evaluation and Determination of Eligibility;
14 and shall also comply with A.R.M. 10.16.3321.
15

16 Individualized Education Programs
17

18 The District develops, implements, reviews, and revises individualized education programs (IEP) in
19 accordance with the requirements and procedures of 34 C.F.R. 300.320-300.328.
20

21 Least Restrictive Environment
22

23 To the maximum extent appropriate, children with disabilities, including children in public or private
24 institutions or other care facilities, are educated with children who are nondisabled, and special classes,
25 separate schooling, or other removal of children with disabilities from the regular class occurs only if the
26 nature or severity of the disability is such that education in regular classes, with the use of supplementary
27 aids and services, cannot be achieved satisfactorily. Educational placement decisions are made in
28 accordance with A.R.M. 10.16.3340 and the requirements of 34 C.F.R. 300.114 - 300.120, and a
29 continuum of alternate placements is available as required in 34 C.F.R. 300.551.
30

31 Children in Private Schools/Out-of District Placement
32

33 Children with a disability placed in or referred to a private school or facility by the District, or other
34 appropriate agency, shall receive special education and related services in accordance with the
35 requirements and procedures of 34 C.F.R. 300.145 through 300.147 and A.R.M. 10.16.3122.
36

37 As set forth under 34 C.F.R. 300.137, children with a disability placed in or referred to a private school
38 or facility by parents do not have an individual right to special education and related services at the
39 District's expense. When services are provided to children with disabilities placed by parents in private
40 schools, the services will be in accordance with the requirements and procedures of 34. C.F.R. 300.130
41 through 300.144, and 300.148.
42

43 Impartial Due Process Hearing
44

45 The District shall conduct the impartial hearing in compliance with the Montana Administrative Rules on
46 matters pertaining to special education controversies.
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7 Special Education Records and Confidentiality of Personally Identifiable Information
8

9 A. Confidentiality of Information
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11 The District follows the provisions under the Family Educational Rights and Privacy Act and implements
12 the procedures in 34 C.F.R. 300.610-300.627, § 20-1-213, MCA, and A.R.M. 10.16.3560.
13

14 B. Access Rights
15

16 Parents of disabled students and students eighteen (18) years or older, or their representative, may review
17 any educational records which are designated as student records collected, maintained, and used by the
18 District. Review shall normally occur within five (5) school days and in no case longer than forty-five
19 (45) days. Parents shall have the right to an explanation or interpretation of information contained in the
20 record. Non-custodial parents shall have the same right of access as custodial parents, unless there is a
21 legally binding document specifically removing that right.
22

23 C. List of Types and Locations of Information.
24

25 A list of the records maintained on disabled students shall be available in the District office. Disabled
26 student records shall be located in the appropriate building offices and/or special education rooms, where
27 they are available for review by authorized District personnel, parents, and adult students. Special
28 education teachers will maintain an
29 IEP file in their classrooms. These records will be maintained under the direct supervision of the teacher
30 and will be located in a locked file cabinet. A record-of-access sheet in each special education file will
31 specify the District personnel who have a legitimate interest in viewing these records.
32

33 D. Safeguards
34

35 The District will identify in writing the employees who have access to personally identifiable
36 information, and provide training on an annual basis to those staff members.
37

38 E. Destruction of Information
39

40 The District will inform parents five (5) years after the termination of special education services that
41 personally identifiable information is no longer needed for program purposes. The parent will be advised
42 that such information may be important to establish eligibility for certain adult benefits. At the parent's
43 request, the record information shall either be destroyed or made available to the parent or to the student
44 if eighteen (18) years or older. Reasonable effort shall be made to provide the parent with notification
45 sixty (60) days prior to taking any action on destruction of records. Unless consent has been received
46 from the parent to destroy the record, confidential information will be retained for five (5) years beyond
47 legal school age.
48

49 F. Children's Rights
50

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

4 2161P
5 page 5 of 5
6

7 Discipline
8

9 Students with disabilities may be suspended from school the same as students without disabilities for the
10 same infractions or violations for up to ten (10) consecutive school days. Students with disabilities may
11 be suspended for additional periods of not longer than ten (10) consecutive school days for separate,
12 unrelated incidents, so long as such removals do not constitute a change in the student’s educational
13 placement. However, for any additional days of removal over and above ten (10) school days in the same
14 school year, the District will provide educational services to a disabled student, which will be determined
15 in consultation with at least one (1) of the child’s teachers, determining the location in which services
16 will be provided. The District will implement the disciplinary procedures in accord with the
17 requirements of CFR 300.530-300.537.
18

19	Legal Reference:	34 CFR 300.1, et seq.	Individuals with Disabilities Act (IDEA)
20		§ 20-1-213, MCA	Transfer of school records
21		10.16.3122 ARM	Local Educational Agency Responsibility for Students
22			with Disabilities
23		10.16.3129 ARM	Parental Involvement
24		10.16.3220 ARM	Program Narrative
25		10.16.3321 ARM	Comprehensive Educational Evaluation Process
26		10.16.3322 ARM	Composition of a Child Study Team
27		10.16.3340 ARM	Individualized Education Program and Placement
28			Decisions
29		10.16.3342 ARM	Transfer Students: Intrastate and Interstate
30		10.16.3560 ARM	Special Education Records
31		10.60.103 ARM	Identification of Children with Disabilities
32			

33 Procedure History:

34 Promulgated on:
35 Reviewed on: 02/10/10
36 Revised on:
37

1 **Columbus Public Schools**

R
2162

3 **INSTRUCTION**

4
5 **Section 504 of the Rehabilitation Act of 1973**

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

16
17 Legal Reference: Rehabilitation Act of 1973, Section 504, 29 U.S.C. 794
18 34 C.F.R. 104.36
19

20 Procedure History:

21 Adopted on: 6/5/01
22 Reviewed on: 02/10/10
23 Revised on:
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4
5 **INSTRUCTION**

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7
8 **Section 504 or the Rehabilitation Act of 1973 (“Section 504”)**

- 9
10 (1) Impartial Due Process Hearing. It the parent or legal guardian of a student who qualifies
11 under Section 504 for special instruction or related services disagree with a decision of
12 the District with respect to (1) the identificaiton of the child as qualifying for Section
13 504; (2) the District’s evaluation of the child; and/or (3) the educational palcement of the
14 child, the parents of the student are entitled to certain procedural safeguards. The
15 student shall ramin in his/her current placement until the matter has been resolved
16 through the process set forth herein.
17
- 18 A. The District shall provide written notice to the parent or legal guardian of a
19 section 504 student prior to initiating an evaluation of the child and/or
20 determining the appropriate education al placement of the child, including
21 special instruction and/or related services.
 - 22 B. Upon request. The parent or legal guardian of the student shall be allowed to
23 examine all relevant records relating to the child’s education ad the district’s
24 identification, evaluation and/or placement decision;
 - 25 C. The parent or legal guardian of the student may make a request in writing for an
26 impartial due process hearing. The written request for an impartial due process
27 hearing shall identify with specificity the areas in which the parent or legal
28 guardian are in disagreement with the District;
 - 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 of receipt of the same;
 - 32 E. Within ten (10) days of receipt of a written request for and impartial due process
33 eharing, the district shall select and apporint an impartial hearing officer that has
34 no professional or personal interest in the matter. In that regard, the Distrcit may
35 select a hearing officer from the list of special education hearing examiners
36 available at the Office of Public in an impartial and fair manner;
 - 37 F. Once the District has selected an impartial hearing officer, the District shall
38 provide the parent or legal guardian and all other interested parties with notice of
39 the person selected;
 - 40 G. Within five (5) days of the District’s selection of a hearing officer, a pre-hearing
41 conference shall be scheduled to set a date and time for a hearing, identify the
42 issues to be heard and stipulate the undisputed facts to narrow the contested
43 factual issues;
 - 44 H. The hearing officer shall in writing notify all parties of the date, time and loction
45 of the due process hearing;
 - 46 I. At anytime prior to the hearing, the parties may mutual agree to submit the
47 matter to mediation. A mediator may be selected from the Office of Public
48 Instruction’s list of trained mediators.

1 J. At the hearing, the District and the parent or legal guardian may be represented
2 by counsel;

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6 K. The hearing shall be conducted in an informal but orderly manner. Either party
7 may request that the hearing be recorded. Should either party request that the
8 hearing be recorded, it shall be recorded using either appropriately equipped or a
9 court-reporter. The District shall be allowed to present its case first. Thereafter
10 the parent or legal guardian shall be allowed to present its case. Witnesses may
11 be called to testify and documentary evidence may be admitted, however,
12 witnesses will not be subject to cross-examination and the Montana Rules of
13 Evidence will not apply. The hearing officer shall make all decisions relating
14 the relevancy of all evidence intended to be presented by the parties. Once all
15 evidence has been received the hearing officer shall close the hearing. The
16 hearing officer may request that both parties submit proposed findings of fact,
17 conclusions and decision;

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

20 M. Appeals may be taken as provided by law. The parent or legal guardian may
21 contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver,
22 Colorado 80204-3582, (303) 844-5695 or 5696.

23
24 (2) Uniform Complaint Procedure. If a parent of legal guardian of the student allege that the
25 District and /or any employee of the District has engaged in discrimination or harassment
26 of the student, the parent or legal guardian will be required to proceed through the
27 District's Uniform Grievance Procedure.

28
29 Legal Reference: 34 C.F.R. 104.36 Procedural safeguards

30
31 Policy History:

32 Adopted on:

33 Reviewed on: 02/10/10

34 Revised on:

1 **Columbus Public Schools**

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3 **INSTRUCTION**

2163

4
5 **Traffic Education**

6
7 Columbus School District will provide a drivers' training instruction program for students who live
8 within the geographic boundaries of the public school district, whether or not they are enrolled in the
9 public school district and provided that students enrolled in the course will have reached their fifteenth
10 (15th) birthday within six (6) months of course completion and have not yet reached nineteen (19) years
11 of age on or before September 10 of the school year in which the student participates in traffic education.
12

13 All eligible students will be treated fairly and without bias in the notification, enrollment, and class
14 administration procedures associated with the traffic education program.
15

16 The purpose of the program is to introduce students to a course of study which should lead to the
17 eventual development of skills appropriate for a licensed driver. The traffic education program is
18 designed to meet the criteria established by the Superintendent of Public Instruction. These criteria
19 include requirements for instructional time, for instructor certification, recommendations for course of
20 study, and reimbursement procedures.
21
22
23

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

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30
31 **Policy History:**

32 Adopted on:
33 Reviewed on: 02/10/10
34 Revised on:
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1 **Columbus Public Schools**

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3 **INSTRUCTION**

2167

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5 **Correspondence Courses**

6
7 The District will permit a student to enroll in an approved correspondence course from a school approved by the
8 National University Extension Association.

9
10 The limitation of acceptance of correspondence coursework towards meeting graduation requirements is set forth in
11 the student handbook. Credit for correspondence courses may be granted provided the following requirements are
12 met:

- 13
14 1. prior permission has been granted by the principal;
15
16 2. the program fits the education plan submitted by the regularly enrolled students;
17
18 3. credit is granted for the following approved schools:
19
20 a. schools approved by the National University Extension Association or through one of the schools
21 approved by the National Home Study Council,
22
23 b. community colleges, vocational-technical institutes, four year colleges and universities and state-
24 approved private schools in the State of Montana; and
25
26 c. other schools or institutions which are approved by the district after evaluation for a particular
27 course offering.
28
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30

31 Cross Reference: 2410 & 2410P High school graduation requirements

32
33 Legal Reference: § 20-7-116, MCA Supervised correspondence study

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35 **Policy History:**

36 Adopted on:

37 Reviewed on: 02/10/10

38 Revised on:
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5 **INSTRUCTION**

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8 Distance, Online, and Technology-Delivered Learning

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

14
15 The District may receive and/or provide distance, online, and technology-delivered learning programs,
16 provided the following requirements are met:

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

34
35 The District will permit a student to enroll in an approved distance learning course, in order that such
36 student may include a greater variety of learning experiences within the student’s educational program.

37
38 Credit for distance learning courses may be granted, provided the following requirements are met:

- 39
40 1. Prior permission has been granted by the principal;
41
42 2. The program fits the education plan submitted by the regularly enrolled student;
43
44 3. The course does not replace a required course offered by the District;
45
46 4. The course is needed as credit retrieval and cannot fit into the student’s schedule; and
47
48 5. Credit is granted for schools and institutions approved by the District after evaluation for

1 a particular course offering.
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6 The District will not be obligated to pay for a student's distance learning courses.
7
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9

10	Cross Reference:	2410 and 2410P	High School Graduation Requirements
11			
12	Legal Reference:	ARM 10.55.602	Definitions
13		ARM 10.55.705	Administrative Personnel; Assignment of School
14			Administrators/Principals
15		ARM 10.55.906	High School Credit
16		ARM 10.55.907	Distance, Online, and Technology Delivered Learning
17			
18			
19			

20 Policy History:

21 Adopted on: 02/10/10

22 Reviewed on:

23 Revised on:
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Columbus Public Schools

INSTRUCTION

2170

Digital Academy Classes

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

The Superintendent, and/or designees, shall be responsible for developing procedures for the online learning program that meet the District standards.

Further, the online learning solutions providers ensure that:

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

Policy History:

Adopted on: 01/11/2011

Reviewed on:

Revised on:

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3 **Columbus Public Schools**

4
5 **INSTRUCTION**

2170P

6
7 Digital Academy Classes

8
9 The District will permit a student to enroll in Montana Digital Academy (MDA) classes in order
10 that such student may include a greater variety of learning experiences within the student's
11 educational program or enroll in a class for credit recovery.

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

- 15
16 1. The student must be an enrolled student in the District.
- 17
18 2. A part-time student must be enrolled for a minimum of two courses. This can be a
19 combination of one in-house class and one MTDA class, or two MTDA classes.
- 20
21 3. For Montana High School Association eligibility, the student must be enrolled for, and pass,
22 any combination of four courses.
- 23
24 4. The student will be required to take the class(es) in the school building, during school time.
25 OR: The student will be required to take the class(es) during the Digital Academy course within
26 the schedule.
27 OR: The student will have the option of taking the MTDA class(es) in the school building,
28 during school time, or outside of the school building.
- 29
30 5. Students who wish to take MTDA classes and participate in MHSA activities must follow all
31 extra-curricular eligibility rules.
- 32
33 6. Each spring the administration will present the MTDA course offerings to the Board for
34 approval.
- 35
36 7. The District will allow a student to enroll in a maximum of three (3) MTDA courses per
37 semester.
- 38
39 8. In order for a home school or private school student to participate in MHSA activities, the
40 student must be enrolled in, and pass, four (4) classes per semester that are taught on campus
41 from a highly qualified teacher.

42
43 Policy History:

1 Adopted on: 01/11/2011

2 Reviewed on:

3 Revised on:

4 **Columbus Public Schools**

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6 **INSTRUCTION**

2171

7

8 Significant Writing Program

9

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

14

15 Legal References: 10.55.701(2) (p) ARM
16 10.55.713 (4) ARM

Board of Trustees
Teacher Load and Class Size

17

18 Policy History:

19 Adopted on: 04/08/14

20 Reviewed on:

21 Revised on:

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Columbus Public Schools

INSTRUCTION

2221

School Closure

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.

The trustees may order the emergency closure of schools for one school day each year, without the need to reschedule the lost pupil instruction time when the closure is the result of an emergency.

In severe weather - snow, low temperatures, ice, etc., the official announcement for school closing may be heard over KCTR (102.9FM) and KGHL (790 AM), beginning at 6:00 a.m. We will make an effort to have school for those who can make it.

Cross Reference:	8111	Emergency Routes and Schedules
Legal Reference:	§ 20-9-801-803, MCA §§ 20-9-806, MCA	Emergency School Closure School closure by declaration of emergency

Policy History:
Adopted on:
Reviewed on: 02/10/10
Revised on: 12/13/05

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Columbus Public Schools

INSTRUCTION

2240

Summer School

The District's summer program, if offered, shall be for the purpose of remediation of credit, maintenance of skills, and enrichment. All classes offered for credit must meet minimum state requirements for accreditation.

Policy History:

Adopted on:
Reviewed on: 02/10/10
Revised on:

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1 **Columbus Public Schools**

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INSTRUCTION

2250

Community and Adult Education

Efforts will be made to maximize the use of public school facilities and resources, realizing that education is a lifelong process involving the whole community. Columbus Public Schools makes its resources available to adults within the limits of budget, staff, and classroom space. Daytime and/or evening use of classrooms, shops, and labs should be encouraged provided there is no interference with or impairment of the regular school program.

Legal Reference: 20-7-703, MCA

Policy History:
Adopted on: 3/8/99
Reviewed on:
Revised on: 02/10/10

2
3 **INSTRUCTION**

4
5 **Library Materials**

6
7 School library and classroom library books are provided primarily for use by school district students and
8 staff. Either students or staff may check out library books. Individuals that check out books are responsible
9 for the care and timely return of those materials. The building principal may assess fines for damaged or
10 unreturned books.

11
12 School district residents or parents/guardians of non-resident students attending Columbus Public Schools
13 may be allowed use of library books at the discretion of the building principal. However, such access shall
14 not interfere with regular school use of those books.

15
16 The intent of allowing public access to library books is for parents/guardians to share a reading/learning
17 experience with their children. Use of the library books outside of the district is prohibited except for inter-
18 library loan agreements with other libraries.

19
20
21 Any individual may challenge the selection of materials for the library/media center. The Uniform
22 Complaint Procedure will be utilized to determine if challenged material is properly located in the
23 library.

24
25
26 Cross Reference: 1700 Uniform Complaint Procedure
27 2314 Learning Materials Review

28
29
30 Legal Reference: § 20-4-402(5), MCA Duties of district superintendent or county high school
31 principal
32 § 20-7-203, MCA Trustees' policies for school library
33 § 20-7-204, MCA School library book selection

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38 Policy History:
39 Adopted on: 3/8/99
40 Reviewed on:
41 Revised on: 02/10/10

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Columbus Public Schools

R

INSTRUCTION

2310

Selection of Library Materials

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

The school library is the most effective and economical way to provide each child with exploratory experiences, reading guidance, instruction in the use of a variety of materials and curriculum enrichment. A wide variety of library materials at all reading levels supports Columbus Public Schools' 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.

The Board of Trustees 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.

Columbus Public Schools superintendent is responsible for selection of library materials. Ultimate responsibility for the selection of library materials rests with the Board of Trustees, School District No. 6.

The Board of Trustees, acting through the Superintendent, thereby delegates the authority for the selection of library materials to the principal in each of the schools. The principal further delegates that authority to the librarian in the school.

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

Policy History:

Adopted on: 3/8/99
Reviewed on:
Revised on: 02/10/10

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Columbus Public Schools

R

INSTRUCTION

2310P

Selection of Library Materials

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

Weeding

When materials no longer meet 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.

Discarded materials will be clearly stamped:

"WITHDRAWAL FROM COLUMBUS PUBLIC SCHOOL LIBRARY"

Materials will be discarded in compliance with § 20-6-604, MCA. When the decision to sell or dispose of library materials is made, the Board 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 normal public posting areas for the district. The resolution may not become effective for 14 days after the notice is published.

Gifts

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

Policy History:

Adopted on: 3/8/99
Reviewed on:
Revised on: 02/10/10

2
3 **INSTRUCTION**

4
5 Instructional Materials

6
7 The Board is legally responsible to approve and to provide the necessary instructional materials used in
8 the District. Textbooks and instructional materials should provide quality learning experiences for
9 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 our
- 16 American heritage;
- 17 • Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American
- 18 society.
- 19

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

23
24 Instructional materials may be made available for loan to students when the best interest of the District
25 and student will be served by such a decision. Students will not be charged for normal wear. They will
26 be charged replacement cost, however, as well as for excessive wear, unreasonable damage, or lost
27 materials. The professional staff will maintain records necessary for the proper accounting of all
28 instructional materials.

29		
30		
31		
32		
33	Cross Reference:	2314 Learning Materials Review
34		
35	Legal Reference:	§ 20-4-402, MCA Duties of district superintendent or county high school
36		principal
37		§ 20-7-601, MCA Free textbook provisions
38		§ 20-7-602, MCA Textbook selection and adoption
39		

40 Policy History:
41 Adopted on:3/8/99
42 Reviewed on:
43 Revised on: 02/10/10
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4
5 **Selection, Adoption and Removal of Textbooks and Instructional Materials**

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

13 **Selection and Adoption**

14
15 Textbooks shall be selected by a curriculum committee representing the various staff who will likely be
16 using the text. In most, but not all, cases an administrator will chair the committee. Each committee
17 should develop, prior to selection, a set of selection criteria against which textbooks will be evaluated.
18 The criteria should include the following, along with other appropriate criteria. Textbooks shall:
19

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

26
27 **Removal**

28
29 Textbooks may be removed when they no longer meet the criteria for initial selection, when they are
30 worn out, or when they have been judged inappropriate through the Learning Materials Review Process.
31
32
33

34 **Procedure History:**

35 Adopted on:

36 Reviewed on:

37 Revised on: 02/10/10

38

2
3 **INSTRUCTION**

4
5 **Copyright**

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

11
12 Under the fair use doctrine, each of the following four standards must be met in order to use the
13 copyrighted document:

- 14 • Purpose and Character of the Use – The use must be for such purposes as teaching or
15 scholarship.
- 16 • Nature of the Copyrighted Work – The type of work to be copied.
- 17 • Amount and Substantiality of the Portion Used – Copying the whole of a work cannot be
18 considered fair use; copying a small portion may be if these guidelines are followed.
- 19 • Effect of the Use Upon the Potential Market for or value of the Copyrighted Work – If
20 resulting economic loss to the copyright holder can be shown, even making a single copy
21 of certain materials may be an infringement, and making multiple copies presents the
22 danger of greater penalties.

23
24 While Columbus Public Schools encourages its staff to enrich the learning programs by making
25 proper use of supplementary materials, it is the responsibility of District staff to abide by Columbus
26 Public Schools' copying procedures and obey the requirements of the law. In no circumstances
27 shall it be necessary for District staff to violate copyright requirements in order to perform their
28 duties properly. The District cannot be responsible for any violations of the copyright law by its
29 staff.

30
31 Any staff member who is uncertain as to whether reproducing or using copyrighted material
32 complies with Columbus Public Schools' procedures or is permissible under the law should contact
33 the Superintendent or designee superintendent. They will assist staff in obtaining proper
34 authorization to copy or use protected materials when such authorization is required.

35
36
37 Legal Reference: 17 USC 101 - 1332 Federal Copyright Law of 1976

38
39 **Policy History:**

40 Adopted on: 03/08/99

41 Reviewed on: 02/10/10

42 Revised on: 11/12/2012

3
4 **INSTRUCTION**

5
6 Copyright Compliance

7
8 Authorized Reproduction and Use of Copyrighted Material in Print

- 9
- 10 • Materials on the Internet should be used with caution since they may, and likely are,
11 copyrighted.
 - 12 • Proper attribution (author, title, publisher, place and date of publication) should always be
13 given.
 - 14 • Notice should be taken of any alterations to copyrighted works, and such alterations
15 should only be made for specific instructional objectives.
 - 16 • Care should be taken in circumventing any technological protection measures. While
17 materials copied pursuant to fair use may be copied after circumventing technological
18 protections against unauthorized copying, technological protection measures to block
19 access to materials may not be circumvented.
- 20

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

27

28 1. Brevity

- 29
- 30 a. A complete poem, if less than 250 words and two pages long, may be copied;
31 excerpts from longer poems cannot exceed 250 words.
 - 32 b. Complete articles, stories or essays of less than 2500 words or excerpts from prose
33 works less than 1000 words or 10% of the work, whichever is less, may be copied;
34 in any event, the minimum is 500 words. (Each numerical limit may be expanded
35 to permit the completion of an unfinished line of a poem or prose paragraph.)
 - 36 c. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical
37 issue may be copied. “Special” works cannot be reproduced in full; this includes
38 children’s books combining poetry, prose, or poetic prose.
- 39

40 2. Spontaneity. Should be at the “instance and inspiration” of the individual teacher when
41 there is not a reasonable length of time to request and receive permission to copy.

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4 3. Cumulative Effect. Teachers are limited to using copied material for only one (1) course
5 in the school in which copies are made. No more than one (1) short poem, article, story
6 or two (2) excerpts from the same author may be copied, and no more than three (3)
7 works can be copied from a collective work or periodical issue during one (1) class term.

8
9 Teachers are limited to nine (9) instances of multiple copying for one (1) course during
10 one (1) class term. Limitations do not apply to current news periodicals, newspapers, and
11 current news sections of other periodicals.

12
13 Performances by teachers or students of copyrighted dramatic works without authorization from
14 the copyright owner are permitted as part of a teaching activity in a classroom or instructional
15 setting. All other performances require permission from the copyright owner.

16
17 The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations, or
18 collective works. "Consumable" works include: workbooks, exercises, standardized tests, test booklets, and answer
19 sheets. Teachers cannot substitute copies for the purchase of books, publishers' reprints or periodicals, nor can they
20 repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority," and students
21 cannot be charged more than actual cost of photocopying. Teachers may use copyrighted materials in overhead or
22 opaque projectors for instructional purposes.

23
24 Authorized Reproduction and Use of Copyrighted Materials in the Library

- 25
26 • A library may make a single copy or three digital copies of an unpublished work which is
27 in its collection; a published work in order to replace it because it is damaged,
28 deteriorated, lost or stolen, provided the unused replacement cannot be obtained at a fair
29 price; and a work that is being considered for acquisition, although use is strictly limited
30 to that decision. Technological protection measures may be circumvented for purposes of
31 copying materials in order to make an acquisition decision.

32
33 A library may provide a single copy of copyrighted material to a student or staff member at no
34 more than the actual cost of photocopying. The copy must be limited to one (1) article of a
35 periodical issue or a small part of other material, unless the library finds that the copyrighted
36 work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may
37 be copied. In any case, the copy shall contain the notice of copyright, and the student or staff
38 member shall be notified that the copy is to be used only for private study, scholarship, or
39 research. Any other use may subject the person to liability for copyright infringement.

40
41 At the request of a teacher, copies may be made for reserve use. The same limits apply as for
42 single or multiple copies designated in "Authorized Reproduction and Use of Copyrighted
43 Material in Print."
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4 Authorized Reproduction and Use of Copyrighted Music or Dramatic Works
5

6 Teachers may:

- 7
- 8 • Make a single copy of a song, movement, or short section from a printed musical or dramatic
9 work that is unavailable except in a larger work for purposes of preparing for instruction;
10
11
 - 12 • Make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical
13 work if it is to be used for academic purposes other than performance, provided that the excerpt
14 does not comprise a part of the whole musical work which would constitute a performable unit
15 such as a complete section, movement, or song;
 - 16 • In an emergency, a teacher may make and use replacement copies of printed music for an
17 imminent musical performance when the purchased copies have been lost, destroyed or are
18 otherwise not available.
 - 19 • Make and retain a single recording of student performances of copyrighted material when it is
20 made for purposes of evaluation or rehearsal;
 - 21 • Make and retain a single copy of excerpts from recordings of copyrighted musical works for use
22 as aural exercises or examination questions; and,
 - 23 • Edit or simplify purchased copies of music or plays provided that the fundamental character of
24 the work is not distorted. Lyrics shall not be altered or added if none exist.
25

26 Performance by teachers or students of copyrighted musical or dramatic works is permitted without the
27 authorization of the copyright owner as part of a teaching activity in a classroom or instructional setting.
28 The purpose shall be instructional rather than for entertainment.
29

30 Performances of nondramatic musical works that are copyrighted are permitted without the authorization
31 of the copyright owner, provided that:

- 32
- 33 • The performance is not for a commercial purpose;
 - 34 • None of the performers, promoters or organizers are compensated; and,
 - 35 • Admission fees are used for educational or charitable purposes only.

36 All other musical and dramatic performances require permission from the copyright owner. Parents or
37 others wishing to record a performance should check with the sponsor to ensure compliance with
38 copyright.
39

40 Recording of Copyrighted Programs
41

42 Television programs, excluding news programs, transmitted by commercial and non-commercial
43 television stations for reception by the general public without charge may be recorded off-air
44 simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained
45 by a school for a period not to exceed the first forty-five (45) consecutive calendar days after date of

1 recording. Upon conclusion of this retention period, all off-air recordings must be erased or destroyed
2 immediately. Certain programming such as that provided on public television may be exempt from this

3 2312P

4 page 4 of 5

5
6 provision; check with the *[principal, teacher or teacher librarian – choose all that apply or add others]*
7 or the subscription database, e.g. unitedstreaming.

8 9 10 USE OF INFORMATION RESOURCES REGULATION

11
12 Off-air recording may be used once by individual teachers in the course of instructional activities, and
13 repeated once only when reinforcement is necessary, within a building, during the first 10 consecutive
14 school days, excluding scheduled interruptions, in the 45 calendar day retention period. Off-air
15 recordings may be made only at the request of and used by individual teachers, and may not be regularly
16 recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at
17 the request of the same teacher, regardless of the number of times the program may be broadcast. A
18 limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of
19 teachers. Each additional copy shall be subject to all provisions governing the original recording.

20
21 After the first ten consecutive school days, off-air recordings may be used up to the end of the 45
22 calendar day retention period only for evaluation purposes, i.e., to determine whether or not to include
23 the broadcast program in the teaching curriculum. Permission must be secured from the publisher before
24 the recording can be used for instructional purposes after the 10 day period.

25
26 Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from
27 their original content. Off-air recordings may not be physically or electronically combined or merged to
28 constitute teaching anthologies or compilations. All copies of off-air recordings must include the
29 copyright notice on the broadcast program as recorded.

30 31 Authorized Reproduction and Use of Copyrighted Computer Software

32
33 Schools have a valid need for high-quality software at reasonable prices. To assure a fair return to the
34 authors of software programs, the school district shall support the legal and ethical issues involved in
35 copyright laws and any usage agreements that are incorporated into the acquisition of software programs.
36 To this end, the following guidelines shall be in effect:

- 37 • All copyright laws and publisher license agreements between the vendor and the school
38 district shall be observed;
 - 39 • Staff members shall take reasonable precautions to prevent copying or the use of
40 unauthorized copies on school equipment;
 - 41 • A back-up copy shall be purchased, for use as a replacement when a program is lost or
42 damaged. If the vendor is not able to supply a replacement, the school district shall make a
43 back-up copy that will be used for replacement purposes only;
 - 44 • A copy of the software license agreement shall be retained by the, *[board secretary,*
45 *technology director or teacher-librarian - choose all that apply or add others]*; and,
 - 46 • A computer program may be adapted by adding to the content or changing the language. The
47 adapted program may not be distributed.
- 48

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6 Fair Use Guidelines for Educational Multimedia
7

8 Students may incorporate portions of copyrighted materials in producing educational multimedia projects
9 such as videos, Power Points, podcasts and web sites for a specific course, and may perform, display or
10 retain the projects.

11
12 USE OF INFORMATION RESOURCES REGULATION
13
14

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

- 17 • In face-to-face instruction;
- 18 • In demonstrations and presentations, including conferences;
- 19 • In assignments to students;
- 20 • For remote instruction if distribution of the signal is limited;
- 21 • Over a network that cannot prevent duplication for fifteen days, after fifteen days a copy may be
22 saved on-site only; or,
- 23 • In their personal portfolios.

24 Educators may use copyrighted materials in a multimedia project for two years, after that permission
25 must be requested and received.
26

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

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

40
41 Fair use does not include posting a student or teacher's work on the Internet if it includes portions of
42 copyrighted materials. Permission to copy shall be obtained from the original copyright holder(s) before
43 such projects are placed online. The opening screen of such presentations shall include notice that
44 permission was granted and materials are restricted from further use.
45

46 Procedure History:

1 Promulgated on: 02/10/10
2 Reviewed on:
3 Revised on: 11/12/2012

4 **Columbus Public Schools**

R

5
6 **INSTRUCTION**

2314

7
8 **Learning Materials Review**

9
10 Citizens objecting to specific materials used in the District are encouraged to submit a complaint in
11 writing using the Uniform Complaint Procedure (Policy 1700). The matter should first be investigated
12 under the direction of the principal or principals of the school or schools involved. A committee consisting
13 of teachers, principal(s), and if the challenged material is library material, the librarian of the school will be
14 informed to review the materials.

15
16 If the problem is not resolved through this investigation, a request for reconsideration of learning materials
17 shall be submitted on the forms supplied by the district.

18
19 During the process, the challenged material will remain in use unless the committee determines that if the
20 material in question were to remain in use it would render the committee's decision moot.

21
22 Upon receipt of the request, the superintendent shall direct the Committee to take the following steps:

- 23
24 1. Read, view or listen to the material in its entirety;
25 2. Check general acceptance of the material by reading reviews and consulting recommended lists;
26 3. Determine the extent to which the material supports the curriculum;
27 4. Complete the appropriate "Checklist for Materials Review Committee's Reconsideration of
28 Learning Material" (see Appendixes A, B, C), judging the material for its strength and value as a
29 whole and not in part.

30
31 The Committee will complete its deliberation with all possible dispatch and submit its written report to the
32 superintendent, the complainant, building principal, and other appropriate staff within 40 school days. A
33 majority vote of the total committee will be required to determine its recommendation.

34
35 Should the complainant not be satisfied with the decision of the committee, he/she may direct the complaint
36 to the superintendent who shall review the complaint and the committee report and inform the complainant
37 of his/her decision.

38
39 Should the complainant not be satisfied with the decision of the superintendent, he/she may request a review by the
40 Board of Trustees. The complaint, committee report, and superintendent's report shall be made available to the
41 Board of Trustees. The matter will be discussed at the next regularly scheduled Board of Trustee's meeting and a
42 decision given to the complainant.

43
44 Cross Reference: 1700 Uniform Complaint Procedure

45 **Policy History:**

46 Adopted on: 3/8/99

47 Reviewed on:

48 Revised on: 02/10/10

49

1 **Columbus Public Schools**

2
3 **INSTRUCTION**

2320

4
5
6 Field Trips, Excursions, and Outdoor Education

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

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

17
18 Building principals will develop procedures with respect to field trips, excursions, and outdoor
19 education.

20
21 Staff members may not solicit students during instructional time for any privately arranged field trip or
22 excursion without Board permission.

23
24 The presence of a person with a currently valid first aid card is required during school-sponsored
25 activities, including field trips, athletic, and other off-campus events.

26
27
28 Legal Reference: ARM 37.111.825 Health Supervision and Maintenance

29
30
31
32 Policy History:

33 Adopted on: 3/8/99
34 Reviewed on: 02/10/10
35 Revised on: 12/13/05
36
37

1 **Columbus Public Schools**

2
3 **INSTRUCTION**

2322

4
5 **Contests for Students**

6
7 Contests may be made available to students by outside organizations through the schools, subject to certain
8 limitations. The superintendent or designee shall determine that the contest is not in conflict with, or will
9 diminish the primary educational aims of the schools and that it meets the needs and interests of students.

10
11 A state or local contest in which students participate shall be:

- 12
13 1. One that supplements and does not interfere with the regular school program.
14
15 2. One that is beneficial to youth in education, civic, social or ethical development.
16
17 3. One that makes it possible for individual students to work out contributions by their own
18 efforts and does not invite dishonest collaboration.
19
20 4. One whose subject is not commercial, controversial, sectarian or concerned with
21 propaganda. It must emphasize high moral standards, good citizenship and intellectual
22 competence.
23
24 5. One from which no contestant shall be excluded because of race, color, creed, sex or
25 payment of entry fee.
26
27 6. One which does not place an undue burden on students, teachers or the school, nor requires
28 frequent or lengthy absence of participants from the school.
29
30 7. One sponsored by an organization engaged in a creditable or acceptable enterprise
31 regardless of kind or amount of prizes offered. The contest or activity must not be used as
32 a "front" for advertising a company name or product.
33

34 Contests will not be allowed unless they further the educational goals of Columbus Public Schools.

35
36 **Policy History:**

37
38 Adopted on:3/8/99

39 Reviewed on: 02/10/10

40 Revised on:
41
42

1 **Columbus Public Schools**

R

2
3 **INSTRUCTION**

2330

4
5 Controversial Issues and Academic Freedom

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

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

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

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

- 21
22 1. relative maturity of students;
23 2. district philosophy of education;
24 3. community standards, morals and values;
25 4. the necessity for a balanced presentation; and,
26 5. the necessity to seek prior administrative counsel and guidance in such matters.

27
28
29
30 Legal Reference: Article X, Sec. 8, Montana Constitution - School district trustees
31 § 20-3-324(16) and (17), MCA Powers and duties
32
33
34
35

36 Policy History:

37 Adopted on: 3/8/99

38 Reviewed on:

39 Revised on: 02/10/10
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1 **Columbus Public Schools**

2
3 **INSTRUCTION**

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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 District officials may not invite or permit members of the clergy to give prayers at graduation.
35 Furthermore, District officials may not organize or agree to requests for prayer by other persons
36 at graduation, including requests by students to open or deliver a prayer at graduation. The
37 District may not prefer the beliefs of some students over the beliefs of others, coerce dissenters or
38 nonbelievers, or communicate any endorsement of religion.

39
40 Baccalaureate Ceremonies

41
42 Students and their families may organize baccalaureate services, at which attendance must be
43 entirely voluntary. Organizers of baccalaureate services may rent and have access to school
44

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4 facilities on the same basis as other private groups and may not receive preferential treatment.
5 The District may not be identified as sponsoring or endorsing baccalaureate services. District
6 funds, including paid staff time, may not be used directly or indirectly to support or subsidize
7 any religious services.

8 9 Assemblies, Extracurricular and Athletic Events

10
11 District officials may not invite or permit members of the clergy, staff members, or outsiders to
12 give prayers at school-sponsored assemblies and extracurricular or athletic events. District
13 officials also may not organize or agree to student requests for prayer at assemblies and other
14 school-sponsored events. Furthermore, prayer may not be broadcast over the school public
15 address system, even if the prayer is nonsectarian, nonproselytizing, and initiated by students.

16 17 Student Religious Expression and Assignments

18
19 Students may express their individual religious beliefs in reports, tests, homework, and projects.
20 Staff members should judge their work by ordinary academic standards, including substance,
21 relevance, appearance, composition, and grammar. Student religious expression should neither
22 be favored nor penalized.

23 24 Religion in the Curriculum

25
26 Staff members may teach students about religion in history, art, music, literature, and other
27 subjects in which religious influence has been and continues to be felt. However, staff members
28 may not teach religion or advocate religious doctrine or practice. The prohibition against
29 teaching religion extends to curricular decisions which promote religion or religious beliefs.

30
31 School programs, performances, and celebrations must serve an educational purpose. The
32 inclusion of religious music, symbols, art, or writings is permitted, if the religious content has a
33 historical or independent educational purpose which contributes to the objectives of the approved
34 curriculum. School programs, performances, and celebrations cannot promote, encourage,
35 discourage, persuade, dissuade, or discriminate against a religion or religious activity and cannot
36 be oriented to religion or a religious holiday.

37 38 Student Religious Clubs

39
40 Students may organize clubs to discuss or promote religion, subject to the same constitutionally
41 acceptable restrictions the District imposes on other student-organized clubs.
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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).

Religious Holidays

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

Policy History:

Adopted on: 06/05/01
Reviewed on: 02/10/10
Revised on: 11/12/2012

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 Columbus High
10 School is an honor. As such, participation in this ceremony is reserved for those members of the
11 graduating class who have completed all state and local requirements for graduation before the date of
12 the ceremony. Students who complete their requirements after the date of commencement exercises will
13 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 of
19 academic class standing, is requested to participate may choose to decline the invitation.

20
21 The school administrators shall review presentations and specific content, and may advise participants
22 about appropriate language for the audience and occasion. Students selected to participate may choose to
23 deliver an address, poem, reading, song, musical presentation, or any other pronouncement of their
24 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 official*
30 *position of the District, its Board, administration, or employees, nor does it necessarily*
31 *indicate the views of any other graduates.*

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

37	38	
39	Legal Reference:	Art. II, Sec. 5, Montana Constitution - Freedom of religion
40		Art. X, Sec. 7, Montana Constitution - Nondiscrimination in education
41		§ 20-5-201(3), MCA Duties and Sanctions
42		§ 20-1-308, MCA Religious instruction released time program
43		§ 20-7-112, MCA Sectarian publications prohibited and prayer permitted
44		

45 Policy History:

46 Adopted on: 06/05/01

47 Reviewed on: 02/10/10

1 Revised on: 11/12/2012
2 **Columbus Public Schools**

3
4 **INSTRUCTION**

2334

5
6 **Release Time for Religious Instruction**

7
8 The District may provide for a religious instruction released time program under which a pupil may be released upon
9 written request of the parent(s) or guardian except that no such program shall take place in public school property.
10 Such written request must be reviewed annually. The Board will determine the amount of time that any pupil will be
11 released for religious purposes. Such release shall not adversely affect the pupil's attendance.
12
13
14

15 Legal Reference: Art XI, Sec. 5, Montana Constitution - Freedom of religion
16 Art X, Sec. 2 Montana Constitution - Nondiscrimination in education
17 § 20-1-308, MCA Religious Instruction released time program
18

19 **Policy History:**
20 Adopted on:
21 Reviewed on: 02/10/10
22 Revised on:
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2 **Columbus Public Schools**

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4 **INSTRUCTION**

2335

5
6 Health Enhancement

7
8 Health, family life, and sex education, including information about parts of the body,
9 reproduction, and related topics, will be included in the instructional program as appropriate to
10 grade level and course of study. An instructional approach will be developed after consultation
11 with parents and other community representatives. Parents may ask to review materials to be
12 used and may request that their child be excluded from sex education class sessions without
13 prejudice.

14
15 The Board believes HIV/AIDS and other STD/STI instruction is most effective when integrated
16 into a comprehensive health education program. Instruction must be appropriate to grade level
17 and development of students and must occur in a systematic manner. The Board particularly
18 desires that students receive proper education about HIV and other STD/STI s, before they reach
19 the age when they may adopt behaviors which put them at risk of contracting the disease.

20
21 In order for education about HIV and other STD/STI's to be most effective, the Superintendent
22 will require that faculty members who present this instruction receive continuing in-service
23 training which includes appropriate teaching strategies and techniques. Other staff members not
24 involved in direct instruction, but who have contact with students, will receive basic information
25 about HIV/AIDS and other STD/STI's and instruction in use of universal precautions when
26 dealing with body fluids.

27
28 In accordance with Board policy, parents will have an opportunity to review the HIV/ STD/STI
29 education program, before it is presented to students.

30
31
32
33 Legal Reference: §§ 50-16-1001, et seq., MCA AIDS Education and Prevention
34 (AIDS Prevention Act)

35
36 Policy History:

37 Adopted on: 03/08/99

38 Reviewed on:

39 Revised on: 02/10/10, 11/12/2012

1 **Columbus Public Schools**

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 meets
8 graduation requirements established by the District. The official transcript will indicate the specific
9 courses taken and level of achievement.

10
11 The Board shall establish graduation requirements, which satisfy those established by the Board of Public
12 Education (10.55.904 & 905, ARM). Generally, any change in graduation requirements promulgated by the
13 Board will become effective for the next class to enter 9th grade. Exceptions to this general rule may be
14 made where it is determined by the Board that the proposed change in graduation requirements will not have
15 a negative effect on students already in grades 9-12. The Board shall approve graduation requirements as
16 recommended by the Superintendent.

17
18 To graduate from Columbus High School, a student must have satisfactorily completed the last semester
19 prior to his/her graduation as a Columbus High School Student. The principal and counselor may consider
20 exceptions.

21
22 A student with a disabling condition will satisfy those competency requirements incorporated into the
23 individualized education program (IEP). Satisfactory completion of the objectives incorporated in the
24 IEP will serve as the basis for determining completion of a course.

25
26 A student who possesses a handicapping condition shall satisfy those competency requirements that are
27 incorporated into the individualized education program (IEP). Satisfactory completion of the objectives
28 incorporated into the IEP shall serve as the basis for determining completion of a course.

29
30 A student may be denied participation in graduation ceremonies in accordance with 20-5-201(3), MCA.
31 In such instances the diploma will be awarded after the official ceremony has been held.

32	33		
34	Legal Reference:	§ 20-5-201, MCA	Duties and Sanctions
35		10.55.904, ARM	Basic education program offerings - high school
36		10.55.905, ARM	Graduation requirements
37		10.55.906, ARM	High School Credit
38			

39 **Policy History:**

40 Adopted on:
41 Reviewed on:
42 Revised on: 02/10/10
43

1 **Columbus Public Schools**

2
3 **INSTRUCTION**

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4
5
6 **High School Graduation Requirements**

7
8 Graduation requirements will be as follows:

9
10 **Columbus High School Diploma**

- 11
12 4 units of English
13 3 units of math (See Below)
14 3 units of science (See Below)
15 3 units of social studies to include one unit of U.S. History and one unit in U.S. Government
16 1 unit of fine arts including music, visual arts, drama, performing arts,
17 2 units of physical education
18 2 units of Vocational/Practical Arts (1 unit of mandatory Job Skills) ((See Below))
19 6 units of elective courses

20
21 24 units will be required for graduation beginning with graduating Class 2015

22
23 **Beginning with the class of 2015, at least 3 credits must be earned in Math and Science in order to meet the**
24 **Columbus Schools graduation requirements.**

25
26
27 **Waiver of Requirement**

28
29 Graduation requirements generally will not be waived under any circumstances. However, in rare and unique
30 hardship circumstances, the principal may recommend and the Superintendent may approve minor deviation from the
31 graduation requirements.

32
33 **Alternative Programs**

34
35 Credit toward graduation requirements may be granted for planned learning experiences from accredited programs,
36 such as summer school, university courses, and correspondence courses. Credit for work experience may be offered
37 when the work program is a part of and supervised by the school.

38
39 All classes attempted at Columbus High School and all acceptable transfer credits shall be recorded on the transcript.
40 All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade
41 Point Average and class rank. Credit shall be awarded only once regardless of repetition of the course.

42
43 **Honor Roll**

44
45 A student must have a minimum grade-point average of 3.00 to be placed on the regular honor roll. Special
46 information regarding honors at graduation are included in the student handbook.

47
48 **Class Rank (Grade Point Average)**

1 Class Rank is compiled from semester grades and may be determined using a weighted class/grading system.
2 Courses not eligible for GPA are designated with an asterisk on the report card.

9 Participation in graduation ceremonies is a privilege extended to students. Students may be denied the right to
10 participate.

12 In addition, handicapped students who successfully complete their Individual Educational Program (IEP) will be granted
13 a general diploma.

15 Columbus Public Schools may develop an alternative education program for students unable to perform successfully in
16 regular school environment. Students will enter the program after careful review and recommendations by principal,
17 counselor, and teaching staff and commitment of student and parents. This program is reserved for students who have
18 reached their 16th birthday and completed 9th grade successfully. Once students enter the program they will be unable to
19 access extra-curricular activities and organizations, or return to the regular program without review. Course requirements
20 and hours of instruction are consistent with established district minimum of 165 hours per unit of credit. Students must
21 be involved in district-approved work-study, community volunteer services or work experience during school hours
22 while not attending classes. School hours are defined at 9:00 AM - 3:00 PM for purposes of this program. An alternate
23 diploma, Basic Skills Diploma, shall be awarded for students completing the basic skills diploma requirement set forth
24 below:

26 Basic Skills Diploma Requirements

- 28 4 units of English
- 29 2 units of Math
- 30 2 units of Science
- 31 2 units of Social Studies required one unit of U.S. History and one unit of U.S. Government
- 32 1 unit of fine arts including Music, Art, and Performing Arts
- 33 1 unit of health enhancement
- 34 1 unit of Vocational/Practical Arts (Replaces Job Skills)
- 35 7 electives that may include school-to-work curriculum & experiences, work-study or community volunteer
36 service credits.
- 38 20 units will be required for graduation

42 Legal Reference: 20-5-201, MCA;
43 20-7-115, MCA;
44 10.55.902, ARM;
45 10.55.903, ARM;
46 10.55.904, ARM;
47 10.55.905, ARM;
48 10.55.906, ARM

50 Policy History:

51 Adopted on: 3/8/99

52 Reviewed on:

1 Revised on: 12/13/2011
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1 **Columbus Public Schools**

2
3 **INSTRUCTION**

2411

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4
5 Early Graduation

6
7 The Board of Trustees considers the curriculum of the Columbus High School to be a four-year
8 program. However, under certain conditions the Board of Trustees will consider requests for early
9 graduation for students who have completed a minimum of seven (7) semesters of high school.
10 In accordance with provisions of 20-9-313 of Montana State Law, the Board hereby authorizes the
11 Administration to recommend to the Board early graduation permission to students who have
12 completed the following procedure:

- 13 1. Complete all required and elective courses, per state and local guidelines, and have
14 completed all other graduation requirements by the intended early graduation date.
- 15 2. Submit a written request for early graduation to the high school principal by the end of the
16 student's fifth (5) semester (normally the middle of the junior year in high school. The
17 written request must be signed by the student and counter-signed by the student's
18 parents/legal guardians (if the student is under eighteen (18) years of age when the written
19 request is made).
- 20 3. Considerations for early graduation requests shall include documentation of:
 - 21 A. A planned post-secondary educational program including a letter of acceptance
22 and date of enrollment in said program.
 - 23 B. Emergency Family considerations.
 - 24 C. A demonstrated hardship situation. (Working to earn money for further education
25 is not considered a substantial hardship for early graduation.)
- 26 4. The student shall have a minimum of a 2.5 GPA on a 4.0 scale at the time of the request
27 and maintain a minimum of a 2.5 GPA for early graduation.
- 28 5. Students may use no more than 1 credit (2 semester classes) of on-line or correspondence
29 coursework to meet graduation requirements.
- 30 6. Students must enroll in a full schedule of classes during the 7th semester.

31
32 Upon receiving the written student early graduation request, the principal must:

- 33 1. Validate the student's high school records
- 34 2. Review the written request and supporting documentation
- 35 3. Provide in writing the minimum requirements that must be completed by the early
36 graduation date (No early graduation can take place before the end of the student's seventh
37 (7th) semester)

38
39 If the student's request meets the above-mentioned stipulations, the principal will then recommend
40 to the Superintendent whether or not to approve the early graduation request. If the Administration
41 does not approve the request, the student must be notified in writing by the principal within 10 days
42 of the student submitting the request. The student will have the right of appeal to the Board of
43 Trustees at their next regularly scheduled meeting. The Trustees decision will be final. If the
44 Administration approves the request, it will be presented at the next regular meeting of the Board.
45 With the Trustees' approval, and the completion of all requirements established by the Board of

Trustees, the student will be allowed early graduation. If the Trustees decline the request, their decision will be final.

Note: If the student request for early graduation is approved, he/she forfeits the right to participate in any activities beyond the date of completion of the final semester (prom, sports, band, chorus, clubs, student organizations (FFA, BPA, FCCLA, Key Club, Close-Up), etc.) The student will be allowed to participate in graduation ceremonies during the year that they meet the graduation requirements provided that they remain in good standing with the Board's graduation requirements and procedures, notify the school in writing not less than two weeks prior to the date of graduation of their intent to participate in the ceremonies, and that they attend scheduled rehearsals. The student will not be eligible for the Valedictorian or Salutatorian awards and recognition. No diploma will be issued until the date of normal graduation during the school year in which they complete their requirements. The student will continue to be eligible to compete for appropriate scholarships.

Procedure History:

Promulgated on: 10/08/2013

Reviewed on:

Revised on:

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4 **Columbus Public Schools**

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6 **INSTRUCTION**

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Page 1 of 2

7
8
9 **Credit Transfer/Assessment for Placement**

10
11 **Grades 9-12**

12
13 Requests for transfer of credit and/or grade placement from any non-accredited, non-public school shall be
14 subject to examination and approval before being accepted by the Columbus Public Schools. This shall be
15 done by the school counselor and/or principal or, in the case of home schools, by a credit evaluation
16 committee consisting of a counselor, a staff member from each subject area in which credit is being
17 requested, and the school principal.

18
19 The credit evaluation committee will:

- 20
21 (1) document that the student has spent approximately the same number of classroom hours in the
22 home school as would have been spent in a regular class in the Columbus Schools;
23
24 (2) document that the student followed a curriculum that is essentially similar to that in the course for
25 which they are requesting credit;
26
27 (3) document that in the event of a credit request in a lab, industrial arts or music course, the equipment
28 and facilities were sufficient to meet the required learning activities of the course;
29
30 (4) require that the student has satisfactorily passed in all courses where a final exam is normally given,
31 a final exam which was prepared and administered by a staff member in the Columbus Public
32 School system.

33
34 Columbus Public Schools will give credit only for home schools that have met all requirements as specified
35 in Montana law. Credit from home schools will only be accepted when a like course is offered in Columbus
36 Public Schools.

37
38 The school transcript will record courses taken in home schools or non-accredited schools by indicating the
39 title of the course, the school where the course was taken, and the grade.

40
41 For purposes of calculation of class rank, only those courses taken in an accredited school will be used.

42
43 **Grades 1-8**

44
45 Requests from parents of students in non-accredited non-public schools for placement in the Columbus
46 School system will be evaluated by an assessment for placement team. That team will consist of:

- 47
48 1. the school principal;

2. one teacher of the grade in which the student is being considered for enrollment;
3. one counselor

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

1. documentation that the non-accredited non-public school has provided a comparable number of hours as the child would have attended in a public or private school;
2. that the child followed a similar curriculum as would have been provided in an accredited public or private school;
3. that the result of the end of the year test indicates the student has mastered most prerequisite skills;
4. that the child achieved an NCE score of 40 or above on the Standard Achievement Test.

Parents of students in elementary or high school home schools are encouraged to maintain a log which documents dates of instruction, content of instruction, amount of time spent on that instruction, scores on tests, and the grades in all activities.

Columbus Public Schools is not obligated to provide instructional materials for other public or private schools.

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

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

Policy History:
Adopted on: 3/8/99
Reviewed on: 02/10/10
Revised on:

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Columbus Public Schools

INSTRUCTION

2420

Grading and Progress Reports

Columbus Public Schools recognizes the responsibility to keep parents informed of student welfare and progress in school. The issuance of grades and progress reports on a regular basis serves as 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.

The Superintendent, in cooperation with building principals and their staff, will 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.

Policy History:
Adopted on: 3/8/99
Reviewed on: 02/10/10
Revised on:

1 **Columbus Public Schools**

2
3 **INSTRUCTION**

2421

4
5 **Promotion/Retention**

6
7 The Board recognizes that students of the same age are at many intellectual and developmental levels and
8 that these differences are a normal part of human development. Because of these differences, the
9 administration and teaching staff are directed to make every effort to develop curricula and programs
10 which meet the individual and unique needs of all students and allow them to remain with their age
11 cohorts.

12
13 It is the philosophy of the District that students thrive best when placed or promoted to grade levels with
14 other students who have compatible age, physical, and social/emotional status. It is our philosophy to
15 promote students who demonstrate effort within those compatibilities. It is equally our philosophy and
16 practice to retain students who do not make a reasonable effort to meet grade level expectations, as long
17 as those expectations are commensurate with the individual student's ability and rate of learning.

18
19 The administration is directed to develop procedures and programs to keep grade retentions to a minimum
20 and to ensure that students who are retained will benefit from that retention.

21
22 All factors must be considered when an alteration to a student's normal progression through school is
23 contemplated. Quantitative measures, such as age, physical size, ability, and level of academic
24 achievement, shall be supplemented by a qualitative assessment of student motivation, self-image, and
25 social adjustment. Students will not be promoted for purely social reasons.

26
27 Teaching staff and building principals will make final decisions respecting promotion or retention.

28
29 The promotion policy at Columbus Middle School states that all students meet the same standards
30 in order to earn a promotion to the next grade level. Students in grades six through eight are either
31 promoted or retained in grade level each year. Students who fail two or more core subjects for the
32 year may be retained, unless they perform at proficient levels on district-administered standardized
33 tests or show sufficient growth on the pre-post assessment. In some situations, special education
34 students may be excluded from these standards. Special Education students are promoted on the
35 basis of standards set forth in the students' Individualize Educational Program (I.E.P.). The
36 meeting of these standards will be the basis upon which promotion/retention decisions are to be
37 made at Columbus Middle School.

38
39 **Policy History:**

40 Adopted on: 3/8/99

41 Reviewed on:

42 Revised on: 02/10/10

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3 **Columbus Public Schools**

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5 **INSTRUCTION**

2430

6
7 **Homework**

8
9 Columbus Public Schools believes that homework is a constructive tool in the teaching/learning process.
10 Purposeful assignments enhance student achievement, self-discipline and associated good working habits.
11 As an extension of the classroom, homework must be planned and organized.

12
13 Homework may be assigned for one or more of the following purposes:

- 14
15 1. Practice: To help students to master specific skills that have been presented in class.
16 2. Preparation: To help students gain the maximum benefits from future lessons.
17 3. Extension: To provide students with opportunities to transfer specific skills or concepts to
18 new situations.
19 4. Creativity: To require students to integrate many skills and concepts in order to produce
20 original responses.

21
22 The purposes of homework assignments, the basis for evaluating the work performed and the guidelines
23 and/or rules should be made clear to the student at the time of the assignment.

24
25 The school principal shall establish guidelines that clarify the nature and use of homework assignments to
26 improve school achievement.

27
28 Middle School teachers recognize that homework has a definite place in the educational program.
29 The general purpose of homework should be to reinforce and provide practice for what has already
30 been learned. It may also be enrichment in nature, providing the student with an opportunity to
31 discover and to apply knowledge. It can also serve to create and stimulate interest on the part of
32 the student, and to help the student become more self-reliant, responsible, and disciplined by
33 learning to work independently.

34
35 Homework shall be assigned on a need basis and shall never exceed the student's capacity to
36 complete within a reasonable time. An average overnight homework assignment should not
37 exceed more than 15 minutes per class. Homework assignments that are intended to take more
38 than one night to complete should still average 15 minutes of work each night for the length of the
39 project. Students having difficulty with the length of assignment should contact the classroom
40 teacher.

41
42 Students will be expected to complete any late work. The timeliness of late work may result in the
43 deduction of points.

44
45 **Policy History:**

46 Adopted on: 3/8/99

47 Reviewed on:

48 Revised on: 02/10/10

4
5 **INSTRUCTION**

6
7 **Recognition of Native American Cultural Heritage**

8
9 The District recognizes the distinct and unique cultural heritage of Native Americans and is committed in the
10 District's educational goals to the preservation of such heritage.

11
12 In furtherance of the District's educational goals, the District is committed to:

- 13
14 • working cooperatively with Montana Tribes that are in close proximity of the District when
15 providing instruction, when implementing educational goals or adopting rules relating to the
16 education of the students in the District;
- 17 • periodically reviewing its curriculum to ensure the inclusion of cultural heritage of Native
18 Americans, which will include but not necessarily be limited to:
- 19 • considering methods by which to provide books and material which reflect authentic
20 historical and contemporary portrayals of Native Americans;
 - 21 • taking into account individual and cultural diversity and difference among students.
- 22
- 23 • providing the necessary training to school personnel with the objective of gaining an understanding
24 and awareness of Native American culture which will assist the District's staff in its relations with
25 Native American students and parents.

26
27 The Board may require certified staff to satisfy the requirements for instruction in American Indian Students set
28 forth in 20-1-503, MCA.

29

30 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

36
37
38

39 **Policy History:**

40 Adopted on: 6/5/01

41 Reviewed on: 02/10/10

42 Revised on:

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Columbus Public Schools

INSTRUCTION

Limited English Proficiency Program

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

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

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

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

1. Program goals.
2. Student enrollment procedures.
3. Assessment procedures for program entrance, measurement of progress, and program exit.
4. Classroom accommodations.
5. Grading policies.
6. List of resources, including support agencies and interpreters.

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

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

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

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

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

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

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

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

Policy History:
Adopted on: 12/13/05
Reviewed on: 02/10/10
Revised on:

1 **Columbus Public Schools**

2
3 **INSTRUCTION**

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5 School Wellness

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

10
11 The local wellness policy, at a minimum, includes:

- 12 1. *Community involvement*, including input from parents, students, school food service , the school
13 board, school administrators, educators, and the public in the development of the school wellness
14 policy. Training of this team of people on the components of a healthy school nutrition
15 environment is recommended.
- 16 2. *Goals for nutrition education, physical activity and other school-based activities* that are
17 designed to promote student wellness in a manner that the local education agency determines as
18 appropriate.
- 19 3. *Nutrition guidelines* for all foods available on each school campus under the local education
20 agency during the school day with the objectives of promoting student health and nutrient-rich
21 meals and snacks. This includes food and beverages sold in a la carte sales, vending machines,
22 and student stores; and food and beverages used for classroom rewards and fundraising efforts.
- 23 4. *Guidelines for reimbursable school meals* to ensure that the District offers school meal programs
24 with menus meeting the meal patterns and nutrition standards established by the U.S. Department
25 of Agriculture.
- 26 5. *A plan for measuring implementation* of the local wellness policy, including designation of one
27 or more persons within the local education agency or at each school, as appropriate, charged with
28 operational responsibility for ensuring that each school fulfills the District’s local wellness
29 policy.

30
31 Nutrition Education

32 All students K-12 shall receive nutrition education that teaches the knowledge and skills needed to adopt
33 healthy eating behaviors and is aligned with the *Montana’s Health Enhancement and National*
34 *Association of Sport and Physical Activity/American Alliance of Health, Physical Education, Recreation*
35 *and Dance Physical Education Content Standards and Benchmarks*. Nutrition education shall be
36 integrated into the curriculum. Nutrition information and education shall be offered throughout the
37 school campus and based on the U.S. Dietary Guidelines for Americans. Staff who provide nutrition
38 education shall have the appropriate training, such as in health enhancement or family and consumer
39 sciences.

40
41 Health Enhancement and Physical Activity Opportunities

42 The District shall offer health enhancement opportunities that include the components of a quality health
43 enhancement program taught by a K-12 certified health enhancement specialist. Health enhancement
44 shall equip students with the knowledge, skills, and values necessary for lifelong physical activity.
45 Health enhancement instruction shall be aligned with the *Montana’s Health Enhancement and National*
46 *Association of Sport and Physical Activity/American Alliance of Health, Physical Education, Recreation*
47 *and Dance Physical Education Content Standards and Benchmarks*.

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

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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.

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

Other School-Based Activities Designed to Promote Student-Wellness

The District may implement other appropriate programs that help create a school environment that conveys consistent wellness messages and is conducive to healthy eating and physical activity, such as staff wellness programs, 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 food service program, the school board, school administrators, and the public shall be considered before implementing such rules. A sustained effort is necessary to implement and enforce this policy. The Superintendent shall measure how well this policy is being implemented, managed, and enforced. The Superintendent shall report to the Board, as requested, on the District’s programs and efforts to meet the purpose and intent of this policy.

Legal Reference: PL 108-265 The Child Nutrition and WIC Reauthorization Act
Of 2004

Policy History:

Adopted on: 12/13/05
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