

WHITEWATER SCHOOL DISTRICT

R = required

2000 SERIES INSTRUCTION

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Whitewater School District

INSTRUCTION 2000

Goals

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

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

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

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

Legal Reference 10.55.701, ARM Board of Trustees

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2100

School Year Calendar and Day

School Calendar

The Board annually shall establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. The school calendar shall have a minimum of one thousand eighty (1080) hours of pupil instruction.

Commemorative Holidays

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

School Day

The District shall provide the number of hours of pupil instruction required by Montana law. The Board suggests, but does not require, that a school day of student instruction consist of at least two (2) hours of kindergarten and all other preschool programs; four (4) hours for Grades 1 through 3; and six (6) hours for Grades 4 through 12. In addition, seven (7) pupil instruction-related days may be scheduled for the purpose of:

1. Pre-school staff orientation (not to exceed two [2] days);
2. Staff in-service training programs; and
3. Parent/teacher conferences.

Legal References:	§ 20-1-302, MCA	School day and week
	§ 20-1-304, MCA	Pupil-instruction-related day
	10.55.209, ARM	Standard school day
	10.55.701, ARM	Board of trustees
	10.65.101-03, ARM	Pupil-instruction-related days
	10.65.201-02, ARM	Kindergarten schedule variances
	§ 20-1-301, MCA	School fiscal year
	§ 20-1-306, MCA	Commemorative exercises on certain days

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on: January , 2006

Whitewater School District

INSTRUCTION

2105

Grade Organization

The District has instructional levels for Grades kindergarten through twelve. The grouping and housing of instructional levels in school facilities shall be according to plans developed by the Superintendent and approved by the Board.

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

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

The criteria for grouping should be based upon the learning goals and objectives being addressed and the student's ability to achieve those purposes.

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

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2110

Objectives

Accreditation Standards

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

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: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2113

Pre-kindergarten Programs

The District may establish a pre-kindergarten program based on the premise that the District's teachers, support staff, and physical facilities can offer a quality of experiences that cannot be provided by area nursery schools. If it is not possible for the District to provide such a program for all four-year-old children in the District, those children in greatest need will be sought and identified.

The objectives of the program are to:

1. identify children with incipient problems of a social, emotional, and/or physical nature, regardless of whether they are related to maturational development;
2. provide an educational experience that will ameliorate or eliminate these problems at an early age, thereby deterring adjustment and/or learning problems from developing in subsequent years;
3. identify children who do not have facility in the English language and provide experiences that enhance and accelerate the development of such a facility;
4. identify children who would not otherwise attend a nursery school prior to entering public school and provide them with equal learning opportunities;
5. provide experiences for the parents of these children through a volunteer aide program whereby they can become oriented to the task of the school and how their role as parents might relate to the task as it affects their children; and
6. provide learning experiences in early childhood education and child care for high school students through cooperative arrangements with the District High School.

Legal Reference: § 20-7-117, MCA Five-year-olds schooling and
preschool programs

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2120

Curriculum Development 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 curriculum shall be designed to accomplish the learning objectives and goals for excellence contained in the District’s educational philosophy, mission statement, objectives and goals.

Development and Assessment

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

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

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

Cross Reference: 2000 Goals
 2110 Objectives

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

Policy History:

Adopted on: November 14, 2000

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Revised on:

Whitewater School District

INSTRUCTION

2123

Lesson Plan

To insure proper planning and continuity of instruction, the Board requires that each teacher prepare lesson plans for daily instruction. To facilitate more effective instruction, lesson plans must be prepared at least (3) days in advance of the actual class presentation. The format for the lesson plan will be specified by the building principal and shall be reviewed on a regular basis. The plan book must be readily available when a substitute teacher is needed.

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

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: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

INSTRUCTION

Research Studies

The District recognizes the value of participation in educational research. Studies using observation, surveys, and experimentation can aid in the improvement of the instructional program in the school system as well as growth in the profession and growth for individual teachers and researchers.

Simultaneously, the District recognizes that the amount of time available for student learning is limited and must be handled carefully. It is, therefore, important that only those research studies which are of the greatest value to the District should be allowed to be conducted in the school system.

All research proposals from outside sources will be submitted in prospective form, with the instruments attached, to the Superintendent at least three (3) weeks prior to the date on which the research study is to be conducted. The prospectus will include the researcher's name, address and phone number, as well as a description of the purpose of the study, the procedures to be used, the treatment of the data and the distribution of the study. The Superintendent will approve or disapprove all research studies. Approval will be based on educational significance, project design, and disruption to the regular school process. The primary criteria in approving research studies will be the value to the District. A final copy of the study will be provided free of charge to the District.

No test, questionnaire, survey, or enumeration containing questions about a pupil's or his parent's personal beliefs, practices in sex, family life, morality and religion will be administered without Board approval.

Policy History:

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Revised on:

Whitewater School District

INSTRUCTION

2140

Guidance and Counseling

The District recognizes that guidance and counseling are an important part of the total program of instruction and should be provided in accordance with state laws and 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.

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 10.55.802, ARM § 49-3-203, MCA	Assignment of Guidance Staff Opportunity and Educational Equity Educational, counseling and training programs
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Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

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.

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 Red Cross 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 shall be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A participant shall be free of injury and shall 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

Policy History:

Adopted on: November 14, 2000

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Revised on:

Whitewater School District

INSTRUCTION

2160

Title I

The Superintendent shall pursue funding under Title I of the federal Elementary and Secondary Education Act for compensatory instructional services and activities, to improve the educational opportunities of educationally disadvantaged and deprived children. The Superintendent shall also insure that the District appropriately uses any funds received.

The Superintendent shall develop appropriate procedures to bring about parent involvement in the educational process for their children in any District Title I program.

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.

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

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Title I

To assure that parents will be involved in the educational process for their children in any District Title I program, the following activities will be completed:

1. Letters will be sent to parents informing them that their child has been selected for the District Title I reading/language arts and/or mathematics program. Included in the letter will be a parent sign-off indicating that they accept or decline service.
2. Parents will be informed about their child's educational program, and the instructional plan will be discussed with them.
3. A Title I classroom will participate in its school's open house for the purpose of getting acquainted and sharing information.
4. During parent/teacher conferences in the K-8 building, parents may be informed of the previous year's evaluation data, if appropriate, needs assessment and screening processes, student participation eligibility requirements, and ways in which parents can help their children at home.
5. Written reports will be sent to the parents at each quarter.
6. Conferences and phone calls will be made throughout the school year to explain the child's progress. Parents may comment, and suggestions may be made if student improvement is needed. Teachers will also call parents when positive comments and praise are appropriate.
7. Parents will be invited to observe their children's work and visit the Title I room during the year.
8. Parents will be given opportunities to assist in the reader/listener program or to help in the Title I room by making materials, explaining directions and helping a child one-on-one with some learning tasks provided by the teacher.
9. When requested or as a need arises, Title I related workshops will be offered for parents of K-8 Title I students.
10. A survey questionnaire will be sent to parents in the spring of the year, requesting evaluation input of the Title I program in which their child is involved.

11. An annual general meeting will be conducted for all District Title I parents and the public. They will be invited to learn about the Title I program, student selection and evaluation processes. Suggestions and recommendations for the Title I program will be encouraged at this time. Students will participate in the program.

Procedure History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2161

Special Education

The District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the District, as required under the Individuals With Disabilities Education Act (hereinafter “IDEA”) and implementing provisions in Montana law, and the Americans With Disabilities Act.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of service to children with disabilities as provided in the “Montana State Plan Under Part B of the Individuals with Disabilities Education Act” (Submission Date: April 2000).

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

Students may be placed in private school facilities, including non-public schools and home schools. If the district makes a free appropriate public education available to a student and the parent(s) choose to place the child in private school, the district will not be responsible to pay for the cost of education. However, should a free appropriate public education not be made available through the district, a parent may place his/her child in a private school and the district may be responsible for the costs of educating the student.

Legal Reference: Americans With Disabilities Act, 42 U.S.C. § 12101, et seq.
 Individuals With Disabilities Education Act, 20 U.S.C. § 1400, et seq.
 § 20-7-Part Four, MCA Special Education for Exceptional Children
 10.16.2303, ARM
 10.16.1201, ARM

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

INSTRUCTION

Special Education

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

Child Find

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

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

1. Procedures used to annually inform the public of all child find activities, for children zero through twenty-one;
2. Identity of the special education coordinator;
3. Procedures used for collecting, maintaining, and reporting data on child identification;
4. Procedures for Child Find Activities (including audiological, health, speech/language, and visual screening and review of data or records for students who have been or are being considered for retention, delayed admittance, long-term suspension or expulsion or waiver of learner outcomes) in each of the following age groups:
 - A. Infants and Toddlers (Birth through Age 2)
Procedures for referral of infants and toddlers to the appropriate early intervention agency, or procedures for conducting child find.
 - B. Preschool (Ages 3 through 5)
Part C Transition planning conferences; frequency and location of screenings; coordination with other agencies; follow-up procedures for referral and evaluation; and procedures for responding to individual referrals.
 - C. In-School (Ages 6 through 18)
Referral procedures, including teacher assistance teams, parent referrals, and referrals from other sources; and follow-up procedures for referral and evaluation.
 - D. Post-School (Ages 19 through 21)
Individuals who have not graduated from high school with a regular diploma and

who were not previously identified. Describe coordination efforts with other agencies.

- E. Private Schools (This includes home schools.)
Child find procedures addressing the provisions of A.R.M. 10.16.3125(1); follow-up procedures for referral and evaluation.
- F. Homeless Children

Procedures for Evaluation and Determination of Eligibility

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

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

Procedural Safeguards and Parental Notification

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

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

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

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

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

referral promptly to the attention of the Evaluation Team.

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

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

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

Evaluation of Eligibility

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

Individualized Education Programs

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

Least Restrictive Environment

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

Children in Private Schools/Out-of District Placement

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

As set forth under 34 C.F.R. 300.137, children with a disability placed in or referred to a private school or facility by parents do not have an individual right to special education and related

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services at the District's expense. When services are provided to children with disabilities placed by parents in private schools, the services will be in accordance with the requirements and procedures of 34. C.F.R. 300.130 through 300.144, and 300.148.

Impartial Due Process Hearing

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

Special Education Records and Confidentiality of Personally Identifiable Information

A. Confidentiality of Information

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

B. Access Rights

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

C. List of Types and Locations of Information.

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

D. Safeguards

The District will identify in writing the employees who have access to personally identifiable

10.16.3220 ARM Program Narrative
10.16.3321 ARM Comprehensive Educational Evaluation Process
10.16.3322 ARM Composition of a Child Study Team

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10.16.3340 ARM Individualized Education Program and Placement
Decisions
10.16.3342 ARM Transfer Students: Intrastate and Interstate
10.16.3560 ARM Special Education Records
10.60.103 ARM Identification of Children with Disabilities
37.85.414 ARM Maintenance of Records and Auditing (Medicad)

Procedure History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

INSTRUCTION

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

- (1) **Impartial Due Process Hearing.** If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagrees with a decision of the District with respect to: (1) the identification of the child as qualifying for Section 504; (2) the District’s evaluation of the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards. The student shall remain in his/her current placement until the matter has been resolved through the process set forth herein.
 - A. The District shall provide written notice to the parent or legal guardian of a Section 504 student, prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;
 - B. Upon request, the parent or legal guardian of the student shall be allowed to examine all relevant records relating to the child’s education and the District’s identification, evaluation, and/or placement decision;
 - C. The parent or legal guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian is in disagreement with the District;
 - D. Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three (3) business days;
 - E. Within ten (10) days of receipt of a written request for an impartial due process hearing, the District shall select and appoint an impartial hearing officer who has no professional or personal interest in the matter. In that regard, the District may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent, or any other person who would conduct the hearing in an impartial and fair manner;
 - F. Once the District has selected an impartial hearing officer, the District shall provide the parent or legal guardian and all other interested parties with notice of the person selected;

- G. Within five (5) days of the District's selection of a hearing officer, a pre-hearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard, and stipulate to undisputed facts to narrow the contested

factual issues;

- H. The hearing officer shall, in writing, notify all parties of the date, time, and location of the due process hearing;
 - I. Anytime prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators;
 - J. At the hearing, the District and the parent or legal guardian may be represented by counsel;
 - K. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriate equipment or a court reporter. The District shall be allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present its case. Witnesses may be called to testify, and documentary evidence may be admitted; however, witnesses will not be subject to cross-examination, and the Montana Rules of Evidence will not apply. The hearing officer shall make all decisions relating to the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received, the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions, and decision;
 - L. Within twenty (20) days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties;
 - M. Appeals may be taken as provided by law. The parent or legal guardian may contact the Office of Civil Rights, 912 2nd Avenue, Seattle, WA 98714-1099; (206) 220-7900.
- (2) Uniform Complaint Procedure. If a parent or legal guardian of the student alleges that the District and/or any employee of the District has engaged in discrimination or harassment of the student, the parent or legal guardian will be required to proceed through the District's Uniform Complaint Procedure.

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

Procedure History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

INSTRUCTION

2162

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

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

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

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2163

Traffic Education

Students fifteen (15) years old or older, or who will reach their fifteenth (15th) birthday within six (6) months of the course completion, are eligible to enroll in a Traffic Education program. Students are scheduled by age, with the oldest student having first priority.

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

Legal Reference:	§ 20-7-503, MCA	District establishment of traffic education program
	§ 20-7-507, MCA	District traffic education fund
	10.13.307, ARM	Program Standards and Course Requirements for Traffic Education
	§ 20-7-502, MCA	Montana traffic education law

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2165

Homebound, Hospital and Home Instruction

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

Legal Reference: 10.16.1308, ARM Services to Homebound and/or Hospitalized
Students

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2166

Gifted Program

To the extent possible within the resources available, all gifted and talented students shall have the opportunity to participate in appropriate educational programs. The term “gifted and talented” means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools, in order to fully achieve their potential contribution to society and self.

The Board authorizes the Superintendent to provide a gifted program which includes:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The Superintendent shall establish procedures consistent with state guidelines for nominating, assessing and selecting children of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

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

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2167

Correspondence Courses

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

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

1. prior permission has been granted by the principal;
2. the program fits the education plan submitted by the regularly enrolled student;
3. credit is granted for the following approved schools:
 - a. schools approved by the National University Extension Association or through one of the schools approved by the National Home Study Council;
 - b. community colleges, vocational-technical institutes, four-year colleges and universities and State-approved private schools in the state of Montana; and
 - c. other schools or institutions which are approved by the District after evaluation for a particular course offering.

The District shall not be obligated to pay for a student's correspondence courses.

Cross Reference: 2410 & 2410P High School Graduation Requirements

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

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

INSTRUCTION

Distance, Online, and Technology-Delivered Learning

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

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

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

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

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

1. Prior permission has been granted by the principal;
2. The program fits the education plan submitted by the regularly enrolled student;
3. The course does not replace a required course offered by the District;

4. The course is needed as credit retrieval and cannot fit into the student's schedule; and
5. Credit is granted for schools and institutions approved by the District after evaluation for a particular course offering.

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

Cross Reference:	2410 and 2410P	High School Graduation Requirements
Legal Reference:	ARM 10.55.602 ARM 10.55.705 ARM 10.55.906 ARM 10.55.907	Definitions Administrative Personnel; Assignment of School Administrators/Principals High School Credit Distance, Online, and Technology Delivered Learning

Policy History:

Adopted on: February 13, 2012

Reviewed on:

Revised on:

Whitewater School District

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: February 13, 2012

Reviewed on:

Revised on:

Whitewater School District

INSTRUCTION

2170P

Digital Academy Classes

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

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

1. The student must be an enrolled student in the District.
2. A part-time student must be enrolled for a minimum of two courses. This can be a combination of one in-house class and one MTDA class, or two MTDA classes.
3. For Montana High School Association eligibility, the student must be enrolled for, and pass, any combination of four courses.
4. The student will be required to take the class(es) in the school building, during school time.
OR: The student will be required to take the class(es) during the Digital Academy course within the schedule.
OR: The student will have the option of taking the MTDA class(es) in the school building, during school time, or outside of the school building.
5. Students who wish to take MTDA classes and participate in MHSA activities must follow all extra-curricular eligibility rules.
6. Each spring the administration will present the MTDA course offerings to the Board for approval.
7. The District will allow a student to enroll in a maximum of three (3) MTDA courses per semester.
8. In order for a home school or private school student to participate in MHSA activities, the student must be enrolled in, and pass, four (4) classes per semester that are taught on campus from a highly qualified teacher.

Policy History:

Adopted on: February 13, 2012

Reviewed on:

Revised on:

Whitewater School District

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.

Cross Reference: 8111 Emergency Routes and Schedules

Legal Reference: §§ 20-9-801 - 803, MCA Emergency school closure

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2221P
page 1 of 2

School Closure

All students, parents, and school employees should assume that school will be in session and buses running as scheduled, unless there is official notification from the Superintendent to the contrary. Such notice will be given via public media.

In the event that extremely cold temperatures, wind chill factors, snow, wind or other circumstances require a modification of the normal routine, the Superintendent will make the modification decision prior to 6:00 a.m. and contact the public radio stations for broadcast to the community and will initiate the emergency fan-out communication procedure to all administrators.

Work Schedules and Responsibilities for School Closures

Superintendent

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

Central Administrative Personnel

Central administrative personnel shall be expected to report for duty on their assigned shifts in the event of any school closure insofar as is safely possible. Additional hours may be required, especially of the Maintenance Supervisor, Business Manager and Personnel Director, depending on the nature of the emergency. If it is absolutely impossible for a central administrator to report for duty, the administrator may take the day as a personal leave day or vacation day with the permission of the Superintendent.

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

All building-level administrators and non-teaching “exempt” personnel shall report for duty per their normal shifts or as otherwise directed each day during the school closure, together with the head custodian and at least one (1) secretary, insofar as is safely possible. The building administrator shall ascertain that the building has been adequately secured and that any child who mistakenly reports to school [in the event that school has been closed] is properly and safely cared for and returned home per district policy. The administrator and this minimal support staff shall notify other staff and/or other support employees of the situation, and shall respond to telephone questions. When the situation has been stabilized, the personnel who reported to work may choose to return home. An administrator or exempt employee who does not work a normal day shall then adjust his/her work year by memorandum to the Superintendent by the number of

hours not worked on the day or days of school closure.

12-Month Classified Employees

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

10- and 11-Month Classified Employees

Ten- and 11-month employees may report for duty or not report for duty as directed by their immediate supervisor. If such employees do not report for duty, they shall complete a district leave request form to declare the day as either personal leave, vacation, or leave without pay.

Aides, Food Service Workers, and Other 9 1/4-Month Classified Employees

These employees work only those days when school is in session and are not expected to work when school is not in session. If school has been closed, 9 1/4-month employees should not report for duty unless otherwise directed by their immediate supervisor. 9 1/4-month employees shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

Teachers (Teachers, Librarians, Psychologists, Counselors)

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

Procedure History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2240

Summer School

The District's summer program of instructional offerings 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. Remediation credit courses shall be offered, grades 9-12, in accordance with District advancement requirements. Credit course offerings must be approved by the principal. The summer maintenance and enrichment program must be self-supporting.

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2250

Community and Adult Education

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

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

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2309

Library Materials

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

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

Any individual may challenge the selection of materials for the library/media center. The Uniform Grievance Procedure shall be utilized to determine if the challenged material is properly located in the library.

Cross Reference: 2314 Learning Materials Review
4310P Uniform Grievance Procedure

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

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2309P

Selection of Library Materials

The selection of library materials is a professional task conducted by the 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 WHITEWATER 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 the newspaper of general circulation in Whitewater. The resolution may not become effective for fourteen (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.

Procedure History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2310

Selection of Library Materials

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

The provision of a wide variety of library materials at all reading levels supports the District's basic principle that the school in a free society assists all students to develop their talents fully so that they become capable of contributing to the further good of that society.

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights, endorsed by the American Association of School Librarians in 1969.

The Superintendent is responsible for selection of library materials. Ultimate responsibility for the selection of library materials rests with the Board.

The Board, 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 high school principal
 § 20-7-203, MCA Trustees' policies for school library
 § 20-7-404, MCA School library book selection

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

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 criteria for selection, they will be weeded. Weeding is a necessary aspect of selection, since every library will contain works which may have answered a need at the time of acquisition, but which, with the passage of time, have become obsolete, dated, unappealing, or worn out.

Discarded materials will be clearly stamped:

“WITHDRAWAL FROM WHITEWATER PUBLIC SCHOOL LIBRARY”

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

Gifts

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

Procedure History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2311

Instructional Materials

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

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

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

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

Cross Reference: 2314 Learning Materials Review

Legal Reference: § 20-4-402, MCA Duties of district superintendent or county high school principal
§ 20-7-601, MCA Free textbook provision
§ 20-7-602, MCA Textbook selection and adoption

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2311P

Selection, Adoption and Removal of Textbooks and Instructional Materials

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

Selection and Adoption

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

- be congruent with identified instructional objectives;
- present more than one viewpoint on controversial issues;
- present minorities realistically;
- present non-stereotypic models;
- facilitate the sharing of cultural differences;
- be priced appropriately.

Removal

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

Procedure History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2312

Copyright

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

Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research.

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

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the District’s procedures or is permissible under the law should contact the Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required.

Legal Reference: 17 USC 101 to 1010 Federal Copyright Law of 1976.

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Copyright Compliance

Authorized Reproduction and Use of Copyrighted Material in Print

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

1. Brevity
 - a. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
 - b. Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less, may be copied; in any event, the minimum is 500 words. (Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph.)
 - c. One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose or poetic prose.
2. Spontaneity. Should be at the “instance and inspiration” of the individual teacher.
3. Cumulative Effect. Teachers are limited to using copied material for only one (1) course in the school in which copies are made. No more than one (1) short poem, article, story or two (2) excerpts from the same author may be copied, and no more than three (3) works can be copied from a collective work or periodical issue during one (1) class term. Teachers are limited to nine (9) instances of multiple copying for one (1) course during one (1) class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

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

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations or collective works. "Consumable" works include: workbooks, exercises, standardized tests, test booklets and answer sheets. Teachers cannot substitute copies for the

2312P
page 2 of 2

purchase of books, publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority," and students cannot be charged more than actual cost of photocopying. Teachers may use copyrighted materials in overhead or opaque projectors for instructional purposes.

Authorized Reproduction and Use of Copyrighted Materials in the Library

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

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

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

Authorized Reproduction and Use of Copyrighted Music

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

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

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

Procedure History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2314

Learning Materials Review

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

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

Cross Reference: Policy 3215 Uniform Grievance Procedure

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2320

Field Trips, Excursions and Outdoor Education

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

Field trips which take students out of the state must be approved in advance by the Board. Building principals have the authority to approve all other field trips.

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

No staff member may solicit students during instructional time for any privately arranged field trip or excursion without Board permission.

Cross Reference: 8131 Private Vehicle Transportation

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2322

Contests for Students

Contests may be made available to students by outside organizations through the schools, subject to certain limitations. The Administrator shall determine that the contest is not in conflict with nor will it diminish the primary educational aims of the schools and that it meets the needs and interests of students.

The schools shall confine their participation to those national contests which are currently placed on the approved list published annually by the Committee on National Contests and activities of the National Association of Secondary School Principals.

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

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

Contests will not be allowed unless they further the educational goals of the District.

Policy History:

Adopted on: November 14, 2000
Reviewed on: February 13, 2012
Revised on:

Whitewater School District

INSTRUCTION

2330

Controversial Issues and Academic Freedom

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

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

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

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

1. relative maturity of students;
2. District philosophy of education;
3. community standards, morals and values;
4. the necessity for a balanced presentation; and
5. the necessity to seek prior administrative counsel and guidance in such matters.

Legal Reference: Article X, Sec.8, Montana Constitution
§ 20-3-324(16) and (17), MCA Powers and duties

Policy History:

Adopted on: November 14, 2000
Reviewed on: February 13, 2012
Revised on:

Whitewater School District

INSTRUCTION

2332
page 1 of 3

Student Religious Activity at School

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

Student Prayer and Discussion

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

Staff Members

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

Graduation Ceremonies

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

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

Baccalaureate Ceremonies

Students and their families may organize baccalaureate services, at which attendance must be entirely voluntary. Organizers of baccalaureate services may rent and have access to school facilities on the same basis as other private groups but may not receive preferential treatment.

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The District may not be identified as sponsoring or endorsing baccalaureate services. District funds, including paid staff time, may not be used directly or indirectly to support or subsidize any religious services.

Assemblies, Extracurricular and Athletic Events

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

Student Religious Expression and Assignments

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

Religion in the Curriculum

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

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

Student Religious Clubs

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

Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions that the District imposes on the distribution of other

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non-school literature. Outsiders may not distribute religious or other literature to students on school property, consistent with and pursuant to the District's policy on solicitations (Policy 4321).

Religious Holidays

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

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2333

Participation in Commencement Exercises

Statement of Policy

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

Organization and Content of Commencement Exercises

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

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

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

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

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

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

§ 20-7-112, MCA Sectarian publications prohibited and prayer permitted

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2334

Release Time for Religious Instruction

The District may provide for a religious instruction released time program under which a pupil may be released for up to two (2) hours per week upon written request of the parent(s) or guardian(s), except that no such program shall take place in public school property. Such release shall not adversely affect the pupil's attendance.

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

Policy History:

Adopted on: November , 2001

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2335

Health Enhancement

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

The Board believes that HIV/AIDS instruction is most effective when integrated into a comprehensive health education program. Instruction shall be developmentally appropriate to the grade level of the students and shall occur in a systematic manner. The Board particularly desires that students receive proper education about HIV before they reach the age when they may adopt behaviors which put them at risk of contracting the disease.

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

In accordance with Board policy, parents shall have an opportunity to review the HIV education program before it is presented to students.

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

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2375

Advancement Requirements (9-12)

The District has established a set of advancement requirements for 9-12 grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the following advancement requirements are required in the District:

1. To advance to the 10th grade, students must earn at least three (4) units of credit in 9th grade, two (2) of which must be in English, math or science.
2. Failure to pass a 9th grade English, math or science class shall necessitate the failed course being retaken in the 9th grade even though the student may have earned enough credit to advance to the 10th grade.
3. Students who have failed one or more 9th grade courses may get credit for that course by retaking it during the summer.
4. A student who is retained in the 9th grade would normally have to repeat all classes. However, the Superintendent may, through a joint agreement, allow the student to take one or more advanced courses.
5. Students may be retained at each grade level if the following year requirements are not met by August 30:

A minimum of three (4) units is required for advancement into the 10th grade.

A minimum of nine (9) units is required for advancement into the 11th grade.

A minimum of fifteen (15) units is required for advancement into the 12th grade.

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012
Revised on:

Whitewater School District

INSTRUCTION

2410

High School Graduation Requirements

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

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

To graduate from Whitewater High School, a student must have satisfactorily completed the last quarter prior to graduation as a Whitewater High School student. Highly unusual exceptions may be considered by the principal, such as a student exchange program in a recognized school.

A student who possesses a disabling condition shall satisfy those competency requirements which are incorporated into the individualized education program ("IEP"). Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

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

Legal Reference:	§ 20-5-201, MCA	Duties and sanctions
	10.55.904, ARM	Basic education program offerings - high school
	10.55.905, ARM	Graduation requirements
	10.55.906, ARM	Credit

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2410P

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High School Graduation Requirements

Publication of Graduation Requirements

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

Credits

Students shall be expected to earn a total of twenty (20) units in order to complete graduation requirements. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

Waiver of Requirement

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

Alternative Programs

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

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

Honor Roll

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

Class Rank (Grade Point Average)

Class Rank is compiled from semester grades. Courses not eligible for GPA are designated with an asterisk on the report card.

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Early Graduation

In accordance with provisions of § 20-9-313, MCA, the Board hereby authorizes the high school principal to grant permission to students who have completed the minimum requirements for graduation after completion of the seventh (7th) semester. Any student seeking to graduate early must follow the following procedure:

- a. All applications must be submitted to the principal at least two (2) semesters prior to the proposed graduation date. Applications must be in writing and countersigned by parents or legal guardians if the student is a minor.
- b. All applications must be accompanied by a recommendation from the high school principal.

Reasons considered for early graduation shall include a planned post secondary educational program, medical, religious, or family emergency considerations. Working to earn money for further education is not considered a substantial hardship and will not make a student eligible for early graduation. If the application is denied by the principal, the student may appeal the decision to the Board. The student may choose to have the appeal heard in a closed session of the Board. The decision of the Board shall be final.

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

Procedure History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2413

page 1 of 2

Credit Transfer/Assessment for Placement

Grades 9-12

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

The credit evaluation committee will:

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

The District will give credit only for home schools which have met all requirements as specified in Montana law. Credit from home schools will only be accepted when a like course is offered in the District.

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

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

Grades 1-8

Requests from parents of students in non-accredited, non-public schools for placement in the District school system will be evaluated by an assessment for placement team. That team will consist of:

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page 2 of 2

1. the school building administrator;
2. one (1) teacher of the grade in which the student is being considered for enrollment;
3. one (1) counselor (grades 6-8 only) (OPTIONAL).

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

1. documentation that the non-accredited, 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.

The District 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: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2420

Grading and Progress Reports

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

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

The Board suggests the following grading breakdown be used for a grading system. This grading system may be modified by individual teachers or for individual classes upon approval of the Superintendent. The Board also discourages the use of zeros (0) for late work, instead suggesting the loss of points in decrements, while still holding on to the integrity of following directions. For example, a 69% as the highest grade possible if a day late, a 50% as the highest grade possible if two days late, etc. The Board feels that an automatic zero (0) does not fairly judge the effort put forth by students. Again, this system can be modified by individual teachers or for individual classes upon approval of the Superintendent.

Class Participation: 5-10%
Homework: 20-25%
Quizzes/Projects: 20-30%
Test: 40-50%
(Effective 2002-2003 year)

Policy History:

Adopted on: November 14, 2000
Reviewed on: February 13, 2012
Revised on: March 11, 2002

Whitewater School District

INSTRUCTION

2421

Promotion/Retention

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

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

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

Policy History:

Adopted on: November 14, 2000
Reviewed on: February 13, 2012
Revised on:

Whitewater School District

INSTRUCTION

2430

Homework

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

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

1. Why is homework valuable? Homework is a valuable aid in helping students make the most of their school experience. Homework strengthens academic skills, reinforces concepts students learn in class, helps students learn responsibility and develop positive study habits, and helps parents stay aware of students' work.
2. What is homework? Homework is an independent activity, to be accomplished outside of the school day and without teacher assistance, to reinforce concepts learned in class. Some homework may require parental help.

Unfinished class work or work missed due to absences, although accomplished outside of the school day, is not included in the school's definition of homework.

3. How much homework is appropriate? Teachers shall assign homework based on the maturity and ability level of the students in a given class. The following chart suggests average amounts of homework students

should have. These schedules should not be considered strict minimums or maximums since individual assignments may vary. Teachers and parents may use these schedules as guides to monitor student time devoted to homework.

Grades K-2: 10-20 minutes each school night.

Grades 3-6: 30-60 minutes each school night.

Grades 7-12: In junior and senior high school, the amount of homework will vary by subject. Most junior and senior high school students will also have homework projects such as research papers and oral reports that may have deadlines weeks away. They may need help organizing assignments and planning work times to make sure homework is turned in on time.

4. What are students' responsibilities? Students are responsible for noting and understanding the homework assignment, completing it, and returning it to school on the required day. Students should be aware that teachers may use homework assignments to help determine their grades.
5. What are parents' responsibilities? Parents are responsible for setting a specific time and place for the student to do homework and for checking to make sure the student completes homework assignments. Parents should help with directions and check the work but shouldn't do their child's homework. If at any time parents have a concern about the school's homework policy, their child's difficulties with homework, or the need for enriched assignments, they should contact their child's teacher.
6. What are teachers' responsibilities? Teachers are responsible for assigning homework to students and for providing the explanation and direction required to ensure that students can accomplish the work with reasonable success. Teachers are also responsible for checking students' homework and notifying parents if students are having problems with homework assignments.

Each teacher should set specific homework guidelines for each class depending on the students' needs and abilities. The guidelines may differ from class to class. Teachers may assign advanced homework assignments for certain students, as an opportunity for enrichment, if needed. Teachers will share their homework guidelines with parents through course syllabi and at parent/teacher conferences.

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on: March 11, 2002

Whitewater School District

R

INSTRUCTION

2450

Recognition of Native American Cultural Heritage

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

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

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

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

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

Policy History:

Adopted on: November 14, 2000

Reviewed on: February 13, 2012

Revised on:

Whitewater School District

INSTRUCTION

2500

page 1 of 2

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.

Policy History:

Adopted on: February 13, 2012

Reviewed on:

Revised on:

Whitewater Public Schools

R

INSTRUCTION

2510

School Wellness

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

- The School District will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing District-wide nutrition and physical activity policies and procedures.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods which meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, all schools in the District will participate in available federal school meal programs, including the School Breakfast Program and the National School Lunch Program (including after-school snacks).

- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity and will establish linkages between health education and school meal programs and with related community services.

The Superintendent or his/her designee will develop procedures based on the following five (5) areas of requirement:

1. Nutrition Education Goals
2. Physical Activity Goals
3. Nutrition Standards for All Foods and Beverages
4. Other School-Based Wellness Activities
5. Governance and Evaluation

Legal Reference P.L. 108-265 Child Nutrition and WIC Reauthorization Act of 2004

Policy History:

Adopted on: March 8, 2011

Reviewed on: February 13, 2012

Revised on: