

**Bureau of Indian Affairs, Interior**

**§ 36.24**

- (4) Metric education, and
- (5) Computer literacy.

**§ 36.23 Standard VIII—Junior high/middle school instructional program.**

(a) The instructional program shall reflect the school's philosophy and the needs of the students and the community. It shall be part of a progressive development that begins in the elementary program which precedes it and continues to the secondary program which follows.

(b) The curriculum shall include the following required instructional content areas at each grade level but need not be limited to:

- (1) *Language arts*. One unit shall be required of each student every year.
  - (2) *Social studies*. One unit shall be required of each student every year.
  - (3) *Mathematics*. One unit shall be required of each student every year.
  - (4) *Science*. One unit shall be required of each student every year.
  - (5) *Fine arts and practical arts*. One unit each shall be required of each student in the junior high/middle school instructional program.
  - (6) *Computer literacy*. One unit shall be required of each student in the junior high/middle school instructional program.
  - (7) *Physical education*. One unit shall be required of each student in the junior high/middle school instructional program.
- (c) The following content areas shall be integrated into the curriculum.
- (1) Career exploration and orientation.
  - (2) Environmental and safety education.
  - (3) Metric education.
  - (4) Consumer economics (including personal finances).
  - (5) Health education (includes meeting the requirements contained in 24 Stat. 69).
  - (d) Languages other than English are encouraged to be offered as a content area beginning at junior high/middle school level.
  - (e) Student enrollment in any laboratory or vocational exploration class shall be consistent with applicable health and safety standards.

**§ 36.24 Standard IX—Secondary instructional program.**

(a) The secondary instructional program shall reflect the philosophy of the student, tribe, community, and school, and an awareness of the changing world.

(b) The secondary instructional curriculum shall include the following content areas:

- (1) Language arts (communication skills).
- (2) Sciences.
- (3) Mathematics.
- (4) Social studies.
- (5) Fine arts and practical arts.
- (6) Physical education.
- (7) Languages other than English.
- (8) Driver education. (See guidelines available from the applicable State Department of Education.)
- (9) *Vocational education*. Curriculum shall be designed and directly related to actual occupational trends (national, regional, and local) and to introduce and familiarize students with various occupations in technology, industry and business, as well as required special skills and the training requisites. Programs shall be directed toward assisting students in making career choices and developing consumer skills and may include the following:
  - (i) Vocational exploration,
  - (ii) Vocational skill development, and
  - (iii) School/on-the-job cooperative education programs.

(c) The following shall be integrated into the curriculum:

- (1) Consumer economics (including personal finances),
- (2) Metric education,
- (3) Safety education, and
- (4) Health education. (In addition, the program shall meet the requirements contained in 24 Stat. 69.)
- (d) The high school program shall provide program coordination with feeder schools, career direction, and preparation for the student entering independent living through employment, post-secondary education, and/or marriage.
- (e) Yearly class schedules shall take into account the graduation requirements of each student.

**§ 36.30**

(f) Student enrollment in any laboratory or vocational class shall be consistent with applicable health and safety standards.

(g) Schools are encouraged to provide alternative programs that lead to high school completion for secondary students who do not function successfully in the regular academic setting.

[50 FR 36816, Sept. 9, 1985, as amended at 59 FR 61765, Dec. 1, 1994]

**Subpart D—Student Instructional Evaluation**

**§ 36.30 Standard X—Grading requirements.**

(a) Each school shall implement a uniform grading system which assesses a student's mastery of the prescribed objectives of the courses of study undertaken. The mastery of prescribed course objectives shall be the primary measure of academic attainment for reporting student grades on report cards.

(b) The information derived from student instructional evaluations shall be shared with the student and with the parents and shall be used to give teachers and students direction for subsequent learning activities.

(c) Parent/teacher and parent/teacher/student conferences focused on the student's instructional progress and development shall be held, where feasible and practical, to provide an additional means of communication between home and school. Residential schools may meet this standard by documenting the communication of student grades on report cards to parents.

(d) Each school shall issue a report card to parents of students who are under the age of eighteen (18) and to students eighteen (18) years of age and older on a regular basis, but not less than four (4) times yearly. The report card shall include, but not be limited to, the following sections:

(1) Recommendations and probable promotion status;

(2) Appropriate signatures and request for return of report cards; and

(3) Student attendance record.

(e) A summary of each year's final card shall become part of the student's permanent school record.

**25 CFR Ch. I (4-1-07 Edition)**

**§ 36.31 Standard XI—Student promotion requirements.**

Each school shall establish and implement a promotion policy which shall be submitted to and approved by the local school board and Agency Superintendent for Education or Area Education Programs Administrator, as appropriate. The requirements shall include, but not be limited to, the following:

(a) Each grade level or equivalent shall have a minimum criteria for student promotion based primarily on measurable mastery of the instructional objectives.

(b) Criterion-referenced tests that evaluate student skills shall be utilized for measuring the mastery of instructional objectives. The evaluation results shall form the basis for the promotion of each student.

(c) A student who has not participated, either directly or through approved alternative instructional methods or programs, in a minimum of 160 instructional days per academic term or 80 instructional days per semester without a written excused absence shall not be promoted. A school board or a school committee may review a promotion decision and, if warranted due to compelling and/or extenuating circumstances, rescind in writing such action on a case-by-case basis. Alternative instructional methods shall be submitted in writing for approval by the Agency Superintendent for Education or Area Education Programs Administrator, as appropriate.

**§ 36.32 Standard XII—Graduation requirements for a high school diploma.**

Graduation requirements contained under this section shall be applied beginning with the graduating class of the 1987-88 school year.

(a) Satisfactory completion of a minimum number of units shall be the measure for the issuance of a high school diploma.

(b) To graduate, a student shall earn 20 units in a four year high school program unless the state in which the school is located exceeds these requirements, in which case the state's requirements shall apply; fifteen (15) units shall be required as follows: