**SECTION 600**

**INSTRUCTION**

Approved: November 13, 2008 Reviewed: June 15, 2020 Revised: June 15, 2020

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**Goals and Objectives**

In order to successfully effect the aims of the school philosophy, the following objectives need to be met:

1. To provide the opportunity forevery child to attain his/her maximum potential.

2. To develop a partnership that provides for open communication among parents, patrons and school.

3. To provide up-to-date innovative programs which promote academic excellence in a safe environment conducive to learning.

4. To provide the financial support which will contribute toexcellence.

5. To encourage students to be well rounded individuals by not only excelling in the

classroom but also by participating in co-curricular activities.

6. To assess the entire school program periodically to be sure that the basic skills which

students possess upon graduation will meet their needs as they enter the world of work or

higher education.

7. To respect and encourage individuality which will promote innovative and creative ideas and higher level thinking skills.

8. To provide students the opportunity to explore and experiment in arisk-free environment

which will foster self-respect and respect for others.

9. To empower teachers to teach while also holding teachers accountable for what

they teach.

10. To empower students tomake decisions and to be responsible for their actions.

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**School Calendar**

The school calendar shall accommodate the education program of the school district. The school calendar shall accommodate instruction for a minimum of 1,080 hours for students in grades nine through twelve, 1,032 hours for students in grades one through eight, and 400 hours for students in kindergarten. The school calendar shall include, but need not be limited to, days for student instruction, staff development, in-service days and teacher conferences.

Special education students may attend school on a school calendar is different from that of the regular education program consistent with their Individualized Education Program.

The board, it its discretion, may excuse graduating seniors from up to five days of instruction after the school district requirements for graduation have been met. The board may also excuse graduating seniors from making up days missed due to inclement weather, if the student has met the school district’s graduation requirements.

It shall be the responsibility of the superintendent to develop the school calendar for recommendation, approval, and adoption by the board annually.

The board may amend the official school calendar when the board considers the change to be in the best interests of the school district’s education program.

Legal Reference: Neb. Statute 79-211

NDE Rule 10.012.01B

Cross Reference: 503 Student Attendance

604.03 Special Education

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**School Day**

Teachers shall report for duty at 7:45 A.M. on days that school is in session. All teachers shall remain on duty until 4:15 P.M. On Fridays, teachers may leave after the student body is dismissed.

Teachers will occasionally be granted permission to leave early. However, all arrangements must be approved by the chief administrator in the respective building.

The teacher shall not take school time visiting with peddlers, agents or salesmen for commercial companies as prescribed by law. (79-1272)

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**Closed Campus**

Students are not permitted to leave the school grounds during school hours unless permission is granted by the administrator.

Administrative regulation:

In the absence of the principal, the principal may appoint a designee.

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**Curriculum Development**

Curriculum development shall be an ongoing process in the school district. Each curriculum area shall be responsible for curriculum development and for determining the most effective way of conducting research of the school district’s curriculum needs and a long-range curriculum development program. In making recommendations to the board, the superintendent shall propose a curriculum that will:

* fulfill the philosophy of the school district;
* reflect the educational and operational needs assessment of the school district;
* articulate courses of study from kindergarten through grade twelve;
* identify minimum objectives for each course and, at the elementary level, for each grade;
* provide for the evaluation of the procedures and methods for attaining the objectives;
* provide for objective monitoring of a student’s progress
* provide for the needs of vocational and college bound students;
* include, if feasible, the course offerings requested by the students;
* provide measurable quality academic content standards by the dates specified in Part 004 of Rule 10 that are the same as, equal to or more rigorous than the adopted state standards of the Nebraska Department of Education.

It shall be the responsibility of the superintendent to keep the board apprised of necessary curriculum changes and revisions and, if needed, to develop administrative regulations for curriculum development and recommendations to the board.

Legal Reference: NDE Rule 10

20 U.S.C. §1232h (1994).

34 C.F.R. Pt. 98 (1996).

Cross Reference: 102 Educational Philosophy of the District

104 Educational and Operational Planning

604 Instructional Curriculum

606 Instructional Materials

**603.02**

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**Curriculum Adoption**

Curriculum of the school district must be recommended by the superintendent and approved by the board.

The board may authorize the use of curriculum guides when it adopts the curriculum. Such guides will be used when, in the opinion of the superintendent, they will be of assistance to the instructional program and will provide a consistent approach in the instructional program.

Legal Reference: 20 U.S.C. § 1232h (1994)

34 C.F.R. Pt. 98 (1996)

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**Curriculum Evaluation**

When deemed necessary by the superintendent, and whenever a new program is proposed, the board will review the curriculum to determine its strengths and weaknesses. The board may authorize the superintendent to appoint an ad hoc advisory committee to review the curriculum.

The board shall review the students’ performance on standardized tests, courses, and other indicators of student achievement deemed relevant by the board as a guideline for the effectiveness of the curriculum. It shall be the responsibility of the superintendent to provide the board with the test scores and grades along with the superintendent’s comments about the school district’s curriculum.

Legal Reference: 20 U.S.C. § 1232h (1994).

34 C.F.R. Pt. 98 (1996).

Cross Reference: 101 Educational Philosophy of the District

104 Educational and Operational Planning

611 Academic Achievement

604 Instructional Curriculum

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**Basic Instruction**

Core Curriculum Grades 7-8

The Board of Education believes that the Red Cloud School District should provide educational activities and experiences for 7th and 8th grade students within the scope of the designated core curriculum, outlined in the core curriculum for grades 9-12. The Board also believes that 7th and 8th grade students should meet the requirements of a mandated program of studies based upon this core curriculum and that each student must successfully complete all assigned coursework in the areas of math, language arts, social science, and science/health before being accepted as a viable candidate for a high school diploma.

Specific curriculum requirements for the 7th and 8th grades at Red Cloud Community Schools shall be as follows:

Units Offered at Each Grade Level

Language Arts 10

Math 10

Science/Health 10

Social Science 10

Electives 2.5

Visual and Performing Arts 10

Personal Health and Fitness 10

Promotion to 8th Grade and 9th Grade

In order for a student to move from 7th grade to 8th grade a student must pass (with a 70% average of both semesters) these four courses: math, science, English and social studies, plus physical education. If a student fails to pass all of these courses they will remain in seventh grade and take a complete seventh grade schedule the following school year. Students with diagnosed disabilities may have some modifications but any grade modifications must be specifically written in the student’s IEP. If this isn’t done students must earn grades of 70% as well. Passing students will lay with the teacher and the administration.

Core Curriculum Grades 9-12

The Board of Education believes that Red Cloud School District should provide educational activities and experiences for secondary students within the scope of a designated core curriculum composed of specific course work in selected areas. The Board of Education also believes that all students, grades 9-12, should meet the requirements of a mandated program of studies based upon this core curriculum and that each student must successfully complete 80% of the prescribed course work within the core curriculum as part of the graduation requirements of this district.

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The core curriculum and graduation requirements for Red Cloud shall be as follows:

Area Required Hours Required Courses

Language Arts 40 English 9

English 10

English 11

One course as a senior

not previously taken

Social Science 30 World Geography/World History

U.S. History

U.S. Government

Mathematics 30 Algebra I

Science 30 Physical Science

Biology

Personal Health & Fitness 10 PE/Health 9

Electives 120 Must include 1 Business, Ag or Family &

Total hours for graduation 260 Consumer Science, Sr. Survival (5-10 hrs.)

\*\*Based upon a students’ Higher Education plan, approved by the administration, substitutions may be made.

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**Multicultural Education**

Students shall have an equal opportunity for a quality education without discrimination, regardless of their race, religion, color, sex, marital status, national origin or disability.

The education program shall be free of discrimination and provide equal opportunity for the students. The education program shall foster knowledge of and respect and appreciation for the culture, history and contributions of diverse cultural groups including, but not limited to, African Americans, Hispanic Americans, Native Americans, and Asian Americans. It shall place special emphasis on human relations and sensitivity toward all races.

The board shall adopt a written plan for the implementation of multicultural education and shall evaluate this plan at least every five years. During the evaluation process, the board shall involve parents, students, employees and a diverse representation of the community members in assessing the effectiveness and appropriateness of the program. The plan shall establish district goals for the multicultural program and will include staff development to assist the district in pursuing these goals. The plan shall include a process for selecting appropriate materials and shall incorporate multicultural education into all subject areas of the core curriculum of grades kindergarten through twelve.

The superintendent will annually report the status of the multicultural education program to the board.

Legal Reference: Neb. Statute 79-719 et seq.

NDE Rule 10.004.01G

Cross Reference: 103 Equal Educational Opportunity

600 Goals and Objectives of the Education Program

**604.04**

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**REPORT OF MULTICULTURAL EDUCATION PROGRAM EVENT TO**

**ADMINISTRATOR BY CERTIFICATED STAFF MEMBER**

During the \_\_\_\_\_\_semester of the \_\_\_\_\_-\_\_\_\_\_ school year, the undersigned

incorporated the following multi-cultural educational occurrence into a core curriculum

course being taught the undersigned. The particulars are as follows:

1. Date of occurrence;
2. Nature of occurrence;

3. Core curriculum course in which the event occurred.

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff Member

Exhibit 'A'

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COVER SHEET PURSUANT TO 92 NAC 16,003.02B

Comes now the undersigned authorized representative of the Board of Education of Red Cloud Community Schools and herewith by this Cover Sheet and pursuant to 92 NAC 16, 003.02B, assures the appropriate personnel of the Nebraska Department of Education the above-said school district is in compliance with 92 NAC 16, by and through the attached Multicultural Education Program Policy.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Health Education**

Provisions shall be made by the proper local school authorities for instructing pupils in all public schools in a comprehensive health education program which shall include instruction (1) as to the physiological, psychological, and sociological aspects of drug use, misuse, and abuse and (2) on mental retardation and other developmental disabilities, such as cerebral palsy, autism, and epilepsy, their causes and the prevention thereof through proper nutrition and the avoidance of the consumption of drugs as defined in this section. Drugs are defined as any and all biologically active substances used in the treatment of illnesses or for recreation or pleasure. Special emphasis shall be placed upon the commonly abused drugs of tobacco, alcohol, marijuana, hallucinogens, amphetamines, barbiturates and narcotics.

It is the duty of the board to see that this course is a part of the school curriculum and that the teachers instruct students in this regard.

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**Instruction at a Post-Secondary Educational Institution**

1. Early entry is limited to students in the 11th or 12th grade only and who have attained at least the age of 16.

2. Prior to a student enrolling at a college in their senior year, they must have the approval of the High School Principal, Counselor, or Superintendent.

3. Students will be expected to continue to attend High School, which includes at least 4 classes, two of which are Senior English and Government. Regular attendance and satisfactory academic progress must be maintained in all classes.

4. A student may enroll in up to six semester hours of college credit per college semester. The credit earned may be applied to the High School transcript if the student wishes.

5. The student is responsible for college tuition, books, and fees.

6. To be eligible for extra-curricular activities, all Nebraska State Activities Association criteria must be met.

7. Students may not take college classes that are offered at Red Cloud Community Schools unless it is approved by the High School Principal and Guidance Counselor.

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**Program for Talented and Gifted Students**

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as having high performance capability in areas such as intellectual, creative, or artistic capacity or in specific fields and who require accelerated or differentiated curriculum programs in order to develop those capabilities fully.

The board directs the superintendent to develop a written identification process for identifying talented and gifted students in grades K-12. The identification process shall include an appeals process for parents/guardians who wish to request reconsideration.

A written plan that identifies programs or services to be provided to address the assessed needs of identified students shall be similarly developed. The plan shall include:

* the district’s philosophy on educational service to learners with high ability;
* the district’s operational definition of a high ability learner;
* goals and objectives of the program;
* a description of the programming services, options and strategies to be provided under this plan;
* yearly evaluation procedures to allow for input from parents, educators, students, and community members;
* staff development training and support provided within the plan; and
* an outline of program management.

Specific programs and services to be offered as components of the talented and gifted education plan shall include, but are not limited to:

* Early Entrance
* Grade Skipping
* Ungraded/Multi-age Classes
* Continuous Progress
* Cross Grade Grouping
* Compacted/Fast-Paced Curriculum
* Special Full or Part-time Classes
* Advanced Placement Classes
* Honors Classes
* Block Classes
* Independent Study
* Credit by Examination
* Concurrent Enrollment

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* Mentorship/Internship
* Academic Competitions
* Magnet Programs/Schools

Legal Reference: Neb. Statute 79-1106 et seq.

NDE Rule 3

Cross Reference: 102 Educational Philosophy of the District

611 Academic Achievement

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**Program for At-Risk Students**

The board recognizes some students require additional assistance in order to graduate from the regular education program. The board shall provide a plan to encourage and provide an opportunity for at-risk students to achieve their potential and obtain their high school diploma.

It shall be the responsibility of the superintendent to develop a plan for students at-risk which provides for identifying students, for program evaluation, and for the training of employees.

Cross Reference: 608.01 Student Guidance and Counseling Program

611 Academic Achievement

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**Religious-Based Exclusion from a School Program**

Parents who wish to have their child excluded from a school program because of religious beliefs must inform the superintendent. The board authorizes the administration to allow the exclusion if it is not disruptive to the education program and it does not infringe on a compelling state or educational interest. Further, the exclusion must not interfere with other school district operations.

In notifying the superintendent, the parents shall abide by the following:

1. The notice shall be in writing;
2. The objection shall be based on religious beliefs;
3. The objection shall state which activities or studies violate their religious beliefs;
4. The objection shall state why these activities or studies violate their religious beliefs; and
5. The objection shall state a proposed alternate activity or study.

The superintendent shall have discretion to make this determination. The factors the superintendent shall consider when a student requests to be excluded from a program or activity because of religious beliefs include, but are not limited to, staff available to supervise a student who wishes to be excluded, space to house the student while the student is excluded, available superintendent-approved alternative course of study or activity while the student is excluded, number of students who wish to be excluded, whether allowing the exclusion places the school in a position of supporting a particular religion, and whether the program or activity is required for promotion to the next grade level or for graduation.

Students who are allowed to be excluded from a program or activity which violates their religious beliefs shall be required to do an alternate supervised activity or study.

Cross Reference: 604 Instructional Curriculum

* 1. School Ceremonies and Observances

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**Dual Enrollment**

The parent, guardian, or custodian of a student receiving instruction at a private, denominational or parochial school, or a school choosing not to meet accreditation or approval requirements may also enroll the student in the school district. The student shall be considered under dual enrollment. The parent, guardian, or custodian requesting dual enrollment for the student should notify the superintendent on a form provided by the school district. On the form, they shall indicate the academic courses and extracurricular activities in which the student is interested in participating.

A dual enrollment student is eligible to participate in the school district’s academic and extracurricular activities in the same manner as other students enrolled in the school district to the extent allowed within NSAA regulations. The policies and administrative rules of the school district shall apply to the dual enrollment students in the same manner as the other students enrolled in the school district. These policies and administrative rules shall include, but not be limited to, athletic eligibility requirements, rules governing student conduct, academic eligibility requirements, and payment of the fees required for participation.

It shall be the responsibility of the superintendent to develop administrative regulations regarding deadlines, specific courses or activities approved, restrictions of classroom space, maximum or minimum course number limitations and other procedures for this policy.

Cross Reference: 502 Student Admissions

504 Student Rights and Responsibilities

505 Student Discipline

506 Student Activities

508 Student Health and Well-Being

611 Academic Achievement

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**Instructional Materials Selection**

Books and Supplies

The board shall purchase with district funds all textbooks, equipment and supplies necessary for the operation of the school.

All books and equipment are the property of the district and shall be loaned free of charge to the students but the board holds the students responsible for damage, loss or failure to return the items in proper repair.

Teachers should show students how to properly care for their books and school equipment. Abuse of school property shall not be permitted.

Policy on Selecting Instructional Material

The Red Cloud Community Schools Board of Education is legally responsible for all matters relating to the operation of the school district. All instructional materials selected by the district for use in the instructional program shall be approved by the board of education.

The responsibility for reviewing and selecting instructional materials is delegated to an instructional materials selection committee comprised of professionally trained personnel employed by the school system and members of the board.

The primary objective of the district's instructional materials is to implement, enrich, and support the educational program of the local schools. The district is responsible for providing a wide range of materials on all levels of difficulty, with diversity of appeal and presentation of different points of view.

ADMINISTRATIVE REGULATIONS

Objectives and Definitions

For the purpose of this statement of policy, the term "learning resources" will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching\learning purposes. Learning resources include but are not limited to textbooks, other books, supplementary reading and agencies and organizations, dioramas, filmstrips, flash cards, games, globes, kits, machine readable date files, maps, microfilms, models, motion pictures, periodicals, pictures, realign, slides sound recordings, transparencies and video recorder.

The primary objective of learning resources is to support, enrich and help to implement the

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educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of professional staff of the local school to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal and the presentation of different points of view.

Further, it is the responsibility of the district to:

* Provide material that will enrich and support the curriculum, taking into consideration the

varied interests, abilities, learning styles and maturity levels for the students served;

* Provide materials that will stimulate growth in factual knowledge, literary appreciation,

aesthetic values and societal stands;

* Provide materials on various sides of controversial issues so that young citizens may have

an opportunity to develop under guidance the practice of critical analysis and to make

informed judgment in their daily lives;

* Provide materials representative of many religious, ethnic, and cultural groups and their

contributions to our national heritage and the world community; and

* Place principle above personal opinion and reason above prejudice in the selection of

the school community.

Criteria for Selection of Learning Resources

The following criteria will be used as they apply:

* Learning resources shall support and be consistent with the general educational goals of the state and of the local district and the aims and objectives of the individual school and specific courses.
* And as a part of the vertical file index, other special bibliographies, many of which have been prepared by educational organizations for particular subject matter areas.
* Learning resources shall be chosen to enrich and support the curriculum and the personal

needs of users.

* Learning resources shall meet high standards of quality in: presentation, authenticity, physical format, artistic quality and/or literary style, educational significance, readability, factual content.
* Learning resources shall be appropriate for the ability level, learning styles and social development of the student for whom the materials are selected.
* Learning resources shall be designed to provide a background of information which will motivate students and staff to examine their own attitudes and behavior to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society and to make intelligent judgments in their daily lives.

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* Learning resources shall provide information on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis.

The selection of learning resources on controversial issues will be directed towards maintaining a balanced collection representing various views.

Learning resources shall clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

Current reviewing media:

Science Books and Films Kirkus Reviews

Bulletin of the Center for Previews

Children's Books School Library Journal

Horn Book Wilson Library Bulletin

Other sources will be consulted as appropriate. Whenever possible, the actual resource will be

examined.

Recommendations for purchase involve teachers, students and board members.

Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.

Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

Procedure for Handling Complaints - Instructional Materials

No duly selected materials whose appropriateness is challenged shall be removed from the school except upon the recommendation of a review committee (as provided for below) with the concurrence of the administrator, or, upon the administrator's recommendation, the concurrence of the board of education or upon formal action of the board of education when a recommendation of the review committee is appealed to it.

Procedures to be observed:

1. All complaints to staff members shall be reported to the coordinators involved, whether received by telephone, letter or in personal conversation.

2. The coordinator shall contact the complainant to discuss the complaint and attempt to resolve it informally by explaining the philosophy and goals of the unit and/or the library media section of the T/C.

3. If the complaint is not resolved informally, the complainant shall be supplied with a packet of materials consisting of the procedure for handling objections. This packet will

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also include a standard printed form which shall be completed and returned before consideration will be given to the complaint.

4. If the formal request for reconsideration has not been received by the coordinator within two weeks, it shall be considered closed. If the request is returned, the reasons for selection of the specific work shall be reestablished by the appropriate staff.

5. In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration; however, access to questioned materials can be denied to the child (children) of the parents making the complaint, if they so desire.

6. Upon receipt of a completed objection form, the coordinator will call together a committee of five to consider the complaint. This committee may consist of personnel such as: coordinator, unit administrator, the library-media center director, a teacher and parent representative.

7. The committee shall meet to discuss the material, following the guidelines set forth in Instructions to Evaluation Committee and shall prepare a report on the material containing recommendations on the disposition of the matter.

8. The coordinator shall notify the complainant of the decision and send a formal report and recommendations to the administrator. In answering the complaint, the coordinator shall explain the book selection system, give the guidelines used for selection and cite authorities used in reaching the decision. If the committee decides to keep the work that caused the complaint, the complainant shall be given an explanation. If the complaint is valid, the board will acknowledge it and make recommended changes.

9. If the complainant is still not satisfied, he/she may ask the administrator to present an

appeal to the board of education. The board of education may seek assistance from

outside organizations such as the American Association of School Administrators,

National School Boards Association, American Library Association, Association for

Supervision and Curriculum Development, Nebraska Association of School

Administrators, Nebraska State Education Association, Nebraska Department of

Education, etc. in making its determination.

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REQUEST FOR WITHDRAWAL OF MATERIAL

Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Publisher and publication date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I represent: Myself \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Group or Organization \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Did you examine the entire item or book? \_\_\_\_\_\_\_\_\_\_\_\_\_ If not, which parts?

Identify as accurately as possible: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. What do you believe to be the theme of this item? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Are you aware of the judgment of this item by professional critics? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which ones? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Will you identify exactly the segments of passages you feel to be objectionable and state the

grounds for your opinion? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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5. Is there anything good about the item? \_\_\_\_\_\_\_\_\_ If so, what? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Would you recommend this material for any given age group? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which one? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Do you feel harm would result from viewing or reading of this item? \_\_\_\_\_\_\_ If so, what harm? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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8. What would you like the media specialist or librarian to do in this case? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Signature of Requester

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Budget and Finances

The teacher shall recommend for purchase all textbooks, supplies and materials for the proper instruction of the pupils.

All expenditures made by the teachers for the school must have prior administrative approval. Bills for these expenditures are to be presented to the board at the next regular meeting for payment.

Equipment, Books, and Materials

The School District shall furnish such textbooks, supplementary texts, and instructional materials as are necessary to best implement the curriculum in all grades from Kindergarten through twelfth grade.

Learning materials refers to all materials provided by the district, for class and individual use which may be read, listened to, or viewed as part of or supplemental to the instructional program.

**606.02**

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**Instructional Materials Inspection**

Parents and other members of the school district community may view the instructional materials used by the students. All instructional materials, including teacher’s manuals, films, tapes or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any federally funded programs must be available for inspection by parents.

The instructional materials must be viewed on school district premises. Copies may be obtained according to board policy.

It shall be the responsibility of the superintendent to develop administrative regulations regarding the inspection of instructional materials.

Cross Reference: 603 Curriculum Development

1003 Public Examination of District Records

**606.05**

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**Media Centers**

District 2 shall maintain specialized materials and supplies to support instruction in each area designated in Rule 14.

*Rationale:* The instructional materials used in the school should help children achieve the purposes and/or goals established for the program. The teacher can better provide learning experiences at the level of each student if there are a variety of good instructional materials available. Children should become actively involved in learning through the use of learning games, manipulative materials, audio-visual materials, textbooks, reference books, instructional television and other kinds of instructional materials.

A comprehensive library-media program is vital to good instruction and should be integrated into the total school environment. It is important that the school provides students with learning resources which will enable them to explore areas of greatest interest to them. Minimum number of books and other materials are not established in relation to number of children because each child should have the same opportunity to work with a wide selection of resources.

**606.06**

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**Acceptable Use of Computers, Technology and the Internet**

The Red Cloud Community School System maintains quality technology software and hardware for the purpose of allowing faculty and students the opportunity to develop technology skills, give and receive instruction in technology, and gather and utilize computerized data and information. The school also provides opportunity for students to access the resources of the Internet under the instructional supervision of their teachers.

The use of Internet resources requires an understanding of the Internet itself and of the appropriate netiquette (etiquette) to be utilized when accessing the computers and data of others. The Internet, in simple terms, is thousands of miles of phone lines and satellite signals, and thousands of computers and system servers, connected through the use of specialized software programs which allow users to exchange computerized information.

In order to be allowed access to the computers and software connected to the Internet, our students and parents must review this document and agree, by their signatures, to abide by the rules, expectations, and agreement that follows:

We confirm and agree that our student (student’s name), has read this I.U.A. regarding utilization of the computer lab and Internet connections at Red Cloud Community Schools and will abide by the same. We understand those rules are as follows:

1. It is expected that all users will treat computer hardware and software with care, and receive instruction in appropriate use and operation before access is allowed. The use of computers and networks is a privilege, not a right, and permission must be obtained before access is allowed.

2. A faculty member must be present in the computer lab or other classrooms where computer hardware and software is being used by students.

3. Students may not utilize, or try to decode, or hack (gain illegal access to) passwords, access codes or computers of other students, faculty members, or Internet servers. Damaging the data of other users is considered a serious violation of the rights of others and will not be tolerated.

4. Any incident or accident resulting in damage to a computer or its software must be reported immediately to the teacher/supervisor in the room. Failure to do so would result in the assumption that the damage was willful rather than accidental, and disciplinary action would result.

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5. By signing this I.U.A. students and parents acknowledge materials of inappropriate sexual, moral or religious content may be found on the Internet, and agree that: a) such material,

when encountered, will be promptly pointed out to the teacher in the room; b) access to such materials will be promptly terminated; and, c) the school will not be held responsible for student encounters with such materials.

6. It is understood that the student will abide by all rules and expectations, written here, implied, or expressed orally by the teacher. It is further understood that first failure to do so will result in a suspension of access privileges and in school contact with the parents. A second failure to observe the rules and expectations of this agreement may result in permanent loss of computer and Internet privileges.

A form containing this policy and requiring the signatures of student and parent shall be on file in the computer office before a student may utilize the Internet connections of the school.

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INTERNET USE AGREEMENT

The Red Cloud Community School System maintains quality technology software and hardware for the purpose of allowing faculty and students the opportunity to develop technology information. The school also provides opportunity for students to access the resources of the Internet under the instructional supervision of their teachers.

The use of the Internet requires an understanding of the Internet itself and of the appropriate netiquette (etiquette) to be utilized when accessing the computers and data of others. The Internet, in simple terms, is thousands of miles of phone lines and satellite signals, software programs which allow users to exchange computerized information.

In order to be allowed access to the computers and software connected to the Internet, our students and parents must review this document and agree, by their signatures, to abide by the rules, expectations, and agreement that follows:

We confirm and agree that our student,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has read this I.U.A. regarding utilization of the computer lab and Internet connections at Washington High School - Red Cloud, NE and will abide by the same. We understand these rules are as follows:

1. It is expected that all users will treat computer hardware and software with care, and receive instruction in appropriate use and operation before access is allowed. The use of computers and networks is a privilege, not a right, and permission must be obtained before access is allowed.

2. A faculty member must be present in the computer lab or other classrooms where computer hardware and software is being used by students.

3. Students may not utilize, or try to decode, or hack (gain illegal access to) passwords, access codes or computers of other students, faculty members, or Internet servers. Damaging the data of other users is considered a serious violation of the rights of others and will not be tolerated.

4. Any incident or accident resulting in damage to a computer or its software must be reported immediately to the teacher/supervisor in the room. Failure to do so would result in the assumption that the damage was willful rather than accidental, and disciplinary action would result.

5. By signing this I.U.A. students and parents acknowledge materials of inappropriate sexual, moral or religious content may be found on the Internet, and agree that: a) such material, when encountered, will be promptly pointed out to the teacher in the room; b) access to such materials will be promptly terminated; and, c) the school will not be held responsible for student encounters with such materials.

6. It is understood that the student will abide by all rules and expectations, written here, implied, or expressed orally by the teacher. It is further understood that first failure to do so will result in a suspension of access privileges and in school contact with the parents. A second failure to observe the rules and expectations of this agreement may result in permanent loss of computer and Internet privileges.

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parents Signature(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**607.05**

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**Student Field Trips and Excursions**

Off-Campus School Activities

The Board of Education recognizes that educational experiences provided through the public school cannot and should not be limited to the classroom. For this reason, field trips, extracurricular activities, and contests will be provided in the school program.

To the extent possible, such activities shall be planned for in the school curriculum and budgeted for annually. When included in the planned curriculum and in the budget document, the expenses for such programs, including necessary travel expenses, shall be borne by the district.

Field Trips

The administrator will approve all field trips for pupils. The teacher will make a request and have it approved before announcing a field trip.

Field trips must be a part of the educational process.

Before a trip is made, planning must be done to insure proper educational purpose.

Notices of the trip and a release of liability should be signed by every parent before the trip is made. These notices might be given at the beginning of the year and serve for all trips as long as prior notice to parents and approval of the board has been received.

Follow-up activities are essential to determine the validity of the trip.

**609.01**

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**Evaluation of Instructional Programs**

Follow-Up Study

The High School shall conduct a follow-up study of its graduates at least once every three years.

Every three years a follow-up study of selected graduated classes will be conducted.

Surveys shall include, but not be limited to, questions concerning graduates' current educational status, areas from their high school training which helped prepare them for post-secondary education or employment, and areas from their high school training which they feel should be improved in order to more adequately prepare others for post-secondary education or employment. The counselor shall administer the survey and prepare a written report of the findings. These results shall be reported by October 1 of each year, and the results will be published in the Red Cloud Chief.

Comprehensive Evaluation

Red Cloud Community Schools shall conduct a comprehensive evaluation at the direction of the state department using instruments and guides approved by the Nebraska Department of Education and the North Central Association of Colleges and Schools.

**610.01**

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**Test or Assessment Selection**

Standardized Norm-Referenced Assessment Instruments

Red Cloud Community Schools shall annually conduct a standard norm-referenced test in at least one grade in each of the following grade levels: grades 1-11. The results shall be reported to the public.

Annually in the spring a standard norm referenced test shall be given. The Iowa Test of Basic Skills will be used in grades 3-8, the Test of Achievement and Proficiency will be used in grades 9-1 1.

The guidance counselor shall see that the results of these tests are published in the Red Cloud Chief by October of each year.

Criterion Referenced Assessments Instruments

Red Cloud Community Schools shall use a criterion referenced assessment instrument to determine acquisition of competencies.

Reporting Progress

The teacher shall meet with parents of each child to discuss the child's progress.

The teacher shall be responsible for advancing students on the basis of their demonstrated ability.

The school system shall utilize a competency measure which assists mastery of a minimum acceptable performance in reading, writing and arithmetic skills.

Criterion - Referenced competency measures such as the Nebraska Assessment Battery of Essential Learning Skills may be used in meeting this regulation. Normative or comparative standards do not describe mastery and therefore may not be substituted for this requirement. Assessment should begin for most students in grade five.

**610.02**

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**Assessments—Academic Content Standards**

The Board of Education adopts the academic content standards of the State Board of Education (“State Board”). The adoption of the academic content standards includes the Language Arts (reading and writing) standards that were adopted by the State Board on September 5, 2014, the Mathematics standards that were adopted by the State Board on September 4, 2015, and the Science standards that were approved on September 8, 2017.

The Board of Education also adopts the Non-NeSa Tested Content Area Standards of the State Board of Education (“State Board”).The adoption of these standards includes Fine Arts adopted on March 4, 2014, Physical Education adopted on October 7, 2016, and Social Studies approved on December 7, 2012.

Unless other action is taken, the Board of Education adopts such standards as are subsequently adopted or amended by the State Board.

The administration shall be responsible for implementing assessments on the state standards in accordance with the procedures established by the State Board and the Department of Education, including conducting assessments in the same subject areas and the same grade levels as established in the state standards, and the reporting of scores and subscores.

Legal Reference:         Neb. Rev. Stat. §§ 79-760 to 79-760.05

6**11.01**

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**Student Progress Reports**

Reporting to Parents

Progress Reports will be mailed/given to parents or students in grades K-12, following the end of each nine week grading period.

Reporting Progress

The teacher shall meet with parents of each child to discuss the child's progress.

The teacher shall be responsible for advancing students on the basis of their demonstrated ability.

The school system shall utilize a competency measure which assists mastery of a minimum acceptable performance in reading, writing and arithmetic skills.

Criterion - Referenced competency measures such as the Nebraska Assessment Battery of Essential Learning Skills may be used in meeting this regulation. Normative or comparative standards do not describe mastery and therefore may not be substituted for this requirement. Assessment should begin for most students in grade four.

**611.02**

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**Student Promotion, Retention or Acceleration**

It is a commitment of the school to meet individual differences by placing each student at the age, social and intellectual level most favorable to his total educational development. To meet this commitment, it may be necessary to alter the established sequence of grade and/or courses.

The Board directs the Superintendent and/or Principal to develop procedures which will insure that school personnel confer with parents before a decision is made to retain or advance a student.

The Principal will confer with the parent or legal guardian before a student is retained or advanced to a different grade level.

Classification of Pupils

Teachers shall be responsible for classification and grading as well as promotion and retention in accordance with established policies and instructions. No pupil shall be retained without first conferring withthe Principal and withthe parents/guardians.

**611.03**

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**Student Honors and Awards**

Honors for exceptional achievement scholastically or in various activities are presented at a special high school Honors Program near the end of the school year. Scholarships awarded through the Red Cloud Community Schools will be awarded according to the specifications that have been mutually approved by the donor and the administration of the schools.

National Honor Society students will be recognized at Commencement.

Scholarships made available through any organization or groups are intended to be used for attendance at post-secondary educational institutions. In the event the sponsoring agency does not specify the particulars of making such an award, it is to be issued to a student of high scholastic ability as determined by the individual student’s four-year scholastic record, results of the state regent’s exams, MAP’s/ACT, or tests of like nature and issued only to a student who intends to make use of it to further his/her education.

Honor Roll

The Honor Roll is compiled at the end of each quarter and at the end of each semester.

Qualifications for the Honor Roll are:

Merit Roll - achieve a grade point average of 95% and no grade below 85%

Honor Roll - achieve a grade point average of 90% and no grade below 80%

Senior high students who are on the Merit Roll for the first three quarters will receive an academic letter.

**611.07**

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**Graduation Requirements**

Students must obtain 260 credit hours to be presented for graduation exercises to the Board of Education, Red Cloud Community Schools, Red Cloud, Nebraska.

The following requirements must be met to be eligible for graduation from the Red Cloud Community High School:

Language Arts 40 English 9

English 10

English 11

One course as a senior

not previously taken

Social Science 30 World Geography/World History

U.S. History

U.S. Government

Mathematics 30 Algebra I

Science 30 Physical Science

Biology

Personal Health & Fitness 10 PE/Health 9

Electives 120 Must include 1 Business, Ag or Family

Total hours for graduation 260 & Consumer Science, Sr. Survival (5-10 hrs)

Any waivers for P.E. will be handled on an individual basis

Physical Education, Band, and Vocal Music will receive 5 credit hours each semester--ten (10) credit hours per year.

Algebra I is a prerequisite to Algebra II.

Vocal Music as a class is open to any student desiring to take the class.

Extra-curricular involvement may be determined by audition.

Drama/Theater may be counted toward English credit.

Transfer students must meet the overall requirement for graduation. If the transfer student is in his/her Senior year, the student may request a waiver for classes that would have been required for the three previous years.

**611.07**

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Graduation Requirements for Exceptional Needs Students

The graduation requirements for exceptional needs students will be determined by an IEP (Individualized Education Plan).

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**Commencement**

In order to participate in the final senior activities, including Commencement, a student must first be eligible for graduation. The principal may waive these requirements for extenuating circumstances based on consultation with the superintendent.

Commencement activities shall be held for the graduating class. Caps and gowns shall be worn at the activities. Caps, gowns, and speaker’s fees shall be paid for by the school district.

The Junior class will help with arrangements for Commencement stage arrangements and decorations.

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**Special Education**

**Special Education Policies**

Red Cloud Community Schools adopts this special education policy with the intent that the policy maintains the District’s compliance with all applicable laws affecting special education services and programs. The Superintendent or designees shall develop regulations or procedures to implement these policies. Employees and contractors of the District are expected to comply with these policies and all regulations, guidelines and procedures related to this policy in all respects.

The District will abide by all state and federal laws relating to special education. The District’s special education policy and regulations, guidelines and procedures related to this policy are to be interpreted so as to be in compliance with such laws. In the event of changes in law, the school administration shall be authorized to implement modifications of practice to comply with such changes (whether the changes impose more or less stringent procedural or substantive requirements) until such time as amended policies are adopted by the Board of Education. References herein to 92 NAC 51 citations are made to Rule 51 as in effect on the date of the adoption of these policies. In the event of renumbering or other revisions to Rule 51, the policy shall be interpreted and implemented consistent with such renumbering or revisions.

**1. Free Appropriate Public Education**

A free appropriate public education shall be made available to all children with disabilities residing in the district from date of diagnosis through the school year in which the student reaches 21 years of age, including children with disabilities who have been suspended or expelled.

Legal Reference: 92 NAC 51-004.01 through 004.03A and 007.07C2 through 117.07C6

**2. Full Educational Opportunity Goal**

The District shall take steps to ensure that its children with verified disabilities have available to them the variety of educational programs and services available to children without disabilities in the areas served by the District, including art, music, industrial arts, family consumer science education, and vocational education.

Legal Reference: 92 NAC 51-004.11A

**3. Child Find**

All children with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated and a practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services.

Legal Reference: 92 NAC 51-006.01 through 006.01A2

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**4. Individualized Education Program (IEP)**

An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007.

Legal Reference: 92 NAC 51-007

**5. Least Restrictive Environment**

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Legal Reference: 92 NAC 51-008.01 through 008.011

**6. Procedural Safeguards**

Children with disabilities and their parents shall be afforded the required procedural safeguards.

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12; 990.14, 006.07 and 016.01

**7. Evaluation and Identification Procedures**

Children with disabilities shall be evaluated and identified in accordance with 92 NAC 51-006. The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. Locations of any evaluator shall be within a reasonable distance of the District. A Reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent(s) with a list of qualified agencies/evaluators within the geographic area. The evaluators are t have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

Legal Reference: 92 NAC 51-006

**8. Confidentiality of Personally Identifiable Information**

The confidentiality of student records and information shall be maintained in accordance with law.

Legal Reference: 92 NAC 51-003.16, 003.20, 009.03 through 009.03M3

**9. Transition of Children from Part C to Preschool Programs**

Children participating in early intervention programs under Part C of the IDEA (early intervention services) and who will participate in preschool programs assisted under Part B of the IDEA (services for school-aged children) shall experience a smooth and effective transition to those preschool programs in a

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manner consistent with 92 NAC 51-007.16. By the third birthday of such a child, an individualized

education program or an individualized family service plan shall be developed and be implemented for the child. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 51-007.16 through 007.16B1b

**10. Children in Nonpublic Schools**

To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents in nonpublic elementary and secondary schools in the District, provision will be

made for the participation of those children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

**11. Personnel Standards and Personnel Development**

Personnel providing special education or related services to children with disabilities shall be appropriately and adequately in accordance with IDEA requirements and the District will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide such services.

Legal Reference: 92 NAC 51-010

**12. Participation in and Reporting of State and district Wide Assessments**

All children with disabilities shall be included in all general state and district wide assessment programs, including assessments described under section 612(a)(16)(A) of the IDEA with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. The District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Legal Reference: 92 NAC 51-004.05

**13. Suspension and Expulsion Rates**

The District will examine data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Legal Reference: 92 NAC 51-004.06E

**14. Access to Instructional Materials**

As part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, the District will enter into a written contract with the publisher of the print instructional materials to:

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1. Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Material Access Center, electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard, or

2. Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats.

Legal Reference: 91 NAC 51-004.15

**15. Over-Identification and Disproportionality**

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such Materials or procedures shall be provided and administered in the child’s native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child.

Legal Reference: 92 NAC 51-003.10; 006.02C

**16. Prohibition on Mandatory Medication**

Children shall not be required to obtain a prescription for a controlled substance as a condition of attending school, receiving an evaluation to determine whether a child has a disability or the nature and extent of special education and related services the child needs, or receiving special education services.

Legal Reference: 92 NAC 51-004.11D; 21 U.S.C. §812(c)

**17. Transportation**

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law.

Legal Reference: 92 NAC 51-014.01 through 014.02

**18. Surrogates**

A surrogate will be appointed and other action taken to ensure the rights of children with a disability as required by law.

Legal Reference: 92 NAC 51-009.10

Legal Reference: 34 CFR Parts 300, 303 and 304

Neb. Rev. Stat §to 79-1167

92 NAC 51

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**Ceremonies, Observances, and the Pledge of Allegiance**

Appropriate exercises may be held for the following: Veterans’ Day, Martin Luther King Day, Presidents’ Day, Flag Day, Memorial Day, and State Fire Day (the Friday before the Fire Recognition Day, which is the second Saturday in May). An educational program on the United States Constitution shall be held on September 17th every year, or in the preceding or following week if September 17th falls on a weekend or a holiday

The flags of the United States of America and the State of Nebraska shall be prominently displayed on the school grounds on each day such a school is in session. All flag displays shall be in accordance with the standards prescribed for the display of the flag of the United States of America.

Each of the District’s schools shall establish a period of time during the school day, when a majority of the students are scheduled to be present, during which time students will be led in the recitation of the Pledge of Allegiance in the presence of the flag of the United States of America. Student participation in the recitation of the Pledge of Allegiance shall be voluntary. Students not participating in the recitation of the Pledge of Allegiance shall be permitted to silently stand or remain seated but shall be required to respect the rights of those students electing to participate.

Legal Reference: Neb. Rev. Stat §79-705; §79-707 and §79-708; NDE Rule 10

70 Federal Register 55507