

## ARTICLE 6: INSTRUCTION

### Elementary and Secondary Instruction

#### Introductory Statement

6000

In its relationship with the instructional program, the board of education of Custer County School District No. 180 hopes to make its finest contribution to education in our community. The board of education sees itself supporting and supplementing the efforts of the faculty, not trespassing on the efforts of the faculty.

However, the board of education recognizes and assumes its responsibility in this area. It assumes the obligation to offer the best instructional program possible by providing policies for a curriculum based on the recommendation of the superintendent of schools and his or her staff and the needs of the community.

Finally, and of extreme importance, the board of education wishes to have the staff present evidence of achievement, or lack of achievement of pupils in the light of our school's goals. It is clear that factual evidence of the productivity of the school is the board of education's best device for evaluating the educational system, for guiding improvement efforts, and for fostering approval of the schools.

The superintendent of schools and his or her staff shall provide the board of education with a continuous assessment of the quality of the school's programs.

A school calendar will be established each year that meets the laws of the State of Nebraska and the regulations of the Nebraska Department of Education.

The school calendar will be set by the board of education upon the recommendation of the superintendent of schools during the regularly scheduled April meeting for the ensuing school year.

Unless an emergency occurs the regular school term shall include a minimum of 175 days when pupils are in attendance.

Any dismissal of classes during the school year shall be approved by the superintendent of schools.

The school day shall be arranged and scheduled by the administration within the limitations of school facilities and requirement of state law. Each member of the staff is expected to be on duty before and after regular school hours to plan, to meet with students, and to carry out individual professional responsibilities. The staff, on occasions, may be asked to work beyond (before or after) the normal school day to attend staff meetings, hold conferences with students or parents, or to assist in school activities.

Legal Reference:	\$79-101	Terms, Defined.
	\$79-201	Compulsory Education, Attendance Required, Length of School Term.
	\$79-526	School Board, Schools, Supervision and Control.

## Class Size

6009

In keeping with its policy of providing the best instruction possible for the students of the Callaway Public Schools, the board of education shall direct the administration to annually review the projected student enrollment in the elementary grades prior to the regular August board of education meeting each school year. If the enrollment reaches 25 students per grade, the administration shall make a recommendation to the board of education as to the employment of an additional certified teacher and split the class into two sections. In either situation, the adjustment(s) shall be reviewed prior to the subsequent academic year. At such time the administration shall recommend to the inboard of education whether the modification(s) shall remain in effect for the following academic year. Nothing in this policy shall preclude the hiring of full or part time teacher's aids for classes with an enrollment of less than 25 students.

Date Adopted: July 9, 2001

**DEFINITION OF TERMS**

Instructional Hour: Sixty minutes of class time when more than one-half of the teachers and students are present in the building.

Instructional Time: Any time when more than one-half of the teachers and students are present in the building and engaged in learning activities under the supervision of teachers in regularly scheduled classes or approved activities.

The minimum number of instructional hours in the school year shall be 400 hours for kindergarten students; 1,032 for elementary students; and 1,080 for junior and senior high school students, exclusive of lunch time.

Activities included in the instructional hour will be class-related field trips, contests, fairs, assemblies, pep rallies, picture days, leadership workshops, scholastic contests, career and academic counseling, passing and recess time, and other select academic-related events authorized by the administration and the school board. Scholastic activities scheduled by the Nebraska School Activities Association such as music clinics, debate clinics, one-act plays, etc. or activities scheduled by the Nebraska Department of Education such as those related to FFA, FCCLA, FBLA, etc. may be included as a part of the school district's instructional hour.

Activities such as class meetings, magazine sales, homecoming activities, parent-teacher conferences, early dismissal for holidays, class ring selection shall not be included in the 1080 and 1032 hour requirement.

To the extent possible, practice for, travel to, and participation in athletic activities sponsored by the Nebraska School Activities Association and the Nebraska Department of Education will be scheduled outside the regular 1,032 and 1,080 hour standard. Individual student absences because of illness or family-centered activities will be governed by the district attendance policies. The minimum hours shall not include time when school is dismissed due to inclement weather, funerals, parent-teacher conferences, parades, picnics, and tournaments.

If it becomes necessary for a student to be absent from school for reasons other than illness the student should contact

the building principal in advance to make arrangements for the absence. All admission slips and excuses should be processed through the building principal.

The board of education feels that recess in the elementary school is an integral part of a child's learning and development process. That time shall be considered a part of the 1032 instructional hours. The elementary recess will be conducted in a learning environment with students and teacher in attendance. The recess period will be evaluated in the same manner as the regular classroom.

It is the intent of the board of education to strike a sensible balance between the time spent on academics and the time spent on extracurricular activities. The board of education acknowledges the fact that both play an important part in each student's total development.

Legal Reference:	§79-101	Term, Defined.
	§79-201	Length of School Term.
	§79-211	Minimum School Term.
	§79-212	Kindergarten Program, Minimum Hours.
	§79-213	School, Failure to Maintain, Loss of State Funds, Exceptions.

**STUDENTS.**

- I. Students may receive approval to miss classes due to:
  - A. Death in the family or of a near relative.
  - B. Student illness, illness in the family demanding student's presence at home, or medical appointments.
  - C. Absences because of a religious holiday.
  - D. Special requests from parents. Such absences must be arranged in advance and work made up prior to the absence.
  - E. School sponsored activities.
- II. Students who miss classes to attend an activity may have their school work made up in advance and have the make-up slip signed by their teachers and turned in to the building principal's office before leaving for the activity.

**STAFF.**

- I. Staff members who will miss school to attend or sponsor an activity must have all planning done for the substitute teacher. Class assignments shall be meaningful lessons and work for the students who remain in school.

**EXCEPTIONS.**

An exception to this policy will be for state sponsored events and contests which are scheduled during normal school days, and over which the school district has no control but in which there will be local students participating. The board of education and administration may make exceptions to this policy as may be deemed appropriate.

Athletics are extra-curricular activities sponsored by the school district and shall be offered to the students for participation on a voluntary basis. No student shall be required to participate and does, therefore, agree to rules and regulations set forth by the board of education, the administration, and coaching staff when the individual student goes out for any interscholastic sport.

The Athletic Handbook shall be developed and shall set forth the rules and regulations relating to participation, training, conduct, and dress. The handbook shall state such actions that students might take that could result in suspension, or removal, from any athletic team or program.

The handbook shall be approved by the board of education. Copies shall be printed and given to each student in grades 7-12 and to his or her parents each year. This handbook shall set forth a procedure for airing grievances, and holding hearings to provide for procedural due process.

Any coach of any sport may establish rules or regulations covering student dress, appearance, conduct, participation, conditioning, and attitude that he or she may deem beneficial to the conduct for the sport. These rules or regulations should be put in writing and printed in the Athletic Handbook.

In addition to the rules or regulations established by the school system or coach, regulations established by the Nebraska School Activities Association shall be included in the Athletic Handbook and shall be observed.

The purpose and goals of the athletic and activities program sponsored by the school district shall be as follows:

- I. Physical - to develop a strong and healthy body through skill, work in endurance, muscle tone, and agility.
- II. Mental - To develop the ability to live and deal with defeat, courage, and success with humility. To develop the mind for quick thinking, rational thinking, and good mental alertness.
- III. Moral - To develop a respect for one's own body and health by keeping physically fit. Use good self-discipline and learn to become a team member, a good citizen, and a good sportsman by always displaying good sportsmanship.

Policy Adopted: \_\_\_\_\_  
5150

The organizational grade arrangement of the Custer County School District No. 180 shall be as follows:

I. Elementary grades: Kindergarten through Grade 6  
(Elementary School)

II. Secondary grades: Grade 7 through Grade 12  
(Junior-Senior High School)

Legal Reference: §79-526 District Board, Schools,  
Supervision and Control.

Policy Adopted: \_\_\_\_\_  
New Policy

**Designation of Attendance Centers**

6030

An "elementary attendance center" in this district shall mean a building in which education is offered in one or more of the grades kindergarten through grade four. Only grades kindergarten up through grade four at any such building shall be considered a part of or defined and designated as constituting an elementary attendance center. Specially, all grades below kindergarten (including any pre-kindergarten grades or programs) and above grade four offered at any such building shall not be considered a part of or as constituting an elementary attendance center as defined and designated herein even if such grades are offered in the same building as the elementary attendance center. The foregoing designations apply to all buildings in use upon adoption of this policy, and all buildings hereinafter built or acquired through lease purchase, school reorganization, or assimilation of a Class I school district under terms of LB 126, Laws 2005, or otherwise. The designated of and definition of "elementary attendance center" as used herein shall also apply to the terms "elementary facility" or "elementary school."

Any grades offered in any building in this district below kindergarten or above grade four shall mean a "pre-school attendance center," "middle school attendance center," or "high school attendance center" as the school board shall from time to time define.

#### Procedures for Elementary Attendance Center Operating Councils

##### A. Formation of Operating Councils

Elementary attendance centers may be designated as a community school through the formation of an operating council. An operating council may be formed either by: (1) the school board of a Class I school district forming an operating council for that district's elementary attendance center on or before June 14, 2006, and such elementary attendance center becoming a part of the school district or (2) a request for an elementary attendance center designated as a community school being received by the school board of this school district.

##### B. Organizational Meetings

In the event a request for an elementary attendance center to be designated as a community school is received by the school board of this school district, the superintendent or the superintendent's designee shall hold an operating council organizational meeting at such elementary attendance center. The organizational meeting shall be held within sixty days after receiving the request or notice of timely formation from the school board of a Class

I school district.

C. Membership of Operating Councils

Operating councils shall be composed of not less than three and not more than six members. The procedures for the organization of operating councils formed pursuant to a request received by the school board of this school district shall be as follows: (1) the operating council shall be composed of three members and each member may be selected from a certain group or groups to be determined by the superintendent or the superintendent's designee (e.g.; members of the PTA or similar group for the elementary attendance center); and (2) the superintendent of the superintendent's designee shall select the initial members.

D. Successor Members

The timing and procedures for selecting successor members of operating councils shall be determined by the members, subject to approval by the superintendent or the superintendent's designee.

E. Operations of Operating Council

Organizational or other operating council meetings at any one elementary attendance center need not be held more than once during a calendar year. Operating councils shall be advisory only. Operating councils shall advise, consult and receive public information only on matters affecting the community school as provided by law. The principal of a community school shall provide an opportunity for the operating council to meet with the principal not less than once each month. The principal may designate the meeting dates.

F. Continuation of Dissolution of Operating Councils

An operating council may dissolve itself by approval of a majority of its members. An operating council may also dissolve itself or be considered to have dissolved in the event it fails to promptly select successor members or to hold annual organizational meetings or fails to notify the school board on or prior to August 15<sup>th</sup> each school fiscal year of its intent to continue to function as an operating council. The dissolution of the operating council shall end the community school designation for the elementary attendance center for which it was formed.

Legal Source: LB 126 §§ 4 and 40

Policy Adopted: \_\_\_\_\_

**Curriculum**

## Introduction and Objectives

6200

The board of education has the responsibility for maintaining a minimum program of instruction guaranteed by the state statutes and of initiating improvement beyond the minimum.

The board of education and the employees of the school district are responsible for maintaining the program of instruction in accordance with the provisions of the constitution of the State, the acts of the Legislature, the rules and regulations of the State Board of Education, and the policies and regulations of the board of education.

The ultimate aim of education, as determined by the patrons, students, and staff of this school district is to help students develop a positive self-concept; be aware of individual responsibilities, rights, needs, and differences; have a sound background in academic fundamentals; be able to communicate and work effectively with others; and thus become rational, responsible citizens able to cope with future challenges. This goal is the shared responsibility of the home, community, and school. Only through the cooperative effort of these segments can this goal be attained.

Legal Reference: §79-526 School Board, Schools,  
Supervision and Control.

Policy Adopted: \_\_\_\_\_  
New Policy

Each student shall have the right and may request, under competent guidance and instruction, to study issues appropriate to education for citizenship in a free society. Members of the instructional staff shall select such issues for study with respect to the following guidelines:

- I. The teacher shall determine the mental and emotional maturity of students prior to selecting controversial issues.
- II. The teacher shall assess the value of the issue in terms of contribution to the education of the student(s).
- III. The teacher shall inform his or her immediate supervisor prior to the introduction of any material which may be considered controversial or offensive. If it may be predetermined that material to be used or a topic may be controversial or offensive the teacher should weigh the possibility of substituting material less controversial or offensive against the educational value of using material that may create controversy or be offensive.
- IV. The teacher shall recognize that the classroom is a forum, not a place for creating resolutions or dogmatic pronouncements.
- V. The teacher shall guide the presentation of all ideas and opinion and accord them equal respect and weight.
- VI. The teacher shall present facts in addition to attitudes.
- VII. The teacher may express his or her own viewpoints and opinions, but shall not attempt to indoctrinate students to those viewpoints. Care must be taken by a teacher not to impose a specific religious or political viewpoint, or present a partisan or sectarian point of view in his or her class. Furthermore, a teacher should not allow a student, or a group of students to attempt to impose a specific religious or political viewpoint, or present a partisan or sectarian point of view upon a peer or peers.
- VIII. The teacher shall inform his or her immediate supervisor of the nature, reaction to, and extensions of controversial issues.

Callaway Public Schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans, and European Americans with special emphasis on human relations and sensitivity toward all races.

Statement of Philosophy and Mission

The philosophy of the multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) and understanding of diverse cultures and races, the manner in which the existence of diverse cultures and raves have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races.

The mission of the multicultural education program is to prepare students to: (a) value and respect their culture and race and cultures and races other than their own and (b) eliminate stereotypes and different treatments of others based on culture and race. The mission shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

Implementation of Multicultural Education

1. State Assessments.

The Callaway Public School District has adopted an assessment plan and has aligned the curriculum with the state approved content standards. The assessment plan includes a schedule and procedures for assessing success in achieving state standards.

Teachers are to clearly articulate the learning targets and align instruction to the learning targets within each of the content standards. Teachers are to give students instruction on the content prior to students being assessed on each content standard in order to provide learning opportunities for all students.

The assessments are to be conducted in accordance with the assessment plan schedule. Teachers are to conduct the assessments in a manner that assures it accurately assesses whether or not students are meeting the targets outlined by the content standards.

Assessment results are to be reported by the teachers in the manner and within the time directed by the administration or designee. The assessment data is to be used to meet state standards, to provide students and parents with information about student progress, to enhance school improvement planning, and to improve instruction. The assessment data is to be evaluated by teachers to monitor student learning and to improve instruction or terminate ineffective teaching practices to ensure students are being given the opportunity to meet the standards.

2. Achieving Valid Assessments.

Educators are responsible for maintaining the integrity of the assessments to ensure that assessments provide a valid measure of student progress and accomplishments. Educators are not to engage in any practice that may result in assessment results that do not reflect student learning, knowledge, skills or abilities in the area assessed.

For purposes of this policy, student assessments include both "standardized assessments" (including state assessments, norm referenced tests, and evaluations conducted for special education eligibility) and "coursework assessments" (e.g., classroom tests, quizzes, and other evaluative tools used to assign grades).

The following specific assessment expectations and rules apply:

- a. Integrity of the Assessment Instrument. The integrity of the assessment instrument is to be maintained.
  - i. Standardized Assessments. Standardized assessment instruments are not to be made available to students at any time before the student takes the assessment. The assessment instrument is to be maintained in a secure manner.
  - ii. Coursework Assessments. Coursework assessment instruments are to be periodically modified to keep the assessments current and prevent students from effectively using "test banks." For coursework assessments that are given on a repeat basis to students at different times (e.g., a test that is given to students throughout the school day), the educator is to remind students to not share the content of the assessment with students who will be taking the assessment later.
  
- b. Teaching for Success on Assessments.

It is appropriate for educators to prepare students to do well on assessments. This is to be accomplished in a manner that assures the assessment accurately reflects the student's knowledge, and not simply test preparation.

- i. Teach the Content. Educators are to prepare students to do well on assessments by teaching the subject content. Educators are not to "teach to the test" by teaching based solely on the content of the assessment. The content is to be taught to the students over an appropriate amount of time prior to the assessment. "Cramming" assessment content just before the assessment is to be taken is not appropriate. Review of content previously taught is appropriate.
- ii. Practice Tests. Educators are to prepare students by teaching test taking skills independent of the subject matter being assessed. Educators are not to conduct reviews (drills) using earlier (no longer published) versions of the same test, using alternate (parallel) forms of the same published test, or using actual items from the current form of a standardized test that will be

administered to students. Educators are not to conduct reviews (drills) using items of identical format (for example, multiple choice) to the exclusion of other formats.

c. Conditions for Successful Assessments.

i. Communications. Educators are to communicate to students and parents when assessments will be administered, the purpose of the assessment and how the assessment results will be used. Educators are to motivate students to do their best on assessments. Educators are to read and be familiar with assessment administration directions in advance and communicate the rules to students accurately and clearly.

ii. Climate. Educators are to have sufficient assessment materials available (e.g., No. 2 pencils, if needed). The classroom is to be arranged to allow comfortable seating. Distractions are to be eliminated. Educators in nearby classrooms are to be informed that the assessment is to be administered so noises from neighboring classrooms are kept at a minimum. Activities or arrangements are to be made for students who finish early so such students do not cause a distraction to other students still taking the assessment.

iii. Security. Educators are to monitor students while administering assessments to ensure students are complying with standards of academic integrity. Students who violate standards of academic integrity are to be reported to the administration.

d. Full Participation. Educators are to make efforts to have all eligible students take the assessments. The educator should develop a list of students who will be exempted from assessment and the reason for the exemption and submit the list for review and approval by the Principal.

e. Assistance During Assessments.

i. Standardized Assessments. Educators are not to provide assistance to students while a standardized assessment is being administered

except as provided for in a student's 504 Plan or IEP. This includes giving "hints," giving extra time, reading the tests to students or defining or pronouncing words for students, allowing students access to instructional material related to the content of the assessment (e.g., displaying a map during a social studies assessment) or allowing students access to mechanical aids (e.g., calculators).

- ii. Coursework Assessments. For coursework assessments, students may be allowed access to instructional materials or mechanical aids only when all students being given the assessment are given the aids and use of the aids does not hinder the students from learning the content of the lesson.
  
- f. Student Answers. Assessments are to reflect the students' work as submitted by the students. During the assessments, educators are to monitor students to make sure directions are being followed (e.g., students are using a No. 2 pencil on all "bubble" sheet assessments and completely erase mistaken answers and extra marks on "bubble" sheet assessments). Educators are not to change answers on a student's assessment sheet or otherwise participate in the submission of false or misleading assessment results.

All employees are to adhere to Nebraska's NeSA Security Procedures and report breaches in security to Superintendent or the Superintendent's assessment designee for report to the Nebraska Department of Education. Professionalism, common sense, and practical procedures provide the framework for testing ethics.

Violations of the rules and expectations set forth in this policy will be considered to be a breach of the District's standard of ethics and may result in disciplinary consequences. Educators are to report suspected violations of the expectation to the administration. The administration is to investigate and appropriately respond to violations of the expectations.

Legal Reference: NDE Rule 10.05; NDE Rule 27.004.02H and 004.03D

Date of Adoption: August 8<sup>th</sup>, 2011

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 December 11, 2008 and revised by the State Board on April 2, 2009, the Mathematics standards that were approved by the State Board on October 8, 2009, and the Science standards that were adopted by the State Board on October 6, 2010.

Unless other action is taken, the Board of Education adopts the standards to be adopted by the State Board in the area of Social Studies and 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 sub-scores.

This policy does not supersede the existing standards adopted by the Board of Education (that is, the standards for Social Studies). Those standards are attached to and re-adopted as part of this policy. This policy does supersede the Language Arts, Mathematics and Science standards adopted by the Board of Education prior to 2009.

Date of Adoption: August 8<sup>th</sup>, 2011

**Curriculum Development**

6215

Curriculum development shall be an ongoing process in the school district. Each curriculum area shall be reviewed and revised when necessary according to the timelines set out by the superintendent. These timelines will provide for periodic review of each curriculum area.

The superintendent 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 recommendation to the board, the superintendent shall propose a curriculum that will:

- Fulfill the philosophy of the school district;
- Reflect the educational and operation 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)

Policy Adopted: \_\_\_\_\_  
New Policy

**Experimental/Innovative Programs**

6220

The initiative for curriculum change may come from many sources which may include community, students, teachers, administrators, research, availability of new materials, changing student needs, and various state and federal rules and regulations.

The professional staff of the school system is encouraged to seek improvement of the educational program of the school district.

Long-range plans for curriculum changes shall be developed in such a way that budget plans can include needed provisions.

Policy Adopted: \_\_\_\_\_  
New Policy

It shall be the duty of each teacher employed by this school district to so arrange and present his or her instruction as to give special emphasis to common honest, morality, courtesy, obedience to law, respect for the national flag, the constitution of the United States and the constitution of the State of Nebraska, respect for parents, and lessons of a steady influence, which tend to promote and develop an upright and desirable citizenry.

Legal References:	§79-725	Character Education, Principles of Instruction, Duty of Teachers.
	§79-726	Character Education, Outline of Instruction, Duty of Commissioner of Education.
	§79-727	Character Education, Violation, Penalty.

Policy Adopted: \_\_\_\_\_  
New Policy

**Extra Class Activities**

Commemoration of special days and events shall be arranged.

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 Unit, States Constitution shall be held on September 17 every year, or in the preceding or following week if September 17 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 school is in session. All flag displays shall in accordance with the standards prescribed for the display of the flag of the United States America.

Legal Reference: Neb. Rev. Stat. § 79-705; § 79-707 and 79-708; NDE Rule 10 70 Federal Register 55507 (Constitution Day)

Policy Adopted: \_\_\_\_\_  
New Policy

**Assemblies, Convocations, Public Performances**

Assemblies or convocations shall be scheduled through the administration and must be approved by the superintendent of schools. The superintendent of schools will include the cost for these activities as a part of the annual budget to be approved by the board of education.

Assemblies or convocations must be educational and should not espouse a specific religious or political viewpoint or be of a sectarian nature.

Public programs, and public performances by students have an important place in a well-rounded educational program. They must, however, be consistent with the educational goals of the schools.

- I. Programs should have both educational and inspirational value.
- II. Programs should provide for a wide variation of interests.
- III. Wide participation in the programs should be encouraged.
- IV. Good taste should be demonstrated in the kinds of programs and behavior shown.

Field trips are encouraged when they can contribute to the learning process in a manner that can not be achieved within the standard classroom setting.

All field trips must have the approval of the building principal and be reported to the superintendent of schools prior to the activity. Each field trip will come within the policies of the school district and any applicable administrative rules and regulations established by the board of education or the superintendent of schools.

- I. All field trips must be approved by the building principal prior to publicity or development of plans of the trip.
- II. Field trips should be held during the school day and should not interfere with the scheduled busing program. If a trip would be more than one day in length, it must have the prior approval of the building principal.
- III. Requests and arrangements must be made far enough in advance, so that teachers and the building principal can be given a list of students involved in the activity at least five days in advance.
- IV. Students that will be involved who may miss other classes shall have the responsibility to obtain a make-up slip and make-up the assignments in advance of the activity that he or she will miss.
- V. The sponsoring teacher of the field trip shall verify that each student involved has met the make-up requirements before the student leaves for that activity.
- VI. It shall be the responsibility of the building principal to see that every teacher or sponsor of a field trip or school trip exercise the kind of control which will minimize the hazards of travel and maximize the safety of pupils when on the trip, as well as assume pupil conduct of such quality most likely to optimize the learning benefits of the trip.
- VII. The utilization of any mode of transportation other than school-owned vehicles shall have the approval of the superintendent of schools. Students will not be permitted to drive their personal car to and from field trips and shall utilize school-sponsored transportation unless prior arrangements are made with the building principal or the group sponsor.
- VIII. Any field trip that does not begin and end within the same

school day shall require parental permission.

- IX. Appropriate instruction shall precede and follow each field trip or community service activity.
- X. Field trips and community service activities requiring school bus transportation shall not interfere with the regularly scheduled transportation of pupils to and from school.
- XI. The building principal shall approve or disapprove the request and notify the teacher (if he or she disapproves the activity, he or she should state reasons). If approval is given, the building principal shall forward the request for the school bus to the appropriate personnel and notify the office of the superintendent of school five (5) days in advance of the date requested.
- XII. Certificated personnel on a bus shall see that all bus rules and regulations are enforced. The bus driver shall assist in this process. In the absence of certificated personnel on a bus the bus driver shall see that the bus rules and regulations are enforced.
- XIII. When a field trip is made to a place of business or industry, the teacher shall insist that an employee of the host company serve as a conductor or tour guide.
- XIV. Teachers, certified personnel, or responsible adults approved by the administration, shall accompany pupils on all field trips and shall assume responsibility for their proper conduct.
- XV. Appropriate educational experience and proper supervision shall be supplied for any pupils whose parents do not wish them to participate in the community service activity or field trip.
- XVI. The building principal will be responsible to provide a substitute for the teacher, if necessary, to instruct his or her classes which are not involved in the field trip.

Any solicitation for funds for trips must be approved by the superintendent of schools.

Policy Adopted: \_\_\_\_\_  
New Policy

**Instructional Resources and Testing**



## A. Internet Safety Policy

It is the policy of Callaway Public School District to comply with the Children's Internet Protection Act (CIPA). With respect to the District's computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called "hacking," and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (e) implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

1. Definitions. Key terms are as defined in CIPA. "Inappropriate material" for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
2. Access to Inappropriate Material. To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.
3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and

security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.
5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response.
6. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.

B. Computer Acceptable Use Policy

This computer acceptable use policy is supplemental to the District's Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.
2. Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and

guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.

The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

3. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.

4. Unacceptable Uses.

The following are unacceptable uses of the technology resources:

- a. Personal Gain: Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
- b. Personal Matters: Technology resources shall not be used, and no person shall authorize its use, for personal matters.

Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the District is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an e-mail to a minor child or spouse; sending an e-mail related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission.

This occasional use exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time; nor may students do so during instructional time.

The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an e-mail related to one's own private consulting business.

- c. Campaigning: Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
  
- d. Technology-Related Limitations: Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation,
  - 1. Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
  - 2. Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.
  - 3. Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
  - 4. Users shall not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
  - 5. Users shall not copy, change, or transfer any software without permission from the network administrators.
  - 6. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or

software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.

7. Users shall not engage in any form of vandalism of the technology resources.

8. Users shall follow the generally accepted rules of network etiquette. The Superintendent or designees may further define such rules.

e. Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any District policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:

1. to access any material contrary to the Internet Safety Policy; or to create or generate any such material.

2. to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.

3. to engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.

4. to engage in or promote violations of student conduct rules.

5. to engage in illegal activity, such as gambling.

6. in a manner contrary to copyright laws.

7. in a manner contrary to software licenses.

5. Disclaimer. The technology resources are supplied on an "as is, as available" basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The District is not responsible for the integrity of

information accessed, or software downloaded from the Internet.

6. Filter. A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Superintendent. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

7. Monitoring. Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent's designees.
8. Sanctions. Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of

the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

Legal Reference: Children's Internet Protection Act, 47 USC § 254

FCC Order adopted August 10, 2011  
47 USC § 254(h)(1)(b); 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)  
Neb. Rev. Stat. § 49-14,101.01 (Political Accountability and Disclosure Act)

Date of Adoption: April 9<sup>th</sup>, 2012

Callaway Public School  
Addition to Employee Code of Conduct  
*Appendix "1"*

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

ADMINISTRATORS, FACULTY AND STAFF AGREEMENT

In order to make sure that all members of the Callaway Public School community understand and agree to these rules of conduct for use of the e-mail and Internet systems of the school district, the Callaway School District asks that you, as an administrator, faculty member, or staff member user, sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the Callaway Public School, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Callaway Public School and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the Callaway Public School, any of its employees, or any institution providing network access to Callaway Public School responsible for the performance of the system or the content of any material accessed through it.

Employee's Name \_\_\_\_\_

Employee's Signature \_\_\_\_\_ Date: \_\_\_\_\_

This form will be retained on file by authorized  
faculty designee for duration of applicable  
computer/network/Internet use.

Callaway Public School  
Addition to Student Code of Conduct  
*Appendix "2"*

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

STUDENT'S AGREEMENT

In order to make sure that all members of the Callaway Public School community understand and agree to these rules of conduct, Callaway Public Schools asks that you as a student user sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the Callaway Public School, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Callaway Public School and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the Callaway Public School, any of its employees, or any institution providing network access to Callaway Public School responsible for the performance of the system or the content of any material accessed through it.

Student's Name \_\_\_\_\_  
\_\_\_\_\_

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

This form will be retained on file by authorized  
faculty designee for duration of applicable  
computer/network/Internet use.

Callaway Public School  
Addition to Student Code of Conduct  
*Appendix "3"*

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

PARENT'S AGREEMENT

In order to make sure that all members of the Callaway Public School community understand and agree to these rules of conduct, we ask that you as a parent/guardian sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by Callaway Public School. As parent or guardian of the student named below, I grant permission for my son or daughter to access networked computer services such as electronic mail (e-mail) and the Internet. I understand that this free access is designed for educational purposes. I also understand that individuals may be held liable for violations of those Terms and Conditions. However, I also recognize that it is impossible to restrict access to all controversial materials and I will not hold Callaway Public School responsible for materials acquired or sent via the network.

I agree not to hold the Callaway Public School, any of its employees, or any institution providing network access to Callaway Public School responsible for the performance of the system or the content of any material accessed through it.

Student's Name \_\_\_\_\_

\_\_\_\_\_

Parent's Signature \_\_\_\_\_ Date: \_\_\_\_\_

This form will be retained on file by authorized  
faculty designee for duration of applicable  
computer/network/Internet use.

OBJECTIVES OF SELECTION.

The primary objective of the school's educational media center is to complement, enrich, and support the educational program of the school district. It is the duty of the center to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view.

The board of education affirms the following objectives and asserts that the responsibility of the library media center is:

- I. To provide materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of the pupils served.
- II. To provide a background of information which will enable pupils to make intelligent judgments in their daily life.
- III. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical analysis of all media.
- IV. To provide materials representative of the many religious, ethnic, and cultural groups and their contribution to our American heritage.
- V. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library center.

RESPONSIBILITY OF SELECTION OF MATERIALS.

The board of education is legally responsible for all matters relating to the operation of Custer County School District No. 180. The responsibility for the selection of instructional materials is delegated to the professionally trained personnel employed by the school system.

Selection of materials involves many people: the building principal, teachers, supervisors, and media specialists. The responsibility for coordinating material and making the recommendation for purchase rests with the professionally trained media personnel.

CRITERIA FOR SELECTION OF INSTRUCTIONAL MATERIALS.

Needs of our school based on knowledge of curriculum and of existing collections are give first consideration.

Materials for purchase are to be considered on the basis of:

- I. Overall purpose.
- II. Timeliness or permanence.
- III. Importance of the subject matter.
- IV. Quality of the writing production.
- V. Readability and popular appeal.
- VI. Authoritativeness.
- VII. Reputation of the publisher or producer.
- VIII. Reputation and significance of the author, artist, composer, or producer.
- IX. Format and price.

#### PROCEDURES FOR SELECTION.

In selecting materials for purchase, the media specialist evaluates the existing collection and may consult:

- I. Reputable, unbiased, professionally prepared selection aids.
- II. Specialists from all departments of all grade levels.
- III. The Media Committee appointed by the superintendent of schools to serve in an advisory capacity in the selection of material. This committee shall be composed of: The building principal, two faculty members, and the media specialist.

In specific areas the media specialist follows these procedures:

- I. Gift materials are judged by basic selection standards and are accepted or rejected by these standards.
- II. Multiple items of outstanding and much in demand media are

purchased as needed.

III. Worn or missing standard items are replaced periodically.

IV. Out-of-date or no longer useful materials are withdrawn from the collection.

V. Sets of materials and materials acquired by subscription are examined carefully and are purchased only to fill a definite need.

VI. Salesmen must have permission from the superintendent's office before going into any part of the school.

#### DISPOSAL OF DISCONTINUED INSTRUCTIONAL MATERIAL.

Non-consumable instructional supplies become surplus to the school district for a variety of reasons, among them:

I. Obsolete - to be replaced by updated material.

II. Expiration of adoption period.

III. Torn, soiled or defaced.

IV. Needed, but damaged to the extent that the item is not economically repairable.

The building principal shall be responsible for directing the disposal of instruction materials classified as no longer needed by the school district.

Occasionally objections to instructional materials will be made despite the quality of the selection process. The board of education supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association and in the Student's Right to Read of the National Council of Teachers of English. In the event that materials are questioned, the principles of intellectual freedom, the right to access of materials, and the integrity of the certificated library media specialist personnel must be defended rather than the materials.

The procedures to be followed in reconsideration of instructional of library/media materials shall include the organization of a 'Material Review Committee'. This group will be appointed by the superintendent of schools upon the adoption of this policy and at the beginning of each succeeding school year. The committee shall consist of the media specialist, building principal, two faculty members not serving on the media committee, and two patrons.

RECONSIDERATION OF INSTRUCTIONAL, LIBRARY OR MEDIA MATERIAL.

The following procedure will be used when responding to challenges from students, parents, or patrons of Custer County School District No. 180 regarding the inclusion of certain instructional, library, or media materials in the schools:

Building Level.

- I. The media director shall field the initial complaint, and shall provide the complainant with a copy of the selection policy and the objection to instructional materials policy. The media director will discuss the material in question with the complainant, and at the conclusion of the meeting, shall prepare a report of the meeting.
- II. Following the meeting with the complainant, the media director shall meet with the building principal and review the instructional material which is the subject of the complaint and shall discuss the nature of the complaint. The media director and the building principal shall reach an initial decision whether to retain, reclassify, or remove the material, and the building principal shall report their decision on the Report of Meeting Form.
- III. The building principal shall notify the complainant, the

superintendent of schools, and the board of education in writing of the decision reached by he or she and the media director, concerning the instructional material in question.

#### MATERIAL REVIEW COMMITTEE.

In the event that the building principal and the media director are unable to agree whether to retain, reclassify, or remove the instructional material in question, or in the event the complainant is not satisfied with the decision reached by the building principal and the media director, the following procedures shall be followed:

- I. The complainant should be asked to complete and submit a formal request for consideration of instructional materials.
- II. A meeting shall be held with the complainant, the review committee, and the building principal (if not a member of the material review committee), where the instructional material is located.  
  
Prior to the meeting, the material review committee members shall each review this policy and Policy 6415, Selection and Review of Library and Media Materials. The material review committee shall also review the challenged material.
- III. The superintendent of schools shall be kept informed of the status and progress of all objections to the instructional materials.
- IV. While the instructional material is being reconsidered, the challenged material shall be retained on the media center shelves or retained as instructional material.
  - A. If the complainant has a child that may be exposed to the material under consideration, that child may be excused from any class where the material is being used or discussed, or may be excused from reading the material if it would be required reading material during the time the material is under consideration. Furthermore, alternate assignments shall be arranged so that the grades for that child shall in no way be affected.
- V. At the conclusion of the meeting between the complainant, or complainants, material review committee, and the building principal if applicable, the material review

committee shall decide whether to retain, reclassify, or remove the material under consideration, and shall add their decision or recommendations to the 'report of meeting form'. The complainant, the superintendent of schools, and the board of education shall be notified in writing of the decision of the material review committee.

#### BOARD OF EDUCATION LEVEL.

In the event the complainant shall not be satisfied with the decision of the material review committee, and should further action on the challenged material be needed, the following procedures shall be followed:

- I. The complainant should be asked to resubmit the request for reconsideration of instructional material.
- II. The request for reconsideration of instructional material, together with the material review committee report and recommendation shall be presented to the superintendent of schools and to the board of education within fifteen (15) working days after the decision and recommendation by the material review committee.
- III. Following receipt of the material by the superintendent of schools for reconsideration, the request shall be placed on the agenda of the next meeting of the board of education, and the complainant shall be notified of the date and place of the meeting of the board of education, at which time the board of education shall consider the request for reconsideration.
- IV. The board of education shall make the final decision with regard to whether to retain, reclassify, or withdraw the challenged instructional material, and the instructional material shall be retained or withdrawn as mandated by the board of education.
- IV. If the material is retained, it may not be subject to additional challenge for three years. The book or instructional material will be marked as having been challenged with the date of the challenge shown. The date of the challenge shall be deemed to be the date the request for reconsideration of instructional material was completed.

The school district shall administer the Nebraska Assessment Battery of Essential Learning Skills (N-ABLES) competency measure or an equivalent, starting in the fifth or sixth grades. The tests shall be used as criterion-referenced competency measure to assess the mastery of a minimum acceptable performance in reading, writing, and mathematical skills. The school district's testing program shall also include administering a battery of achievement tests each year to grades four, eight and ten. Tests results shall provide a comparison to national averages, stanines, and personal achievements. IQ tests will be given to the fourth, eighth and tenth grade each year. Eleventh and twelfth grade students will take the college, vocational, and other tests which may be required by the Nebraska Department of Education or which may be recommended for admission to the University of Nebraska or other post-high school institutions. The school district's program of testing will lend itself to the following:

- I. A qualitative assessment of the educational program of the school district for purposes of reporting the overall status of the district and charting the growth of the pupils, grades, schools and subject-matter areas from year to year.
- II. As standardized test scores become available they may be presented to the board of education with five-year comparisons at the next regular board meeting as set forth by Nebraska Department of Education, Title 92 of the Nebraska Administrative Code, Chapter 10.
- III. Interpretation and use by the teachers, counselors, and administration so that the test findings will influence the guidance and counseling of individual children and the development of a high quality curriculum.

The program will reflect the academic growth of pupils according to their own mental capacities and to local and national norms; be adequate and financially feasible; and assess the growth of pupils in the basic skills and subjects in the elementary and secondary grades.

**1. State Assessments.**

Callaway Public Schools has adopted an assessment plan and has aligned the curriculum with the state approved content standards. The assessment plan includes a schedule and procedures for assessing success in achieving state standards.

Teachers are to clearly articulate the learning targets and align instruction to the learning targets within each of the content standards. Teachers are to give students instruction on the content prior to students being assessed on each content standard in order to provide learning opportunities for all students.

The assessments are to be conducted in accordance with the assessment plan schedule. Teachers are to conduct the assessments in a manner that assures it accurately assesses whether or not students are meeting the targets outlined by the content standards.

Assessment results are to be reported by the teachers in the manner and within the time directed by the administration or designee. The assessment data is to be used to meet state standards, to provide students and parents with information about student progress, to enhance school improvement planning, and to improve instruction: The assessment data is to be evaluated by teachers to monitor student learning and to improve instruction or terminate ineffective teaching practices to ensure students are being given the opportunity to meet the standards.

**2. Achieving Valid Assessments.**

Educators are responsible for maintaining the integrity of the assessments to ensure that assessments provide a valid measure of student progress and accomplishments. Educators are not to engage in any practice that may result in assessment results that do not reflect student learning, knowledge, skills or abilities in the area assessed.

For purposes of this policy, student assessments include both "standardized assessments" (including state assessments, norm referenced tests, and evaluations conducted for special education eligibility) and "coursework assessments" (e.g., Classroom tests, quizzes, and other evaluative tools used to assign grades).

The following specific assessment expectations and rules apply:

a. Integrity of the Assessment Instrument. The integrity of the assessment instrument is to be maintained.

i. Standardized Assessments. Standardized assessment instruments are not to be made available to students at any time before the student takes the assessment. The assessment instrument is to be maintained in a secure manner.

ii. Coursework Assessments. Coursework assessment instruments are to be periodically modified to keep the assessments current and prevent students from effectively using "test banks." For coursework assessments that are given on a repeat basis to students at different times (e.g., a test that is given to students throughout the school day), the educator is to remind students to not share the content of the assessment with students who will be taking the assessment later.

b. Teaching for Success on Assessments.

It is appropriate for educators to prepare students to do well on assessments. This is to be accomplished in a manner that assures the assessment accurately reflects the student's knowledge, and not simply test preparation.

i. Teach the Content. Educators are to prepare students to do well on assessments by teaching the subject content. Educators are not to "teach to the test" by teaching based solely on the content of the assessment. The content is to be taught to the students over an appropriate amount of time prior to the assessment. "Cramming" assessment content just before the assessment is to be taken is not appropriate. Review of content previously taught is appropriate.

ii. Practice Tests. Educators are to prepare students by teaching test taking skills independent of the subject matter being assessed. Educators are not to conduct reviews (drills) using earlier (no longer published) versions of the same test,

using alternate (parallel) forms of the same published test, or using actual items from the current form of a standardized test that will be administered to students. Educators are not to conduct reviews (drills) using items of identical format (for example, multiple choice) to the exclusion of other formats.

c. Conditions for Successful Assessments.

i. Communications. Educators are to communicate to students and parents when assessments will be administered, the purpose of the assessment and how the assessment results will be used. Educators are to motivate students to do their best on assessments. Educators are to read and be familiar with assessment administration directions in advance and communicate the rules to students accurately and clearly.

ii. Climate. Educators are to have sufficient assessment materials available (e.g., No.2 pencils, if needed). The classroom is to be arranged to allow comfortable seating. Distractions are to be eliminated. Educators in nearby classrooms are to be informed that the assessment is to be administered so noises from neighboring classrooms are kept at a minimum. Activities or arrangements are to be made for students who finish early so such students do not cause a distraction to other students still taking the assessment.

iii. Security. Educators are to monitor students while administering assessments to ensure students are complying with standards of academic integrity. Students who violate standards of academic integrity are to be reported to the administration.

d. Full Participation. Educators are to make efforts to have all eligible students take the assessments. The educator should develop a list of students who will be exempted from assessment and the reason for the exemption and submit the list for review and approval by the Principal.

e. Assistance During Assessments.

- i. Standardized Assessments. Educators are not to provide assistance to students while a standardized assessment is being administered except as provided for in a student's 504 Plan or IEP. This includes giving "hints," giving extra time, reading the tests to students or defining or pronouncing words for students, allowing students access to instructional material related to the content of the assessment (e.g., displaying a map during a social studies assessment) or allowing students access to mechanical aids (e.g., calculators).
  
- ii. Coursework Assessments. For coursework assessments, students may be allowed access to instructional materials or mechanical aids only when all students being given the assessment are given the aids and use of the aids does not hinder the students from learning the content of the lesson.
  
- f. Student Answers. Assessments are to reflect the students' work as submitted by the students. During the assessments, educators are to monitor students to make sure directions are being followed (e.g., students are using a No.2 pencil on all "bubble" sheet assessments and completely erase mistaken answers and extra marks on "bubble" sheet assessments). Educators are not to change answers on a student's assessment sheet or otherwise participate in the submission of false or misleading assessment results.

Violations of the rules and expectations set forth in this policy will be considered to be a breach of the District's standard of ethics and may result in disciplinary consequences. Educators are to report suspected violations of the expectation to the administration. The administration is to investigate and appropriately respond to violations of the expectations.

Legal Reference: NDE Rule 10.05; NDE Rule 27.004.02H and 004.03D

Policy Adopted: \_\_\_\_\_

## Curriculum Extensions

### **Special Education Services to Handicapped Students**

6505

Custer County School District No. 180, in cooperation with Educational Service Unit No. 10 will develop, adopt, and upon request submit to the Nebraska Department of Education current policies, procedures, and forms for special education programs for all resident handicapped public and non-public school children, in accordance with all applicable state and federal requirements. These policies and procedures shall govern identification, evaluation, verification, individual education programs, placement (least restrictive environment), confidentiality, procedural safeguards, comprehensive system of personnel development, transportation, and surrogate parents within the school district. A copy of these policies shall be approved by the board of education and made a part of this policy book.

It is the intent of the board of education that the school district shall provide equal educational opportunities for all the verified handicapped students in the school district, as prescribed by the Nebraska school laws. The board of education recognizes its obligation to the students of this school district to maintain compliance with the approved State Educational Plan as designated in Public Law 94-142, which mandates a free and appropriate education for every handicapped child in this school district, regardless of the severity of the child's handicap.

## Diploma For Special Education Students

6505.1

A diploma shall be awarded to special education students upon the recommendation of the school administration. The diploma shall be awarded to eligible students at commencement exercises each year. The diploma shall be the same format and external appearance as regular graduation diplomas. The students that receive these diplomas shall be seated in the same alphabetical sequence with the rest of the graduation class.

A decision about whether a student attempt to qualify for this diploma should be made by the building principal and guidance counselor in consultation with the student and his or her parents. For the majority of the special education students receiving this diploma, a period of thirteen years in school will generally constitute the duration of a normal school program, if their work and attendance has been satisfactory. If it is determined that a student cannot complete the work in thirteen years an IEP will be developed which will outline programs which the school may offer that will best meet the needs of the student until the student meets the educational requirements which will best meet the needs of the student until the student either graduates or reaches the age of twenty-one.

The following paragraph will become a part of the special education student's transcripts: "This student is deficient in meeting the minimum graduation requirements, but has received a special diploma by reaching his/her potential through special education courses."

The guidance program shall be an integral part of the total program of instruction.

The guidance program shall be directed toward the growth and improvement of all pupils in the school, recognizing, however, that some pupils are in greater need of individual guidance than others.

The guidance program shall attempt to provide for each pupil a sense of belonging, self-respect, emotional security, achievement, and recognition. The program shall also endeavor to help the student develop an appreciation and understanding of the world in which he or she lives by providing a classroom and school environment in which effective learning and good behavior take place.

The guidance program shall provide a positive program of correction and prevention of antisocial behavior of pupils. It shall aim to provide a sense of responsibility and self-respect in students.

The overall objective of the guidance program shall be a process of helping individuals to help themselves, through their own efforts, to discover and to develop their potential resources for personal fulfillment and social usefulness.

The guidance counselor, under the direction of the building principal, will counsel with students, advising them of the importance for planning their course of action, both while they are attending school in this school district as well as to plan and prepare for life after they leave the district.

The guidance counselor, in concert with the administration, shall annually report to the board of education on student performance, as set forth by the district's standardized testing program.

The guidance counselor, under the direction of the building principal, will develop and keep current a plan for counseling students in the event an incident would occur which would warrant counseling large groups of students. Such plan shall be reviewed annually and shall be subject to the approval of the superintendent of schools.

Legal Reference: §79-321.02  
through  
§79-321.04

Program of Student  
Personnel Services,  
Supervise, Administer.

Policy Adopted: \_\_\_\_\_

Students enrolled in this school district may enroll in a correspondence course offered by any accredited college or university if the course is not offered by this school district and if the student needs the course to satisfy a college or university entrance requirement. Upon successful completion of the course, the student will be reimbursed for the tuition and text expenses. Texts shall then be returned to the college or university or become the property of the school district. A student may also take a correspondence course to make up credits at his or her own expense.

Students enrolled in this school district may enroll simultaneously with an institution of higher learning. Students must meet the following criteria:

- I. Students must meet the prerequisites as established by the other institution and have written permission from the institution of higher learning for authorizing dual enrollment.
- II. Students must enroll in the necessary classes offered by this school district to meet the prerequisites for graduation from this school district.
- III. A multiple enrollment committee composed of the building principal, the counselor, a high school teacher in the department in which post-secondary classes are requested, plus one additional teacher will act on the request. A report of the committee's decision will be forwarded to the parents or guardian of the student. This committee will continue to work with and advise the student from an undergraduate perspective, until the student graduates from this high school.
- IV. Unless the student has met all the graduation requirements as set forth by the policies of this board of education, the student must be enrolled in a minimum of fifteen credit hours at the high school level. The plan developed by the student and the multiple enrollment committee should involve graduation from this high school no later than the student would have graduated had he or she not participated in the dual enrollment program.
- V. A favorable approval of the plan by the multiple enrollment committee will necessitate the student making application and being accepted at the post-secondary school, and following through with the other registration procedures as outlined in this policy.

This school district will not be responsible for any tuition, other fees, or transportation costs incurred through dual enrollment. Credits earned at a post-secondary institution must be evaluated and approved by the building principal prior to enrolling in any course to determine if credits earned at the post-secondary institution may be applied toward graduation requirements of this school district.

This school district will cooperate with the area community college, any state college, the University of Nebraska, and any other accredited institutions of higher education to provide adult education classes.

This school district will also offer classes, usually vocational or recreational in nature, to be taught by local instructors. The number of classes will be determined by local interest. Any cost of these classes not financed through non-district sources will be shared by those individuals enrolled.

The board of education will appoint a local coordinator and interested patrons should contact this individual. Financial details will be handled through the institution offering the classes and the school district.

Callaway Public School adopts this special education policy with the intent that the policy maintain 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 007.07C6

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

**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; 009.14, 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 to 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 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:

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: 92 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. § 79-1110 to 79-1167  
92 NAC 51

Date of Adoption: August 8<sup>th</sup>, 2011